

Curriculum

# Handbook

GOLDEN GROVE HIGH SCHOOL

2023 - Year 10



Respect - Equality - Pride - Integrity - Resilience

"Success for all"



Government of South Australia  
Department for Education

# 2023 Golden Grove High School Year 10 Curriculum Handbook

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## Year 10 Compulsory Subjects

### English

<b>Subject</b>	<b>English</b>	<b>Year Level</b>	10
	English	<b>SACE Credit</b>	Nil
<b>Learning Area</b>	<a href="#">English</a>	<b>Length</b>	Full year
<b>Career Chart</b>			
<b>Course Outline</b>	<p>Students will develop their reading, listening, speaking, writing as well as investigating, researching and critical thinking skills in English. Finding information, analysing texts as well as producing a large variety of their own texts, in oral, written and multimodal forms will form the main components of the course.</p> <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 such as song lyrics, comics, television shows, 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, vlogs, blogs, newsletters and various electronic communications.</p> <p>All students will participate in a Short Story Writing Competition as part of an inter-class competition. They will further extend their reading experience during a weekly silent, sustained reading session as well as functional literacy skills.</p>		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Text Analysis: novel, film, poetry, drama, everyday texts, news and media</li> <li>• Text Production: narrative, persuasive, recount, inform, writer's statement</li> <li>• Functional English</li> <li>• Independent Reading</li> </ul>		
<b>Assessment</b>	<p>Assessment consists of:</p> <ul style="list-style-type: none"> <li>• Text Production 50%</li> <li>• Text Analysis 50%</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>\$10.00 for performance (compulsory)</p> <p>Please be advised that there are levels of English courses at year 10 which cater to student's needs, skills, abilities and dispositions. These include:</p> <ul style="list-style-type: none"> <li>• Accelerated English</li> <li>• Essential Literacy Support (OCOP or IEP)</li> <li>• Essential English</li> <li>• EALD</li> </ul> <p>Students will be appropriately placed based on their level of need or extension. All curriculum delivered will be in line with Australian Curriculum.</p>		

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<b>Subject</b>	<b>English Accelerated</b> <b>(Selection process only)</b>	<b>Year Level</b>	10
	English	<b>SACE Credits</b>	Nil
<b>Learning Area</b>	<a href="#">English</a>	<b>Length</b>	Full year
<b>Career Chart</b>			
<b>Course Outline</b>	<p>Golden Grove High School is proud to offer Accelerated English for students with a keen interest and disposition for English literature and its studies. 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. They will also develop their 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.</p> <p>Students in Accelerated classes will deal with a number of more challenging texts and in greater depth. Texts on offer for example could include: <i>The Great Gatsby</i>, <i>Jane Eyre</i>, <i>Dracula</i>, <i>Romeo and Juliet</i>, <i>Fahrenheit 451</i> for example.</p> <p><b>Students may be invited to join these classes on the basis of their performance in Year 9 English and teachers' recommendations.</b> Students will still study this subject as prescribed by the Australian Curriculum.</p> <p>Students will also examine the language used in a variety of contexts and will present personal viewpoints in discussions, debates and expository writing. 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>		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Text Analysis: novel, film, poetry, drama, news and media</li> <li>• Text Production: narrative, persuasive, recount, inform, writer's statement</li> <li>• Independent Reading</li> </ul>		
<b>Assessment</b>	<p>Assessment consists of:</p> <ul style="list-style-type: none"> <li>• Text Analysis      50%</li> <li>• Text Production    50%</li> </ul>		
<b>Additional Cost</b>	\$10.00 for performance (compulsory)		
<b>Recommendation /Prerequisites</b>	<p><b>By selection process only - students may be invited to join these classes based on invitation only.</b> Students will be appropriately placed based on their level of need or extension. All curriculum delivered will be in line with Australian Curriculum.</p>		

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<b>Subject</b>	<b>Essential Literacy Support* (Years 8 -10)</b> <i>*For students on OnePlan or IEP</i>	<b>Year Level</b>	10
<b>Learning Area</b>	English	<b>SACE Credits</b>	Nil
<b>Career Chart Course Outline</b>	<a href="#">English</a>	<b>Length</b>	Full year
<b>Topics Included</b>	<p>Students will undertake a modified program to cater for individual literacy and learning needs. <b>Identified students will have either a One Plan or an Individual Education Plan.</b></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. Readers, shorter texts, literacy and functional language skills are the focus of this course.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Functional Literacy</li> <li>• Spelling, Grammar</li> <li>• Creative Writing</li> <li>• Reading a variety of texts</li> <li>• Report Writing</li> <li>• Resume Writing</li> <li>• Application Writing</li> </ul>		
<b>Assessment</b>	<p>Assessment consists of:</p> <ul style="list-style-type: none"> <li>• Text Analysis 50%</li> <li>• Text Production 50%</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Nil</p> <p><b>Students are included in this course via One Plan or IEP, teacher recommendation, and NAPLAN data.</b> Students will be appropriately placed based on their level of need or extension.</p>		

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

<b>Subject</b>	<b>Essential English</b> <b>(Selection process only)</b>	<b>Year Level</b>	10
<b>Learning Area</b>	English	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">English</a>	<b>Length</b>	Full year
<b>Course Outline</b>	<p>This course is designed to improve the literacy skills of students who are below benchmark and may benefit from differentiated approaches. 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>Students will study this subject as prescribed by the Australian Curriculum. <b>Students will be recommended to join these classes based on their performance in Year 9 English and teachers' recommendations.</b></p> <p>Assessment will be based on a range of written tasks. This course leads on to Essential English at Stage 1 level.</p>		
<b>Topics Included</b>	<p>Students will study this subject as prescribed by the Australian Curriculum. Topics include:</p> <ul style="list-style-type: none"> <li>• Text Analysis: novels, short stories, films, song lyrics or poetry, everyday texts</li> <li>• Text Production: narrative, persuasive, recount, writer's statement</li> </ul>		
<b>Assessment</b>	<p>Assessment consists of:</p> <ul style="list-style-type: none"> <li>• Text Analysis 50%</li> <li>• Text Production 50%</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>\$10.00 for performance (compulsory)</p> <p><b>Students will be recommended to join these classes based on their performance in Year 9 English and teachers' recommendations.</b> Students will be appropriately placed based on their level of need or extension. All curriculum delivered will be in line with Australian Curriculum.</p>		

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# Year 10 Compulsory Subjects

## Mathematics

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



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

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

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

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

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# Year 10 Compulsory Subjects

## Science

<b>Subject</b>	<b>Science</b>	<b>Year Level</b>	10
<b>Learning Area</b>	Science	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Biology</a> <a href="#">Chemistry</a> <a href="#">Environmental Science</a> <a href="#">Psychology</a>	<b>Length</b>	Full year
<b>Course Outline</b>	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.		
<b>Topics Included</b>	<p><b>Topics include:</b></p> <p>Genetics:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>The Periodic Table:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Motion:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Evolution:</p> <ul style="list-style-type: none"> <li>Students learn about the processes involved in natural selection. They describe biodiversity and relate genetic characteristics to survival and reproductive rates.</li> </ul> <p>Reactions:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>The Universe:</p> <ul style="list-style-type: none"> <li>Students learn about the big bang theory and the evolution of the universe. They analyse supporting evidence for the theory.</li> </ul> <p>Global systems:</p> <ul style="list-style-type: none"> <li>Students learn about the models of flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change.</li> </ul>		
<b>Assessment</b>	<p>Assessment consist of:</p> <ul style="list-style-type: none"> <li>End of topic tests</li> <li>Science as a human endeavour tasks</li> <li>Investigations</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		

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## Year 10 Compulsory Subjects

### Health and Physical Education

<b>Subject</b>	<b>Health and Physical Education – Sport Focus</b>	<b>Year Level</b>	10
<b>Learning Area</b>	HPE	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a> <a href="#">Health</a>	<b>Length</b>	1 Semester
<b>Course Outline</b>	<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.</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>		
<b>Topics Included</b>	<p>Practical Topics:</p> <ul style="list-style-type: none"> <li>• Touch Football</li> <li>• Badminton</li> <li>• Netball</li> <li>• Archery</li> <li>• Korfball</li> </ul> <p>Theory Topics:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>		
<b>Assessment</b>	Assessment will be based on both practical and theory assessment aligned to the Australian Curriculum		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	All students will study either Health and Physical Education (Sport Focus) OR Health and Physical Education (Lifestyle Focus)		

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<b>Subject</b>	<b>Health and Physical Education - Lifestyle Focus</b>	<b>Year Level</b>	10
<b>Learning Area</b>	HPE	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a> <a href="#">Health</a>	<b>Length</b>	1 Semester
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<p>Practical Topics:</p> <ul style="list-style-type: none"> <li>• Group Dynamics - Students participate in a range of active challenges that improve their communication, collaboration and teamwork skills.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul> <p>Theory Topics:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		
<b>Assessment</b>	Assessment will be based on both practical and theory assessment aligned to the Australian Curriculum		
<b>Additional Cost</b>	Excursions will attract an extra cost – approximately \$50.		
<b>Recommendation /Prerequisites</b>	All students will study either Health and Physical Education (Sport Focus) OR Health and Physical Education (Lifestyle Focus)		

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<b>Subject</b>	<b>Physical Education - Special Focus Touch</b> (by invitation only)	<b>Year Level</b>	10
<b>Learning Area</b>	HPE	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a> <a href="#">Health</a>	<b>Length</b>	1 Semester
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<ul style="list-style-type: none"> <li>• Application of energy sources affecting physical performance</li> <li>• Application of the effects of training on physical performance</li> <li>• The effect of training on the body</li> <li>• Physiological barriers and enablers to physical activity</li> </ul>		
<b>Assessment</b>	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Nil</p> <p><b>Selection in this course will be by invitation only with the majority of students continuing on from the Year 9 program.</b> This Touch Football focus course counts as the selected students' compulsory PE unit at Year 10.</p>		

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<b>Subject</b>	<b>Physical Education - Special Focus Girls Australian Football</b> <i>(by invitation only)</i>	<b>Year Level</b>	<b>10</b>
<b>Learning Area</b>	<b>Health and Physical Education</b>		
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a> <a href="#">Health</a>	<b>Length</b>	<b>1 Semester</b>
<b>Course Outline</b>	<p>This course allows students to develop their skills and knowledge of the sport of Australian Football. This course is available by invitation only, with students selected through a trial process (from Year 9 in 2022). 24 girls will be selected and be placed in this class.</p>		
<b>Topics Included</b>	<p>The practical component of the course focuses primarily on the development of a range of knowledge, understanding and skills specific to AFL Football. This will include areas such as:</p> <ul style="list-style-type: none"> <li>• Skill development: <ul style="list-style-type: none"> <li>○ Kicking, marking, groundballs and handball development</li> <li>○ Application of skills to game situations</li> <li>○ Performing skills under game like pressure</li> </ul> </li> <li>• Gameplay and tactical development: <ul style="list-style-type: none"> <li>○ Development of team and individual offensive and defensive strategies</li> <li>○ Field positioning and transitioning in both offence and defence</li> </ul> </li> <li>• Fitness development: <ul style="list-style-type: none"> <li>○ Knowledge and understanding of fitness factors required for successful performance</li> <li>○ Participation in aerobic and anaerobic fitness building exercises</li> </ul> </li> </ul> <p>The theory component of this course will maintain a focus on the sport of Australian Football and will also allow students to develop the skills and knowledge they need to be successful in SACE Physical Education. Students will engage in:</p> <ul style="list-style-type: none"> <li>○ A 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 Australian Football and collect evidence to evaluate their effectiveness.</li> <li>○ A study of the Physiological Demands of AFL - 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 and collect data which allows them to evaluate their own performance and use of energy systems within the game.</li> </ul>		
<b>Assessment</b>	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum		
<b>Additional Cost</b>	There is an expectation that students will participate in State-wide Knockout and VISTA Carnivals, which will incur excursion costs.		
<b>Recommendation</b>			

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## Year 10 Compulsory Subjects Humanities and Social Sciences (HaSS)

<b>Subject Learning Area</b>	<b>History</b>	<b>Year Level</b>	10
	HaSS	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">History</a>	<b>Length</b>	1 Semester
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<p>Topics included within this course:</p> <ul style="list-style-type: none"> <li>• World War II, including the Holocaust and use of the atomic bomb at Hiroshima and focussing on the experiences of Australians at war</li> <li>• Building Modern Australia, including the Universal Declaration of Human Rights and Aboriginal and Torres Strait Islander peoples' ongoing struggle for equality and reconciliation.</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• an essay</li> <li>• sources analysis</li> <li>• examination.</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		
	Nil		

## Year 10 Compulsory Subjects

### Personal Learning Plan

<b>Subject Learning Area</b>	<b>Personal Learning Plan</b>	<b>Year Level</b>	10
	<b>Cross-Disciplinary Studies</b>	<b>SACE Credits</b>	10
<b>Career Chart</b>	<a href="#">Any Career from Art to Textiles and Design</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<p>The Personal Learning Plan (PLP) is a compulsory subject which all Year 10 Students will study as part of the SACE. 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"> <li>• how they developed their selected capability or capabilities</li> <li>• how the development of the selected capability/ies helps to achieve their goals</li> </ul> <p>As a part of PLP, students <b>must</b> undertake a week of work experience and reflect on their week.</p>		
<b>Topics Included</b>	<p>Each task is aligned with a particular topic idea:</p> <ul style="list-style-type: none"> <li>• Understanding and explaining the capabilities. Students identify their personal strengths and areas for development, creating goals and connecting them to the SACE Capabilities</li> <li>• SMART Goal setting</li> <li>• Pathways planning – including work experience</li> <li>• Entrepreneurship/Design Thinking process (individual task)</li> <li>• Review and Reflection</li> </ul>		
<b>Assessment</b>	<p>Assessment Type 1: Folio</p> <ul style="list-style-type: none"> <li>• Personal Development through the Capabilities      25%</li> <li>• Goal Setting and Pathway Planning                      30%</li> <li>• Entrepreneurship Passion Project                          20%</li> </ul> <p>Assessment Type 2: Review</p> <ul style="list-style-type: none"> <li>• Review and Reflection    25%</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Students may be involved in excursions for which additional costs may be incurred.</p> <p>Students must <b>pass PLP with an A, B, or C</b> grade to fulfil the requirements of the SACE (South Australian Certificate of Education).</p>		

## Year 10 Choice Subjects

### The Arts - Choice

<b>Subject</b>	<b>Visual Art</b>	<b>Year Level</b>	Year 10
<b>Learning Area</b>	The Arts		
<b>Career Chart</b>	Art	<b>Length</b>	Semester or Full Year
<b>Course Outline</b>	Students develop and refine practical skills that could possibly including drawing, painting and sculpture to represent ideas and subject matter. Students will analyse connections between art 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 artwork.		
<b>Topics Included</b>	<p>Topics based around assessment include:</p> <p>Folio</p> <ul style="list-style-type: none"> <li>• Create an original artwork based on a theme</li> <li>• Students explain their intentions</li> <li>• Research and analyse artists</li> <li>• Developing an idea and media exploration with visual thinking</li> </ul> <p>Practical</p> <ul style="list-style-type: none"> <li>• Creation of a final artwork</li> <li>• Justifying their artwork- writing a Practitioner’s Statement</li> </ul> <p>Visual Study</p> <ul style="list-style-type: none"> <li>• Writing an introduction to explain the topic</li> <li>• Research</li> <li>• Analysis</li> <li>• Experimentation- explore and document</li> <li>• Creating their own interpretation and document</li> <li>• Discussing their learning and writing a conclusion</li> </ul>		
<b>Assessment</b>	<p>Assessment consists of:</p> <ul style="list-style-type: none"> <li>• Folio</li> <li>• Practical</li> <li>• Visual Study</li> </ul>		
<b>Additional Cost</b>	No additional cost		
<b>Recommendation</b>	It is recommended that students have undertaken at least one semester of Visual Art at Year 8 or 9		

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<b>Subject</b>	<b>Visual Art - Design</b>	<b>Year Level</b>	10
	<b>Learning Area</b>	The Arts	<b>SACE Credits</b>
<b>Career Chart</b>	<a href="#">Art</a> <a href="#">Industrial Arts</a>	<b>Length</b>	Semester or Full Year
<b>Course Outline</b>	<p>Students develop and refine practical skills used in graphic, environmental and product/fashion 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. Students will develop knowledge of terminology in each design area.</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>		
<b>Topics Included</b>	<p>Topics for assessment include:</p> <ul style="list-style-type: none"> <li>• Design terminology/principles</li> <li>• Design processing</li> <li>• Areas of Design</li> </ul>		
<b>Assessment</b>	<p>Assessment consists of:</p> <ul style="list-style-type: none"> <li>• Folio</li> <li>• Practical</li> <li>• Visual Study</li> </ul>		
<b>Additional Cost</b>	\$10 per semester		
<b>Recommendation /Prerequisites</b>	It is recommended that students have completed at least one semester of Art in the Middle School.		

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<b>Subject</b>	<b>Creative Arts- Yearbook</b>	<b>Year Level</b>	10
	Arts		
<b>Learning Area</b>	<a href="#">Art</a> <a href="#">Industrial Arts</a>	<b>Length</b>	1 Semester
<b>Career Chart</b>			
<b>Course Outline</b>	<p>The school Yearbook is produced by the students enrolled in this semester course.</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>Various aspects of graphic design and digital imaging will be covered with students extending their knowledge in these areas through practical and theory assessment tasks. 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>		
<b>Topics Included</b>	<p>Topics within this course include:</p> <ul style="list-style-type: none"> <li>• Graphic Design elements and principles</li> <li>• Software skill development</li> </ul>		
<b>Assessment</b>	<p>Assessment occurs over two types of tasks:</p> <ul style="list-style-type: none"> <li>• Product (60%) – Assess the application of knowledge and understanding of the key concepts, ability to work as part of a team to produce the yearbook and evaluate the process used in its creation. Students will also create a journal analysing and recording information about various processes and techniques involved in the design process.</li> <li>• Folio (40%) Investigation – Students will analyse and evaluate the success of various publications considering their use of visual conventions, design principles and context.</li> </ul> <p>Skills Extension – Students apply their practical software skills and knowledge of design principles to create mock pages and cover for a magazine.</p>		
<b>Additional Cost</b>	Nil		
<b>Recommendation</b>	There are limited places available, which may result in a selection process being used to identify those students most suited. It is recommended that students have completed at least one semester of Art in the Middle School.		

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

<b>Subject</b>	<b>Dance</b>	<b>Year Level</b>	10
	<b>Learning Area</b>	The Arts	<b>SACE Credits</b>
<b>Career Chart</b>	<a href="#">Performing Arts</a>	<b>Length</b>	Semester or Full Year
<b>Course Outline</b>	<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> <p>The performance component will require evening attendance. Appropriate dance wear is essential.</p>		
<b>Topics Included</b>	<p>Topics within this course include:</p> <ul style="list-style-type: none"> <li>• History of Dance</li> <li>• Composition</li> <li>• Performance</li> <li>• Technique</li> <li>• Safe Dance</li> <li>• Contemporary Issues</li> </ul>		
<b>Assessment</b>	<p>Assessment occurs over four types:</p> <ul style="list-style-type: none"> <li>• Performance                    25%</li> <li>• Technique                        25%</li> <li>• Contexts                            25%</li> <li>• Composition                      25%</li> </ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	It is recommended that students have completed at least one semester of Dance in the Middle School.		

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

<b>Subject</b>	Special Interest Dance – (Entry conditions *see below)	<b>Year Level</b>	10
<b>Learning Area</b>	The Arts	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Performing Arts</a>	<b>Length</b>	Full Year
<b>Course Outline</b>	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. The performance component will require attendance during the evening. Appropriate dance wear is essential.		
<b>Topics Included</b>	Topics within this course include: <ul style="list-style-type: none"> <li>• History of Dance</li> <li>• Composition</li> <li>• Performance</li> <li>• Technique</li> <li>• Safe Dance</li> <li>• Contemporary Issues</li> </ul>		
<b>Assessment</b>	Assessment occurs over four types: <ul style="list-style-type: none"> <li>• Performance                    25%</li> <li>• Technique                        25%</li> <li>• Contexts                            25%</li> <li>• Composition                      25%</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil *Students who have completed the Year 9 Special Entry Dance course may continue in Year 10 or change to general Year 10 Dance. If sufficient places are available other interested students may audition to secure a place in this course.  This course is a prerequisite for Stage 1 Dance.		

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

<b>Subject</b>	<b>Drama</b>	<b>Year Level</b>	10
	<b>Learning Area</b>	The Arts	<b>SACE Credits</b>
<b>Career Chart</b>	<a href="#">Performing Arts</a>	<b>Length</b>	Semester or Full Year
<b>Course Outline</b>	<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> <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>		
<b>Topics Included</b>	<p>Topics within this course include:</p> <ul style="list-style-type: none"> <li>• Stagecraft skills</li> <li>• Improvisation</li> <li>• Text Analysis</li> <li>• Group Production</li> </ul>		
<b>Assessment</b>	<p>Assessment occurs over four types:</p> <ul style="list-style-type: none"> <li>• Stagecraft/Improvisation                      30%</li> <li>• Text analysis    20%</li> <li>• Reflection    20%</li> <li>• Group Production    20%</li> <li>• Group Production Reflection                      20%</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	\$20 for viewing performances		



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

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

<b>Subject</b>	<b>Music</b>	<b>Year Level</b>	10
<b>Learning Area</b>	The Arts	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Music</a> , <a href="#">Arts</a>	<b>Length</b>	Full Year
<b>Course Outline</b>	<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 <b>keyboard and vocal</b> are <u>not</u> available at school.</p>		
<b>Topics Included</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• undertake instrumental lessons</li> <li>• participate in class ensemble</li> <li>• are encouraged to participate in extra ensemble and solo performances</li> <li>• study aural, theory and analysis</li> <li>• study music in its historical and social context</li> <li>• use computers to create original compositions</li> <li>• Experience multiple instruments</li> </ul>		
<b>Assessment</b>	<p>Assessment occurs over four types:</p> <ul style="list-style-type: none"> <li>• Music Theory</li> <li>• Performance</li> <li>• Reflection</li> <li>• Original compositions</li> </ul>		
<b>Additional Cost</b>	\$120 fee per semester for hire of an instrument if required.		
<b>Recommendation /Prerequisites</b>	It is preferable for students to be able to play an instrument and/or have completed at least one semester of Music in the Middle School.		

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## Year 10 Choice Subjects

### Capabilities/Cross-Disciplinary Pathway - Choice

<b>Subject Learning Area</b>	<b>Academic Extension</b>	<b>Year Level</b>	10
	Capabilities Pathway: Integrated Learning	<b>SACE Credits</b>	10 or 20 Stage 1 Credits OR 10 or 20 Stage 2 Credits (after completing Stage 1)
<b>Career Chart</b>	All careers	<b>Length</b>	One or two semesters
<b>Course Outline</b>	This is a cross-disciplinary extension course, which Year 10 students may complete as a <b>SACE Stage 1 Integrated Learning Unit</b> , receiving 10 SACE Credits per semester. Students complete a Practical Exploration, a Team Activity and a Personal Venture. <b>Note:</b> Students who have successfully completed this subject as a <b>SACE Stage 1 Unit</b> may do this course as a <b>SACE Stage 2 Unit</b> , as <i>the challenges set change every year</i> .		
<b>Topics Included</b>	<p><b>OPTION A: Public Speaking and Debating</b></p> <ul style="list-style-type: none"> <li>For their <b>Practical Exploration</b>, students learn how to speak well in public. They develop their critical and creative thinking, research, speechwriting and public speaking skills by delivering prepared and impromptu speeches. Some students may be selected to represent the school in speaking competitions.</li> <li>For their <b>Team Activity (Connections Task)</b>, students learn how to debate. They form teams and further develop these skills in class debates. They may also choose to participate in the (evening) Interschool Debating Competition.</li> </ul> <p><b>OPTION B: Tournament of Minds</b></p> <ul style="list-style-type: none"> <li>For their <b>Practical Exploration</b>, students participate in a Tournament of Minds Long-term Challenge in the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths). Teams of seven students create a play to meet the set criteria (script, sets, costumes, props) and perform it.</li> <li>For their <b>Team Activity (Connections Task)</b> students develop teamwork skills doing Tournament of Minds Spontaneous Challenges, which require the rapid interchange of ideas, an ability to think creatively and great group work skills.</li> </ul> <p><b>OPTION C: Ethical Issues</b></p> <ul style="list-style-type: none"> <li>For their <b>Practical Exploration</b>, students learn about four ethical theories: Utilitarianism, Kantian Ethics, Virtue Ethics and Care Ethics. They develop their ethical understanding and critical and creative thinking skills by applying these theories to current real-world ethical dilemmas, asking in lively class circle discussions: <i>What is the right thing to do in this situation, and why?</i> They may be selected to represent the school in the interschool Philosothon.</li> <li>For their <b>Team Activity (Connections Task)</b>, students form teams to take part in a class Ethics Olympiad. Each team explores 8 ethical cases and decides as a team: <i>What is the right thing to do in each situation, and why?</i> They explain their views to another team in a structured discussion format. Students may be selected to represent the school in the interschool Ethics Olympiad.</li> </ul> <p><b>PERSONAL VENTURE:</b></p> <ul style="list-style-type: none"> <li>Students choose a Personal Venture to develop a capability of their choice.</li> </ul>		
<b>Assessment</b>	Students demonstrate the development of their capabilities in three ways: <ul style="list-style-type: none"> <li>Practical Exploration/Practical Inquiry: 40%</li> <li>Teams Activity (Connections Task): 30%</li> <li>Personal Venture/Personal Endeavour: 30%</li> </ul>		
<b>Additional Cost</b>	For some optional activities, e.g., camps and competitions.		
<b>Recommendation</b>	This course is recommended for students who seek an extra academic challenge.		

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<b>Subject</b>	<b>Entrepreneurship</b>	<b>Year Level</b>	10
	<b>Learning Area</b>	Cross Disciplinary	<b>SACE Credits</b>
<b>Career Chart</b>	<a href="#"><u>Any Career from Art to Textiles and Design</u></a>	<b>Length</b>	Semester / Full Year
<b>Course Outline</b>	<p>This subject is well suited for students who are interested in leadership, volunteering, are part of a social enterprise or are a volunteer and want to build their organisational, presentation and collaborative skills.</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/volunteering 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. Depending on the focus of their leadership interest, students will engage with critical and creative thinking, problem solving and personal development.</p>		
<b>Topics Included</b>	<p>The Entrepreneurial endeavour will be self-directed and chosen by the student</p> <ul style="list-style-type: none"> <li>• The Design Process</li> <li>• The pitch/prototype</li> <li>• Capabilities in Action</li> </ul>		
<b>Assessment</b>	<p>Students will be assessed based on either the Community Studies or Integrated Learning performance standards. Students undertaking this course, on completion will earn 10 SACE Credits (per semester)</p>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>An interest for business, leadership and/or helping people</p>		

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<b>Subject Learning Area</b>	<b>Peer Support – Pre</b>	<b>Year Level</b>	10
	Capabilities Pathway	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Community Services</a> <a href="#">Social Science</a>	<b>Length</b>	Semester <b>(two only)</b>
<b>Course Outline</b>	<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> <p>This subject is for students who have <b>not been previously enrolled</b> in peer support. This course is via an <a href="#">application process</a> and will lead to SACE Stage 1 Integrated Learning in 2024 for Semester 1</p>		
<b>Topics Included</b>	<p>Students will develop:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Mentorship</li> <li>• Building relationships</li> <li>• Building School Culture</li> </ul>		
<b>Assessment</b>	<p>Students will be assessed in:</p> <ul style="list-style-type: none"> <li>• Practical involvement in the Transition Program and Folio</li> <li>• Leadership Research Assignment</li> <li>• Video Reflection Assignment</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Nil</p> <p>Application Form <a href="#">click here</a></p>		

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<b>Subject</b>	<b>Peer Support – Integrated Learning</b>	<b>Year Level</b>	11
<b>Learning Area</b>	Cross-Disciplinary Studies	<b>SACE Credits</b>	10 Credits
<b>Career Chart</b>	<a href="#">All Areas</a>	<b>Length</b>	1 Semester
<b>Course Outline</b>	<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"> <li>develop leadership and mentoring</li> <li>develop communication, group planning and group decision making skills</li> <li>be involved in planning and designing activities for Year 8 students</li> <li>reflect verbally and in writing on personal identity and group performance to identify strength and weaknesses</li> </ul> <p>Students will be placed in Year 7 Groves in Semester 1. All Peer Support students are expected to attend Year 7 Camp as this is a major component of success in this course.</p> <p style="color: red;">Students who wish to enrol in Peer Support, need to have completed Peer Support-PRE in 2022</p>		
<b>Topics Included</b>	<p>Topics include:</p> <ul style="list-style-type: none"> <li>communication</li> <li>conflict resolution</li> <li>mentorship</li> <li>building relationships</li> <li>building school culture</li> </ul>		
<b>Assessment</b>	<p>Assessment occurs over three types:</p> <ul style="list-style-type: none"> <li>AT1: Practical Exploration 40%</li> <li>AT2: Connections 40%</li> <li>AT3: Personal Venture 20%</li> </ul>		
<b>Additional Cost</b>	Compulsory Year 7 camp (subsidies amount \$190.00 GST incl)		
<b>Recommendation /Prerequisites</b>	<p>This subject is <b>ONLY available</b> to students who have successful <b>completed PRE-peer</b> support in the previous year, or by special consideration by Miss Noack. Applying without PRE-peer support may require students to attend an interview. Please see Miss Noack in the Hub before subject selection closes.</p>		

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<b>Subject Learning Area</b>	<b>STEM</b>	<b>Year Level</b>	10
	Cross Disciplinary	<b>SACE Credits</b>	10
<b>Career Chart</b>	<a href="#">Any Career from Art to Textiles and Design</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<p>Topics within this course include:</p> <ul style="list-style-type: none"> <li>• Introduction to STEM for humanity</li> <li>• Water: safety, hygiene and filtration systems</li> <li>• The Design Process Introduction</li> <li>• The Design Process</li> </ul>		
<b>Assessment</b>	<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"> <li>• Science Inquiry Skills Tasks</li> <li>• Science as a Human Endeavour Investigation</li> </ul> <p>Assessment Type 2: Collaborative Inquiry (2 parts)</p> <ul style="list-style-type: none"> <li>• Collaborative inquiry design</li> <li>• Collaborative inquiry evaluation</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		

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<b>Subject</b>	<b>SAASTA Program Yr 10 - (South Australian Aboriginal Secondary Training Academy)</b>	<b>Year Level</b>	10
<b>Learning Area</b>	Capabilities Pathway	<b>SACE Credits</b>	30 Stage 1 credits
<b>Career Chart Course Outline</b>	<a href="#">Aboriginal focussed careers</a>	<b>Length</b>	Full Year
<b>Course Outline</b>	<p>The Aboriginal Careers Exploration program through SAASTA has been developed using the SACE Self Directed Community Learning framework and culminates in the annual Aboriginal Power Cup carnival in semester 1 which is a three-day sporting event focusing on cultural activities, career pathways and the nine-a-side round robin AFL competition.</p> <p>In semester 2 students who successfully complete all curriculum tasks will be invited to the SAASTA Shield which is a two-day sports carnival and formal ceremony recognising student achievement for the year.</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 and self-directed career exploration tasks specifically designed around pathways planning.</p> <p>A major focus for the curriculum is for students to gain an understanding of a variety of careers, training opportunities, and study options during and post school.</p> <p><a href="#">Aboriginal Education</a></p>		
<b>Topics Included</b>	<p><a href="#">SAASTA Information Guide</a> Lifestyle, culture and health topics</p>		
<b>Assessment</b>	<p>Assessment to occur over two semesters:</p> <p>Semester 1 (20 credits)</p> <ul style="list-style-type: none"> <li>• ACE (Aboriginal Careers Exploration) Program</li> <li>• Stage 1 Self Directed Community Learning</li> <li>• Power Cup Carnival</li> </ul> <p>Semester 2 (10 credits)</p> <ul style="list-style-type: none"> <li>• ACE (Aboriginal Careers Exploration) Program</li> <li>• SAASTA Shield Carnival</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p style="color: red;">Aboriginal and Torres Strait Islander students only</p>		

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## Year 10 Choice Subjects

### Health and Physical Education - Choice

<b>Subject</b>	<b>Physical Education - Second Semester</b>	<b>Year Level</b>	10
<b>Learning Area</b>	Health and Physical Education	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a> <a href="#">Health</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<p>Topics students will cover include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Physiological Demands of Soccer - 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 Soccer 9's and collect data which allows them to evaluate their own performance and use of energy systems within the game.</li> </ul>		
<b>Assessment</b>	Assessment will be based on the multimodal and written evaluations submitted for each topic. Each topic is weighted equally.		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		

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<b>Subject Learning Area</b>	<b>Health - Female Focus</b>	<b>Year Level</b>	10
	Health and Physical Education		
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a> <a href="#">Health</a>	<b>Length</b>	Semester
<b>Course Outline</b>	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.		
<b>Topics Included</b>	Focus issues include: <ul style="list-style-type: none"> <li>• Women’s history</li> <li>• Gender and sexuality</li> <li>• Relationships</li> <li>• Sexual health</li> <li>• Body image and self-esteem</li> <li>• Physical and mental wellbeing</li> </ul>		
<b>Assessment</b>	Assessment tasks may include worksheets, oral presentations, interviews, research assignments and group/collaborative work.		
<b>Additional Cost Recommendation /Prerequisites</b>	Additional costs may be incurred to cover practical activities or excursions		

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<b>Subject</b>	<b>Health - Male Focus</b>	<b>Year Level</b>	10
	<b>Learning Area</b>	Health and Physical Education	<b>SACE Credits</b>
<b>Career Chart</b>	<a href="#">Outdoor Ed</a> <a href="#">Physical Education</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<p><a href="#">Health</a></p> <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>		
<b>Topics Included</b>	<p>Topics students will cover include:</p> <ul style="list-style-type: none"> <li>• 'Men of Honour' program</li> <li>• 'Rock &amp; Water'</li> </ul>		
<b>Assessment</b>	Assessment tasks may include worksheets, oral presentations, interviews, research assignments and group/collaborative work.		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		

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## Year 10 Choice Subjects

### Humanities and Social Sciences (HaSS) - Choice

<b>Subject Learning Area</b>	<b>Geotourism</b>	<b>Year Level</b>	10
	HaSS	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Geography</a> <a href="#">Environmental Science</a> <a href="#">Rural Studies</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<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"> <li>• How can the spatial variation between places and changes in environments be explained?</li> <li>• What management options exist for sustaining human and natural systems into the future?</li> <li>• How do world views influence decisions on how to manage environmental and social change?</li> </ul>		
<b>Topics Included</b>	<p>Students participate in a compulsory field trip excursion along Adelaide’s coastline.</p> <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>		
<b>Assessment</b>	Includes fieldwork and an examination.		
<b>Additional Cost</b>	\$15 compulsory field trip		
<b>Recommendation /Prerequisites</b>	Year 9 Geography is recommended but not a pre-requisite		

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<b>Subject Learning Area</b>	<b>Law and Society</b>	<b>Year Level</b>	10
	Humanities	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Social Sciences</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<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 Law and Society 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"> <li>• How is Australia’s democracy defined and shaped by the global context?</li> <li>• How are government policies shaped by Australia’s international legal obligations?</li> <li>• What are the features of a resilient democracy?</li> </ul>		
<b>Topics Included</b>	<p>Topics included within this course are:</p> <ul style="list-style-type: none"> <li>• Ethical tensions in Australia and Asia</li> <li>• SA Commissioner for Young People’s Change program</li> <li>• UN Youth – Sustainable Development Goals</li> <li>• Media Literacy</li> </ul>		
<b>Assessment</b>	Includes social action, an inquiry, and an examination.		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	Nil		

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## Year 10 Choice Subjects

### Languages / EALD - Choice

<b>Subject Learning Area</b>	<b>Japanese</b>	<b>Year Level</b>	10
	Languages / EALD	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Languages</a>	<b>Length</b>	Full Year
<b>Course Outline</b>	<p>Australia has strong connections with Japan and the ability to understand, speak, and write Japanese provides students with multiple career opportunities including living and working overseas.</p> <p>In Year 10 students continue to build fluency in written and spoken Japanese. They consider future pathways and prospects, including how Japanese may feature in these. This course continues to build an understanding of the language and culture of Japan, focusing on communication, skills in writing, speaking, listening, and reading in Japanese. The ability to speak fluently and with confidence is developed through school-based practice and shared learning.</p>		
<b>Topics Included</b>	<p>Topics within this course include:</p> <ul style="list-style-type: none"> <li>• Growing up</li> <li>• Nationalities</li> <li>• Famous Japanese people</li> <li>• Popular fast food in Australia and Japan</li> <li>• Shopping</li> <li>• Making plans with friends</li> <li>• City and country living</li> <li>• Giving directions</li> </ul>		
<b>Assessment</b>	<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>		
<b>Additional Cost</b>	<p>\$30.00 Education Perfect \$30.00 Workbook</p>		
<b>Recommendation /Prerequisites</b>	<p>This course has a prerequisite of successful completion of Japanese in Year 9 at a C+ or higher. This subject must be studied as a full year course.</p>		

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<b>Subject Learning Area</b>	<b>Spanish</b>	<b>Year Level</b>	10
	Languages / EALD	<b>SACE Credits</b>	Nil (or accelerated 10 credits)
<b>Career Chart</b>	<u><a href="#">Languages</a></u>	<b>Length</b>	Full Year
<b>Course Outline</b>	<p>Students continue to build fluency in written and spoken Spanish. They continue to develop an awareness of the diversity of languages, cultures, and forms of intercultural communication. They 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>Note: <b>An accelerated program</b> 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 into 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>		
<b>Topics Included</b>	<p>Topics within this course include:</p> <ul style="list-style-type: none"> <li>• Personal Experiences</li> <li>• Future plans and future tense</li> <li>• Holidays</li> <li>• Health</li> <li>• Films, music, TV and novels including a visit to the Spanish Film Festival</li> <li>• Giving opinions</li> <li>• Social and environmental issues</li> </ul>		
<b>Assessment</b>	<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, an investigation and mid year and end of year exam.</p>		
<b>Additional Cost</b>	Education Perfect \$30.00		
<b>Recommendation /Prerequisites</b>	<p>This course has a prerequisite of successful completion of Year 9 Spanish at C or higher. This subject must be studied as a full year course.</p>		

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<b>Subject</b>	<b>English as an Additional Language or Dialect (EALD)</b>	<b>Year Level</b>	10
<b>Learning Area</b>	Languages / EALD	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Languages English</a>	<b>Length</b>	Full Year
<b>Course Outline</b>	<p>This course develops communicative competence in written and spoken English, particularly in preparation for senior school and future employment opportunities for students.</p> <p>Students build proficiency in reading and writing English including the structural elements of grammar and punctuation. They will read and analyse a range of texts as they understand purpose of texts and intended impact on audience.</p>		
<b>Topics included</b>	<p>Topics will vary but may include</p> <ul style="list-style-type: none"> <li>• Personal Experiences</li> <li>• Future plans</li> <li>• Holidays</li> <li>• Health</li> <li>• Films, music, TV and novels</li> <li>• Giving opinions</li> <li>• Social and environmental issues</li> </ul>		
<b>Assessment</b>	<p>Student achievement is determined through a range of formative and summative tasks including oral, written and multimodal.</p>		
<b>Additional Cost</b>	<p>Education Perfect \$30.00</p>		
<b>Recommendation /Prerequisites</b>	<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 - Choice

<b>Subject</b>	<b>Engineering - (Year 10 Shared Campus Subject)</b>	<b>Year Level</b>	10
<b>Learning Area</b>	Science	<b>SACE Credits</b>	(10 credits by negotiation)
<b>Career Chart</b>	<a href="#">Engineering</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<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. 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. The focus capabilities for this subject are communication and learning.</p>		
<b>Topics Included</b>	<p><b>Area of Study</b></p> <p>Carbon Chemistry</p> <p>Two-dimensional Motion Skills</p>	<p><b>Topics</b></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>	
<b>Assessment</b>	<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"> <li>• Investigations Folio</li> <li>• Skills and Application Tasks</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Nil</p> <p>(Potential to be completed as a Stage 1 Scientific Studies Unit receiving 10 SACE Credits)</p> <p><b>**This is a shared campus subject and will have students from Gleeson College, Golden Grove High School and Pedare Christian College. **</b></p> <p>This subject is particularly useful for students hoping to undertake Physics and or Chemistry at Stage 1.</p>		

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<b>Subject Learning Area</b>	<b>STEM</b>	<b>Year Level</b>	10
	Science	<b>SACE Credits</b>	10
<b>Career Chart</b>	<a href="#"><u>Any Career from Art to Textiles and Design</u></a>	<b>Length</b>	Semester
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<p>Topics within this course include:</p> <ul style="list-style-type: none"> <li>• Introduction to STEM for humanity</li> <li>• Water: safety, hygiene and filtration systems</li> <li>• The Design Process Introduction</li> <li>• The Design Process</li> </ul>		
<b>Assessment</b>	<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"> <li>• Science Inquiry Skills Tasks</li> <li>• Science as a Human Endeavour Investigation</li> </ul> <p>Assessment Type 2: Collaborative Inquiry (over two parts)</p> <ul style="list-style-type: none"> <li>• Collaborative inquiry design</li> <li>• Collaborative inquiry evaluation</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		

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## Year 10 Choice Subjects

### Technologies – Design, Digital, Food and Child Studies - Choice

<b>Subject Learning Area</b>	<b>CAD (Computer Aided Design)</b>	<b>Year Level</b>	10
	Technologies	<b>SACE Credits</b>	10/20 Credits
<b>Career Chart</b>	<a href="#">Engineering</a> <a href="#">Computing &amp; IT</a>	<b>Length</b>	Semester/ Full Year
<b>Course Outline</b>	<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. Students at year 10 will complete CAD at a Stage 1 level, achieving 10 SACE Credits on completion of this course.</p>		
<b>Topics Included</b>	<p>Students will be exploring 2 areas of Computer Aided Design within their tasks.</p> <ul style="list-style-type: none"> <li>• Solid Modeling and Design</li> <li>• Architecture and Designing</li> </ul> <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>		
<b>Assessment</b>	<p>Assessment within this course:</p> <ul style="list-style-type: none"> <li>• Specialised Skills Task Solid Modeling and Designing Architecture and Planning</li> <li>• Design Process and Product Guided design process to produce their own design or solution</li> <li>• Evaluation Guided evaluation of their design and manufacture process</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<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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<b>Subject</b>	<b>Design Technology - Furniture Design and Manufacture</b>	<b>Year Level</b>	10
<b>Learning Area</b>	Technologies	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Construction</a> <a href="#">Industrial Arts</a> <a href="#">Engineering</a> <a href="#">Metalwork and Engineering</a> <a href="#">Building and Construction</a>	<b>Length</b>	Semester or Full Year
<b>Course Outline</b>	<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 Workshop safety, using power tools, begins the process of advancing skills in machinery throughout the room. This course is centred on the development of an understanding of joining timber using framing and/or carcass joints in small projects. 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. Students will use CAD programs to help aid in their manufacture of a product through guided design.</p>		
<b>Topics Included</b>	<p>Topics included within this:</p> <ul style="list-style-type: none"> <li>• Safe Operating Procedures for tools and machinery</li> <li>• Skills tasks                             <ul style="list-style-type: none"> <li>Construction Joints</li> <li>Framing Joints</li> <li>Joining Methods</li> </ul> </li> <li>• Table Project                             <ul style="list-style-type: none"> <li>Joining Methods</li> <li>Finishing Methods</li> </ul> </li> <li>• Guided Design Project Evaluations</li> </ul>		
<b>Assessment</b>	<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> <ul style="list-style-type: none"> <li>• Practice joining methods</li> <li>• Summative practical</li> <li>• Design development and planning, through guided instruction</li> <li>• Folio of production skills</li> <li>• Evaluation of processes</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Nil</p> <p>An interest in designing and making products from timber as well as applied mathematics would be an advantage. It is recommended that you have completed a semester of Design and technology successfully at year 9.</p>		

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<b>Subject Learning Area</b>	<b>Digital Technologies</b>	<b>Year Level</b>	10
	Technologies	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Computing</a> <a href="#">Media Studies</a>	<b>Length</b>	Semester / Full Year
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<p>Topics included in this course:</p> <ul style="list-style-type: none"> <li>• Excel</li> <li>• Using social media for collaboration &amp; engagement</li> <li>• Augmented Reality</li> <li>• Website Programming</li> <li>• Programming</li> </ul>		
<b>Assessment</b>	<p>Students will complete the following assessment:</p> <ul style="list-style-type: none"> <li>• Individual Assessment Task</li> <li>• Group Assessment Task</li> <li>• Research and Analysis</li> <li>• Digital Project</li> <li>• Digital Solution</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		

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<b>Subject Learning Area</b>	<b>Electronics</b>	<b>Year Level</b>	10
	Technologies	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Electro-technology Engineering</a>	<b>Length</b>	Semester
<b>Course Outline</b>	<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>		
<b>Topics Included</b>	<p>Topics included in this course:</p> <ul style="list-style-type: none"> <li>• Mathematical Electronic Concepts</li> <li>• Electronic Equations and Calculations</li> <li>• Solving problems using mathematical equations</li> <li>• Circuit Board Design and manufacture</li> <li>• Solder-based assembly Techniques</li> <li>• Introductory programming.</li> </ul>		
<b>Assessment</b>	<p>Formative assessment (not reportable)</p> <ul style="list-style-type: none"> <li>• Ohms Law calculations</li> <li>• Calculations of missing values</li> <li>• Practice creating simple circuits</li> </ul> <p>Summative assessment (reporting)</p> <ul style="list-style-type: none"> <li>• Create a circuit using computer simulation calculations and measurements</li> <li>• Create circuits to identify a solution</li> <li>• Essay discussing telecoms</li> <li>• Ethical and sustainability presentation</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		
	An interest in Mathematics and Applied Physics is strongly recommended.		

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<b>Subject Learning Area</b>	<b>Food and Hospitality</b>	<b>Year Level</b>	10
	Technologies	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Home Economics</a> , <a href="#">Food Studies</a>	<b>Length</b>	Semester or Full Year
<b>Course Outline</b>	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.		
<b>Topics Included</b>	<p>All food and hospitality classes are underpinned by kitchen safety, food safety, handling and hygiene.</p> <p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• Dietary and health disorders</li> <li>• Sustainability and the future of food</li> <li>• Collaborative entertaining</li> </ul> <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• Cultural Influences on Australian foods</li> <li>• Indigenous foods</li> <li>• Sustainable practices in food choices</li> <li>• Collaborative gift basket</li> </ul>		
<b>Assessment</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Research Task</li> <li>• Practical Application</li> <li>• Workflow Plan</li> <li>• Evaluation</li> <li>• Action Plan</li> <li>• Collaborative Task</li> </ul>		
<b>Additional Cost</b>	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.		
<b>Recommendation /Prerequisites</b>	Completing a semester of year 9 Food and Textiles would be an advantage.		

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

<b>Subject</b>	<b>Design Technology - Metal Design and Manufacture</b>	<b>Year Level</b>	10
<b>Learning Area</b>	Technologies	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Construction</a> , <a href="#">Industrial Arts</a> , <a href="#">Engineering</a> , <a href="#">Metalwork and Engineering</a>	<b>Length</b>	Semester or Full Year
<b>Course Outline</b>	<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 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. Students will have to use CAD programs to help aid in their manufacture of a product through guided design.</p>		
<b>Topics Included</b>	<p>Students will cover and complete the following:</p> <ul style="list-style-type: none"> <li>• Safe Operating Procedures for tools and machinery</li> <li>• Skills tasks using (Hand tools, Static Machinery, Welding Techniques using Oxy-Acetylene and MIG Welders (TIG as an extension where appropriate))</li> <li>• Projects Showcasing skills gained in <i>Welding and Metal Machining</i></li> <li>• Guided design and evaluation</li> </ul>		
<b>Assessment</b>	<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> <ul style="list-style-type: none"> <li>• Practice welding methods</li> <li>• Practice machining methods</li> <li>• Design development and planning, through guided instructions</li> <li>• Folio of production skills</li> <li>• Evaluation of processes</li> </ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	An interest in designing and making products using metal as well as applied mathematics would be an advantage. It is recommended that you have completed a semester of Design and Technology successfully at year 9.		

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## 2023 Golden Grove High School Year 10 Curriculum Handbook

<b>Subject Learning Area</b>	<b>Child Studies</b>	<b>Year Level</b>	10
	Technologies	<b>SACE Credits</b>	Nil
<b>Career Chart</b>	<a href="#">Community Services</a>	<b>Length</b>	Semester
<b>Course Outline</b>	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.		
<b>Topics Included</b>	<p>Topics included in this course:</p> <ul style="list-style-type: none"> <li>• The use of screen time and the affects it has on young children.</li> <li>• Nutritional meals suitable for young children with a focus on ‘fussy eaters’.</li> <li>• Interacting with children and creating positive relationships.</li> <li>• Celebrating cultural diversity with young children by exploring cultural events collaboratively.</li> </ul>		
<b>Assessment</b>	<p>Assessment completed will consist of:</p> <ul style="list-style-type: none"> <li>• 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%.</li> <li>• 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%.</li> <li>• 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%.</li> <li>• 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%.</li> </ul>		
<b>Additional Cost</b>	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.		
<b>Recommendation /Prerequisites</b>	<p>An interest in becoming a childcare worker or working with young children is recommended.</p> <p>Completing a semester of year 9 Food and Textiles would be an advantage.</p>		

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