



**TATACHILLA**  
LUTHERAN COLLEGE

Believe | Become | Belong



Years 10

# **CURRICULUM GUIDE 2025**

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# PRINCIPAL’S WELCOME



Dear Students and Parents,

Welcome to the 2025 Curriculum Guides. These guides have been separated into three to ensure you can access the information you need without being overwhelmed by the amount of information: Years 7-9, Year 10, and Years 11 -12. Your Curriculum Guide will assist you to explore, discuss and plan the learning pathways that match your learning passions within, and beyond, Tatchilla Lutheran College. I hope you will use this with your family and teachers to help shape your learning, skills and curriculum through your subject selections to realise your aspirations and goals.

Being future-ready and future-responsible in an era of career and technological volatility, uncertainty, and complexity, requires skills and capabilities such as:

- futures literacy
- critical, creative and ethical problem finding and solution seeking
- systems thinking
- contemporary data and digital technological skills
- environmental stewardship
- considering multiple perspectives
- collaboration and innovation
- resilience and grit
- effective communication

The 2025 Curriculum Guide offers a broad and contemporary suite of subjects that will enable the above skills, capabilities and understandings to be developed. Please read each subject overview carefully, along with relevant SATAC and course guides, and ask our teachers, Learning Leaders, and Director of Teaching and Learning about any subjects or course pathways you may be considering. Our staff can assist you with your subject combinations and selections. As you move into Years 10, 11 and 12, the South Australian Certificate of Education (SACE) and particular courses will have pre-requisite subjects, so please ensure you have spoken to the relevant teachers, and I urge you to attend subject information and course counselling evenings.

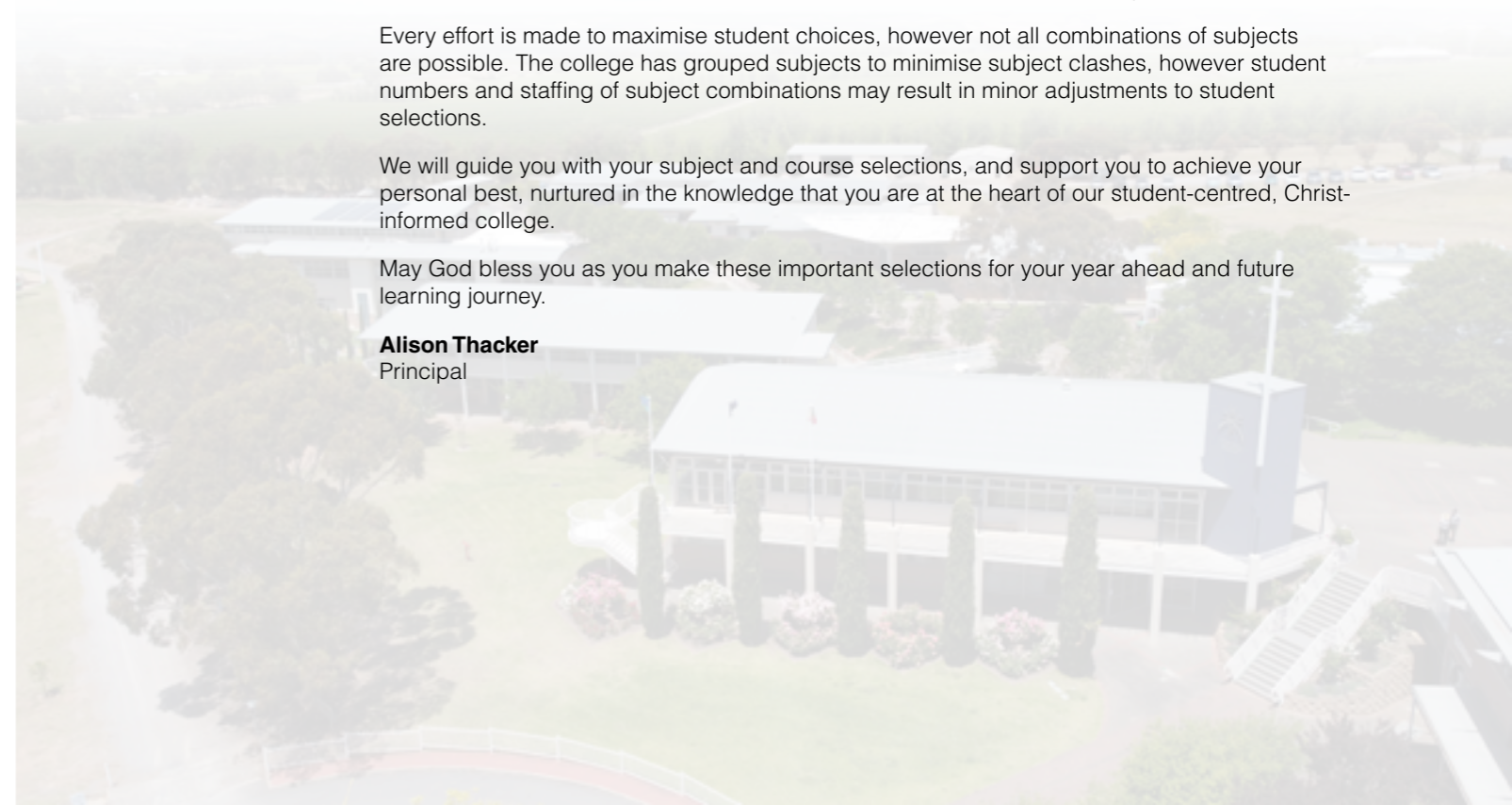
Be courageous and follow your passions throughout your years of education, try new or unexpected subjects, seek support and answers to your questions. Aim high.

Every effort is made to maximise student choices, however not all combinations of subjects are possible. The college has grouped subjects to minimise subject clashes, however student numbers and staffing of subject combinations may result in minor adjustments to student selections.

We will guide you with your subject and course selections, and support you to achieve your personal best, nurtured in the knowledge that you are at the heart of our student-centred, Christ-informed college.

May God bless you as you make these important selections for your year ahead and future learning journey.

**Alison Thacker**  
Principal





## LEARNING EXCELLENCE

Tatachilla Lutheran College values excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning focuses on improving student outcomes, including spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners access quality learning experiences that develop their God-given abilities so they may enrich the world. Excellence and high expectations are established through reflective practice, collaborative planning, monitoring, providing timely feedback and reporting on learning. Evidence is gathered across the College to develop and implement improvement plans and policies for the continuous development of highly effective teaching and learning, and to grow students as lifelong learners.

Our college has a commitment to a concept-driven curriculum. The development of understanding through concepts and significant ideas results in more meaningful, powerful and connected learning, enabling learners to see patterns, make connections and apply their understandings to new contexts. Content therefore becomes the medium through which these concepts are developed, explored and understood. Spiral revisiting of concepts through a range of varied content and experiences, and by questioning and adding to prior knowledge, assists students to deepen their understanding and make sense of their world. A concept-driven curriculum also helps learners construct meaning through improved critical thinking and the transfer of knowledge.

Our extensive outdoor learning spaces and indoor specialised learning environments promote active engagement, risk taking and motivation for learning which, when coupled with strong learner voices and parent partnerships, enable us to provide excellence in education for all students. The Tatachilla learning community strives to shape effective lifelong learner dispositions to enable students to strive for whatever excellence looks like for them. Our students R-12 need to develop crucial transferable skills that include leadership, flexibility, critical thinking, problem-solving, conflict management, teamwork, work ethic and emotional intelligence.

Working together with students and families, we can assist your child to open as many doors as possible with the tools to navigate a worthwhile life in a rapidly evolving landscape.

**Dr Michael Smith**  
Director of Teaching and Learning

## CURRICULUM

The College delivers the Australian Curriculum and the South Australian Certificate of Education (SACE). The rationale for the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system. The Australian Curriculum sets the expectations for what all Australians should be taught, regardless of where they live or their background. Reception to Year 10 students have access to the same content, and their achievement is judged against consistent national standards. The Australian Curriculum, for each subject, specifies content and achievement standards. The content describes the knowledge, understanding and skills that are to be taught and learned within a given subject. The **achievement standards** describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

**GENERAL CAPABILITIES:** These make up one of the three dimensions of the Australian Curriculum. They describe key understandings, skills and dispositions important for young Australians to live and work successfully now and in the future. The general capabilities are not stand-alone subjects but are taught through the learning area content in the Australian Curriculum.

The F–10 Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Digital Literacy (formerly Information and Communication Technology (ICT) capability)
- Personal and Social capability
- Ethical Understanding
- Inter-cultural Understanding.

**FOUNDATION - YEAR 10 AUSTRALIAN CURRICULUM:**

requires the following learning areas to be undertaken: English, Languages, Health & Physical Education, Mathematics, Science, Humanities & Social Sciences, Technologies and The Arts. At Tatachilla Lutheran College, the language offered is Japanese and all our students study Christian Studies to Year 12.

**YR 10 SACE STAGE 1 SUBJECTS:** Exploring Identities and Futures (EIF) is a 10 credit course that his completed in Year 10.

Through the delivery of our extensive subject offering across learning areas, Tatachilla Lutheran College fosters the development of a common set of learner capabilities enabling all students, whatever their learning journey, to develop and demonstrate the knowledge, skills, and understandings for success in the SACE and beyond.



## SACE PATTERN INFORMATION

### WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who complete their senior secondary education (Years 10, 11 and 12). It paves the way for young people to move from school to work or further training and study.

The SACE is designed to help students develop the skills and knowledge they need to succeed – whether they choose to pursue further education, training, or an apprenticeship.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students can study a wide range of subjects and courses as part of the SACE.

### HOW DO STUDENTS GET THE SACE?

Each subject or course completed earns “credits” towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade from A to E for each subject at Stage 1. Students receive a grade from A+ to E- at Stage 2.

For the Stage 1 compulsory subjects, students need to achieve a final moderated grade of a C or better. For compulsory Stage 2 subjects, students need to achieve a final moderated grade of C- or better.

The compulsory subjects are:

- Literacy – at least 2 units or 20 credits from a range of English subjects at Stage 1.
- Numeracy – at least 1 unit or 10 credits from a range of Mathematics subjects at Stage 1.
- Exploring Identities and Futures (EIF) – 10 credits (usually studied in Year 10)
- Activating Identities and Futures (AIF) – 10 credits (usually studied in Year 11)
- Stage 2 subjects – totalling at least 60 credits
- The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses or VET courses.

The SACE has evolved to provide you with **more flexibility** to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies. SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a **maximum of 30%** of the overall grade.

### Your SACE journey

To complete the qualification, you will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

#### COMPULSORY SUBJECTS

**50 credits**

- Exploring Identities and Futures (EIF) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project (10 credits) (Activating Identities and Futures from 2025)



#### STUDENT SELECTED SUBJECTS

**90 credits**

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



**60 credits**

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total. Stage 2 subjects are externally assessed by the SACE Board of South Australia.



## SUBJECT PATHWAY YEARS 10-12

YEAR 10	YEAR 11	YEAR 12
<b>Christian Studies</b>	Spiritualities, Religion and Meaning VET Christian Ministry	Christian Studies Seminar Program
<b>English</b> Essential English or English Advanced	English Literary Studies English Essential English	English Literary Studies English Essential English
<b>Humanities</b>	Economics Modern History Business Innovation Legal Studies Tourism	Economics (from 2026) Modern History Business Innovation Legal Studies Economics (from 2026)
<b>Mathematics</b> Essential Mathematics, Mathematics Advanced	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
<b>Exploring Identities &amp; Futures</b> (Stage 1 SACE)	Advancing Identities & Futures	
<b>Science</b> Electives: - Agricultural Science - Ecological Science	Physics Chemistry Biology Psychology Agricultural Systems Ecological Science (from 2026)	Physics Chemistry Biology Psychology Agricultural Systems Ecological Science (from 2027)
<b>Health &amp; Physical Education</b> Electives: - Outdoor Education - Advanced Athlete Academy	Outdoor Education Physical Education Advanced Athlete Academy	Outdoor Education Physical Education
<b>Technologies</b> Electives: - Design Technologies: Metal - Design Technologies: Wood - Design Technologies: Food - Design Technologies: Textiles	Digital Communication Solutions: Digital Photography Digital Technologies Food and Hospitality Material Solutions: Metal Material Solutions: Wood	Digital Communication Solutions: Digital Photography Digital Technologies Food and Hospitality Industry and Entrepreneurial Solutions Material Solutions
<b>Arts</b> Electives: - Dance - Drama - Media Arts - Music - Visual Arts	Dance Drama Media Studies Music Visual Art	Dance Drama Media Studies Music Visual Art
<b>Japanese</b> Elective: Full Year	Japanese Continuers	Japanese Continuers
	VET courses	VET courses Work Place Practices

## SUBJECT SELECTION YEAR 10 OVERVIEW

Students in Year 10 move from the Middle Years to the Senior Years with a focus on preparing for the South Australian Certificate of Education (SACE). Our Year 10 students study the following Core and Elective subjects from the Australian Curriculum areas of learning, Christian Studies and from the SACE.

### CORE SUBJECTS:

- Christian Studies
- English
- Mathematics
- Science
- Health & PE
- History
- Exploring Identities and Futures (Stage 1 SACE)

**Students must complete a single semester of core History and a single semester of elective History &/or Commerce.**

### ELECTIVE SUBJECTS:

**Students select either:**

- 2 full year subjects or
- 1 full year subject and 2 semester subjects or
- 4 semester subjects

### FULL YEAR ELECTIVES

- Japanese
- Senior Advanced Athletes Academy

### SEMESTER ELECTIVES

**Semester Electives to be taken in either Semester 1 and/or Semester 2.**

- Agricultural Science (single unit)
- Agricultural Science (second unit)
- Commerce
- Dance (single unit)
- Dance (second unit)
- Drama (single unit)
- Drama (second unit)
- Digital Technologies: Technological Innovation
- Design Technologies: Metal
- Design Technologies: Wood
- Design Technologies: Food
- Design Technologies: Textiles
- History
- Media Arts (semester 1)
- Media Arts 3D Animation (semester 2)
- Music (single unit)
- Music (second unit)
- Outdoor Education (single unit)
- Outdoor Education (second unit)
- Visual Arts (single unit)
- Visual Arts (second unit)

## CURRICULUM LEADERS CONTACT DETAILS

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7-12 Teaching & Learning Leader	Madeleine Watson <a href="mailto:madeleine.watson@tatachilla.sa.edu.au">madeleine.watson@tatachilla.sa.edu.au</a>
SACE Coordinator	Daniel Krieg <a href="mailto:daniel.krieg@tatachilla.sa.edu.au">daniel.krieg@tatachilla.sa.edu.au</a>
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7-12 Christian Studies Learning Leader	Grant Wildman <a href="mailto:grant.wildman@tatachilla.sa.edu.au">grant.wildman@tatachilla.sa.edu.au</a>
7-12 Science Learning Leader	Kristy Simpson <a href="mailto:kristy.simpson@tatachilla.sa.edu.au">kristy.simpson@tatachilla.sa.edu.au</a>
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7-12 English Learning Leader	Richard Rowe <a href="mailto:richard.rose@tatachilla.sa.edu.au">richard.rose@tatachilla.sa.edu.au</a>
7-12 Technologies Learning Leader	Eric Thiel <a href="mailto:eric.thiel@tatachilla.sa.edu.au">eric.thiel@tatachilla.sa.edu.au</a>
7-12 Arts Learning Leader	Eliza Player <a href="mailto:eliza.player@tatachilla.sa.edu.au">eliza.player@tatachilla.sa.edu.au</a>
7-12 Humanities & Social Sciences Learning Leader	Melissa Smith <a href="mailto:melissa.smith@tatachilla.sa.edu.au">melissa.smith@tatachilla.sa.edu.au</a>
8-12 Learning Enhancement Coordinator	Robyn Phillips <a href="mailto:robyn.phillips@tatachilla.sa.edu.au">robyn.phillips@tatachilla.sa.edu.au</a>
7-12 Music Learning Leader	Maxine Lee-Morath <a href="mailto:maxine.lee-morath@tatachilla.sa.edu.au">maxine.lee-morath@tatachilla.sa.edu.au</a>

# YEAR 10 SUBJECTS

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## ADVANCED ATHLETE ACADEMY

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Full Year (20 unit course)
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Annual Application process and successful completion of Year 9 Advanced Athlete Academy

Topics that will be studied in the full year subject include:

- Coaching and Officiating
- Strength and Conditioning
- Nutrition
- Sports injury and Rehabilitation
- Training principles and methods
- Practical sports - transferable skills, and sports psychology.

Students will also be given an individual athlete plan and develop goal setting skills.

Through a connections task, students complete a sideline help and sports injury / taping course, provided by SASMA.

Students will also have an individual strength and conditioning program designed specifically to enhance their individual sports pathway, and will have the option to attain an Introductory Level Coaching certificate in their chosen sport through the SACE Integrated Learning Stage 1 course.

In this subject, students are expected to:

- Develop and apply knowledge, concepts, and/or skills for a purpose
- Develop, extend, and apply one or more capabilities
- Identify and explore information, concepts, and ideas
- Work collaboratively with others
- Communicate ideas and informed opinions
- Develop self-awareness to reflect on progress in learning.

### ASSESSMENT

- Practical Exploration (at least 2 tasks)
- Connections (at least 2 tasks)
- Personal Venture (at least 1 task)

**Additional costs:** \$250 - includes but not limited to:

- Guest presenters to support with individual Sports Psychology Development
- Level 1 Sports Trainer Course & Provide Care First Aid Course through their connections task & development of Personal & Social Capability
- Sports Management, Coaching and Officiating course/experience

### Further Information

7-12 Health & Physical Education Learning Leader

## AGRICULTURAL SCIENCE

<b>Learning Area</b>	Science
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	Nil

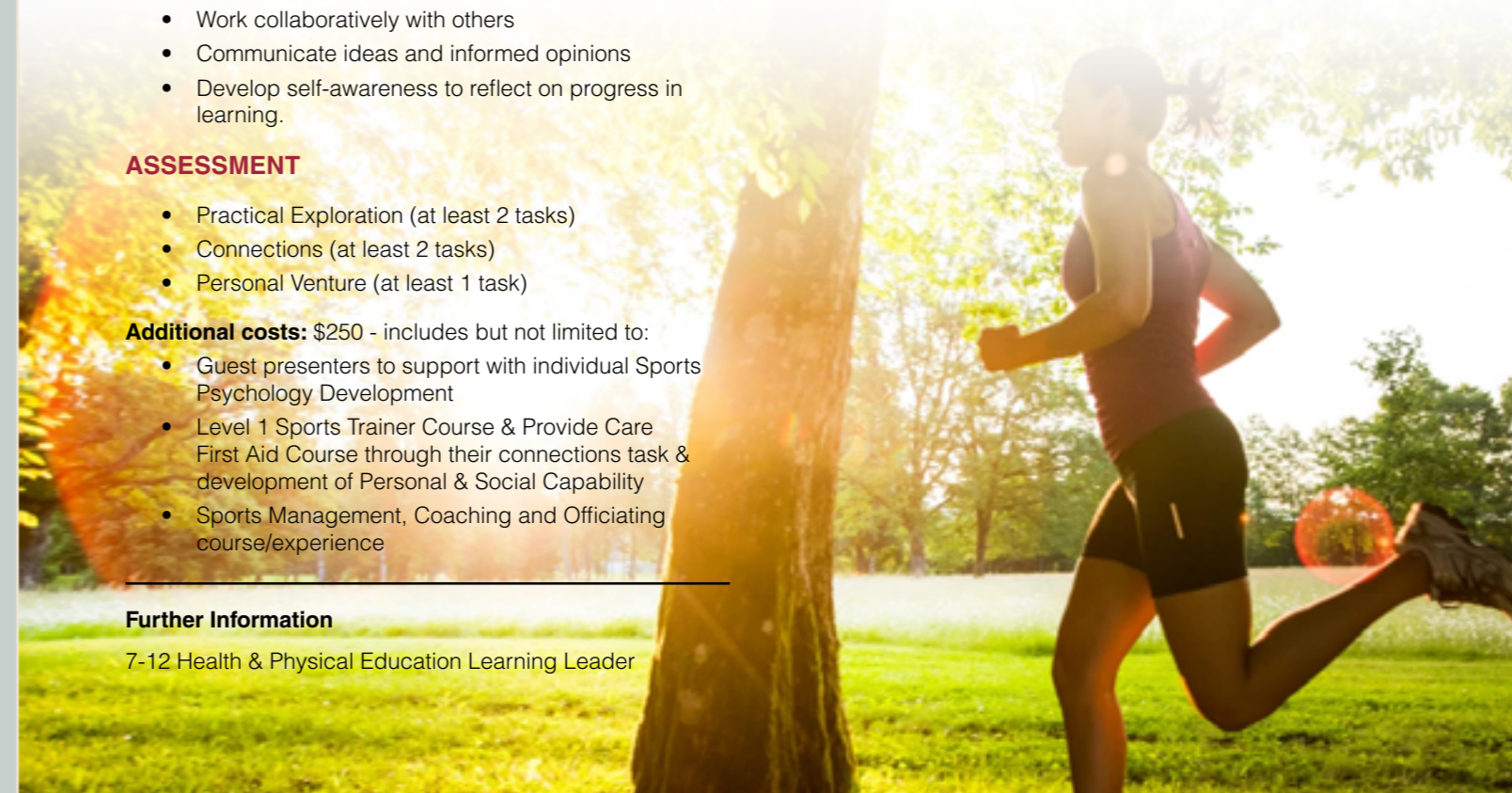
Through this course students will develop knowledge and understanding about Viticulture and Wine making and develop the ability to respond to emerging opportunities in the industry. They develop knowledge and skills in the management of plant and animal enterprises, the technology associated with these enterprises and their marketing methods. Students develop the ability to solve problems, plan and conduct scientific investigations, research and organise information, work as a member of a team and communicate information to a variety of audiences. Students investigate and discuss the impact of Agricultural Practices on Natural Resources such as soil, air and water and explore the concept of Organics, Biodiversity and Regenerative Agriculture. Students are provided with the opportunity to make responsible decisions about the appropriate use of Agricultural Technologies and demonstrate safe working practices.

### ASSESSMENT

Report and Application Tasks (Practical reports and Science as a Human Endeavour Research tasks). These will be presented in a variety of formats such as scientific reports, question and answers, and research assignments.

### Further Information

7-12 Science Learning Leader



## CHRISTIAN STUDIES (CORE)

<b>Learning Area</b>	Christian Studies
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil

Christian Studies as a subject is guided by the Lutheran 'Christian Studies Curriculum Framework' and informed by ACARA's General Capabilities and Cross Curriculum Priorities.

Year 10s focus on perception and world-views and how these realities act as lenses through which we both read and respond to the world.

Having established the role of world-views as a foundational motivator, students make connections with ethical decision making. Students also develop skills through a 'Community of Inquiry' discussion and engage in the development of philosophical questioning and sustained student led discussions.

Term 2 explores the question, 'Would it matter if Jesus was not a historical figure?' presenting a range of sources outlining historical evidence. Students consider the persecution of the early followers of Jesus and formulate ideas as to why Christianity survived.

The Term 3 unit requires students to develop empathy by interviewing residents of an aged care facility to discover their life story. Students are then tasked to make a care package of the resident's life.

In Term 4, students consider how we keep and maintain relationships. This is a specific look at the inevitability of conflict and the necessity of forgiveness in different relationships.

### ASSESSMENT

Students are assessed both during and at the end of each unit in order to develop individual and collective skills.

Summative assignments gauge students' comprehension of key concepts and skills.

All assessments are differentiated to allow for different abilities within the class.

### Further Information

7-12 Christian Studies Learning Leader

## COMMERCE (ELECTIVE)

<b>Learning Area</b>	HASS
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

*Students in Year 10 can elect to do 1 Semester of Commerce under the Humanities and Social Sciences Curriculum throughout the year, either in Semester 1 or Semester 2.*

Students undertaking Commerce will study a range of concepts from the Economics and Business Australian Curriculum. In an introduction to economics, students investigate a range of factors that influence individual, financial and economic decision making. In a unit on business and marketing, they also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Through looking at their own personal finance and an introduction to the ASX, students study how financial decisions are considered for how they contribute to human and financial wellbeing and the common good of society.

Pathways for this course include careers in business and economics, as well as accounting and marketing.

### ASSESSMENT

- Investigation
- Personal budget folio
- Inquiry and problem-solving tasks
- Business innovation project

### Further Information

7-12 HASS Learning Leader

## DANCE

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	Nil - Yr 9 Dance recommended

In Year 10, students can choose to engage in a semester or full year learning experience.

In Dance 10A, students develop their analytical, creative, technical, and physical understanding, and appreciation of dance as an art form and their development as holistic dance artists. Dance focusses on contemporary techniques, dance making, performance skills and the role of a choreographic intention in Dance creation. An investigation into first nations cultures with a focus specifically on Bangarra Dance Theatre completes the semester.

In Dance 10B, students build on these foundational skills to extend their understanding of Contemporary Dance Technique and Performance, Dance making and analysis. With a focus on Dance film and as well as their own individual growth and development as Dance artists, the students engage with technology and track their growth and development over the course of the semester. The course is taught through the combination of technique classes, group composition assignments, public performances, spectator-ship, research and written or multi-modal responses.

**Attendance at out of hours rehearsals and performances is compulsory.**

### ASSESSMENT

- Whole class performance work
- Group choreographic works
- Individual theory tasks

**Additional costs:** \$50.00 per semester

Students are required to purchase and wear College dance attire which can be purchased at the College Uniform Shop.

### Further Information

7-12 Arts Learning Leader

## DIGITAL TECHNOLOGIES: TECHNOLOGICAL INNOVATION

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Technological Innovation empowers students to become creative problem solvers in our ever-changing world. Through exciting projects in cutting-edge fields like Artificial Intelligence (AI), coding, design, and digital marketing, students will unleash their potential and embark on a transformative journey of exploration and critical thinking.

In this course students will;

- Design and create F1 models as part of the national competition conducted by the Re-Engineering Australia Foundation.
- Design prototypes for their innovative solutions and conduct testing to evaluate their effectiveness.
- Develop and present project proposals outlining innovative AI-driven solutions to real-world problems they have identified.
- Engage in coding challenges, where they apply their coding skills to solve complex problems and create functional applications.

Our students will design solutions to real-world problems and present creative project proposals, collaborate on coding challenges, and engage in AI-driven social impact projects. They gain a deep understanding of AI applications and explore the ethical implications of shaping a technologically advanced world.

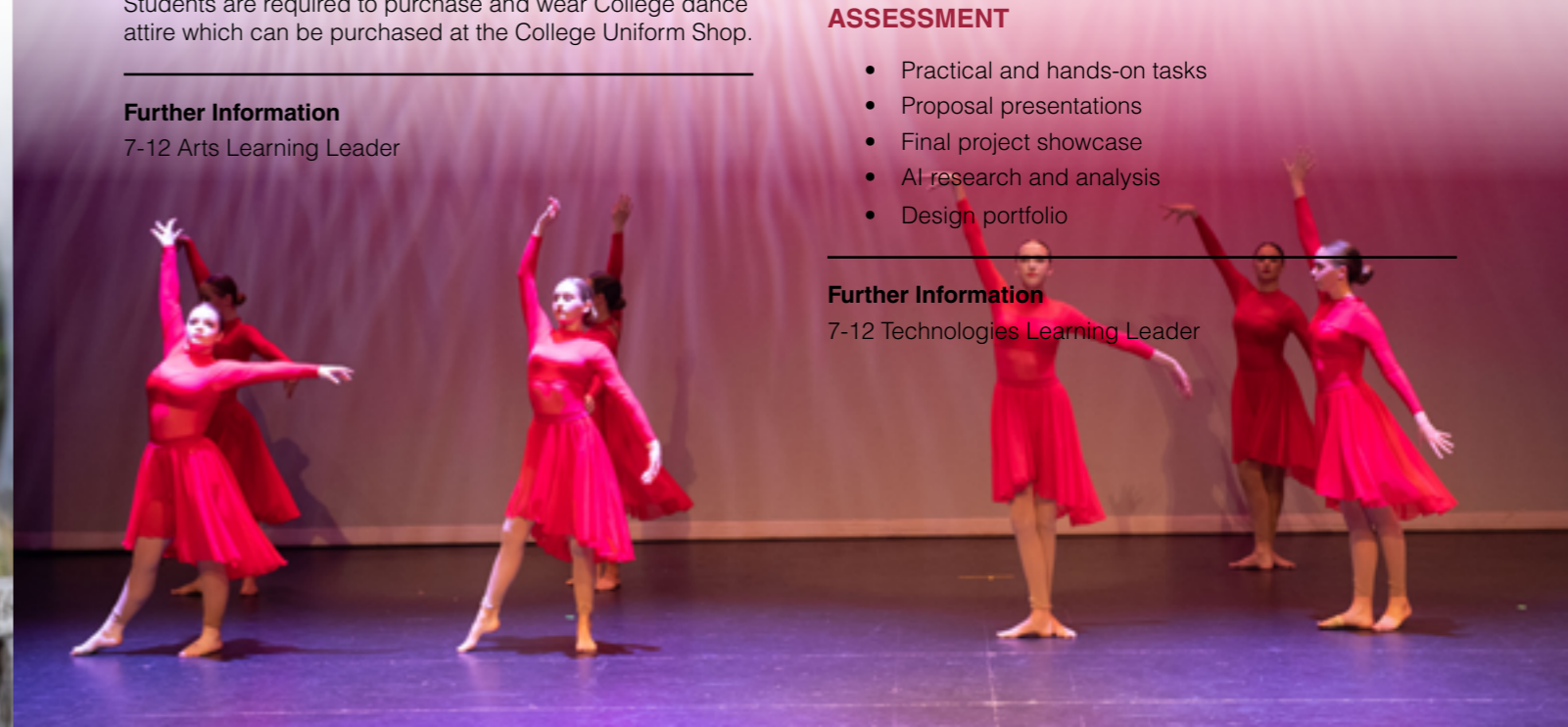
With access to cutting-edge technology resources, including 3D printers, this subject ensures that students are well-prepared for a future driven by innovation and problem-solving. Technological Innovation harnesses students' creativity and coding skills to design and solve complex problems by combining AI, digital and design technologies.

### ASSESSMENT

- Practical and hands-on tasks
- Proposal presentations
- Final project showcase
- AI research and analysis
- Design portfolio

### Further Information

7-12 Technologies Learning Leader



**DESIGN TECHNOLOGIES: FOOD**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Food Technology consolidates knowledge in basic nutrition and furthers student confidence in the use of current kitchen technologies.

Students will have opportunities to participate in practical food activities and develop skills in food preparation. Food Technology encourages students to think critically and solve problems relating to individual, family and community issues.

Opportunities exist to demonstrate and evaluate their applied knowledge and understanding of food preparation. There will be significant and minor catering enterprises throughout the course and students will work in teams during these exercises.

**ASSESSMENT**

- Practical Work
- Research and Evaluations

**Further Information**

7-12 Technologies Learning Leader

**DESIGN TECHNOLOGIES: METAL**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

The Year 10 Metal Technology course is a practically based subject within which students will investigate and apply Gas Metal Arc Welding and Metal Fabrication. Students will engage in skill development tasks related to the Minor project (Metal Sign) and Major project (Metal Vice).

Students will investigate, design, and fabricate their projects using workshop equipment and machines. They will use specialised skills such as cutting, drilling, bending, scrolling, MIG welding and Metal Lathe work to complete two projects.

**ASSESSMENT**

- Skills Tasks
- Folio
- Minor Project (Metal Sign)
- Major Project (Metal Vice)

**Further Information**

7-12 Technologies Learning Leader

**DESIGN TECHNOLOGIES: TEXTILES**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Fashion Design and Technology enables students to develop knowledge of fibres and textiles, which leads to students developing an understanding of the myriad of ways fibres are used within society.

The course includes researching to gain an understanding of natural and synthetic fibres, how fibres are manufactured to produce fabrics, and the unique properties and characteristics of different fibres.

This knowledge empowers consumers to make informed and appropriate decisions about fabric choices. During the course, students will develop basic sewing skills and construct simple articles and garments incorporating a variety of sewing techniques, as well as develop skills in reading and understanding patterns.

Students will learn to use a variety of textile specific machines such as a basic sewing machine, an overlocker, a cover-stitch machine, an embroidery machine and the Brother™ Scan'n'Cut machine.

**ASSESSMENT**

- Practical Work
- Research and Evaluations

**Additional costs:** Materials identified in students designs.

**Further Information**

7-12 Technologies Learning Leader

**DESIGN TECHNOLOGIES: WOOD**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

This course will focus on the use of solid timber in the production of a small occasional table of their choice.

Students will engage in various skills tasks utilising the tools and equipment required for traditional and modern timber joint manufacture.

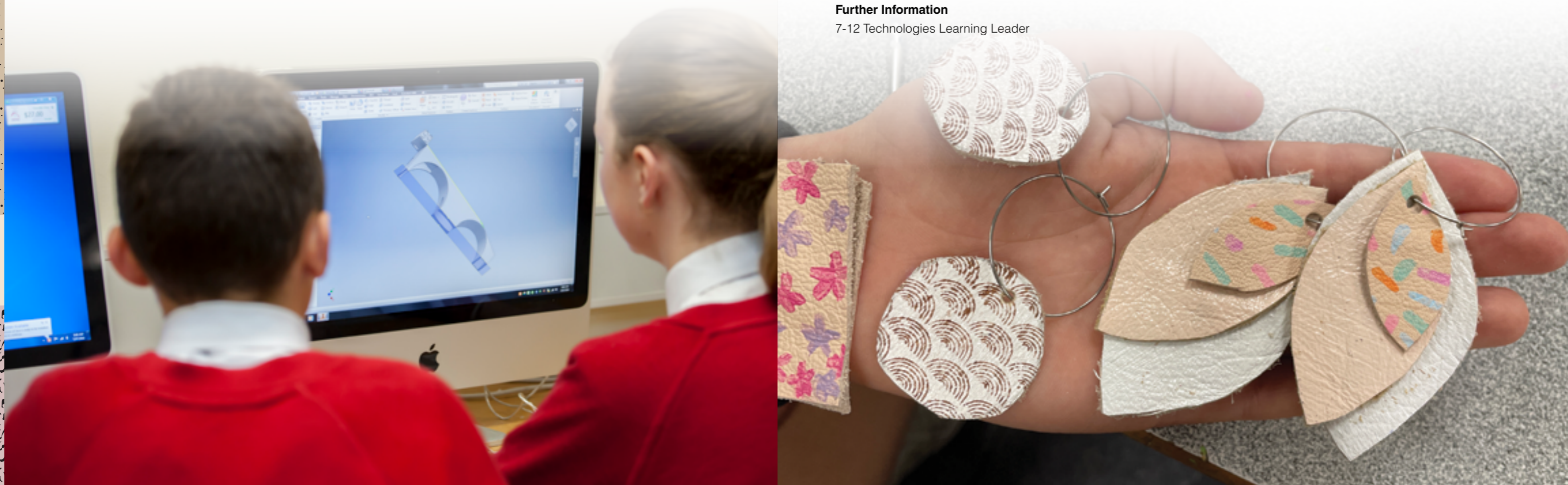
Students will produce a folio reflecting their investigations and design of their product using CAD software within the required subject constraints.

**ASSESSMENT**

- Issues written task
- Folio
- Skills Tasks
- Product and Evaluation

**Further Information**

7-12 Technologies Learning Leader





**DRAMA**

<b>Learning Area</b>	Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	Nil

Year 10 Drama is about the evolution of storytelling. Through practical explorations of texts, students come to understand theatre history, and the role of the innovators who have influenced changing styles in theatre.

Students may explore Shakespeare, Stanislavsky, Brecht, Beckett, physical theatre practitioners and other innovators. The influence of Indigenous storytellers and storytellers across the Asia-Pacific region will also be explored. In the 'Performers Tool-kit' section of the course, students investigate the use of their physical and vocal skills to work in a choral performance mode.

Students also learn about off-stage roles in a theatre company and are introduced to the innovative use of technology in performance.

**Attendance at out of hours rehearsals and performances is compulsory.**

**ASSESSMENT**

- Four assignments per semester including at least one task for each of the following categories:
  - Responding to Texts (analysis)
  - Creating Texts (creative writing)

**Further Information**

7-12 Arts Learning Leader

**ENGLISH**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil

Students begin their Senior School English journey in Year 10 by picking up all the academic tools needed to prepare them for SACE in Year 11/12.

All students will encounter a novel and a film, as well as a range of other texts which could include poetry, a play, short stories, academic articles, depending on the direction decided by the teacher.

Students will learn how to construct essays at a Senior School level and develop greater mastery of language and sophistication to construct intriguing creative pieces.

In Semester 2, students engage in an Independent Reading Journal, which requires them to read a novel of their choice, take notes and then construct an independent essay with teacher guidance.

There is an exam at the end of each semester which assesses comprehension and academic perception.

**ASSESSMENT**

- Issues written task
- Folio
- Skills Tasks
- Product and Evaluation

**Further Information**

7-12 English Learning Leader

**ENGLISH ADVANCED**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Prerequisites</b>	Invitation from the English Learning Leader

Students will complete much of the same core work as the English course (see the English course description) and they will also study some more advanced elements and concepts.

This course would be advantageous for those intending to pursue English Literary Studies in the senior secondary years (see the Stage 1 English Literary Studies course description). Students will be invited to participate in this course based on data collected on students from their English learning in previous years.

**ASSESSMENT**

- Analytical tasks such as essays
- Creative tasks
- Independent reading

**Further Information**

7-12 English Learning Leader

**EXPLORING IDENTITIES & FUTURES**

<b>Learning Area</b>	SACE core
<b>Length</b>	10 SACE units
<b>Prerequisites</b>	Nil

Exploring Identities and Futures (EIF) is an exciting flagship subject that responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

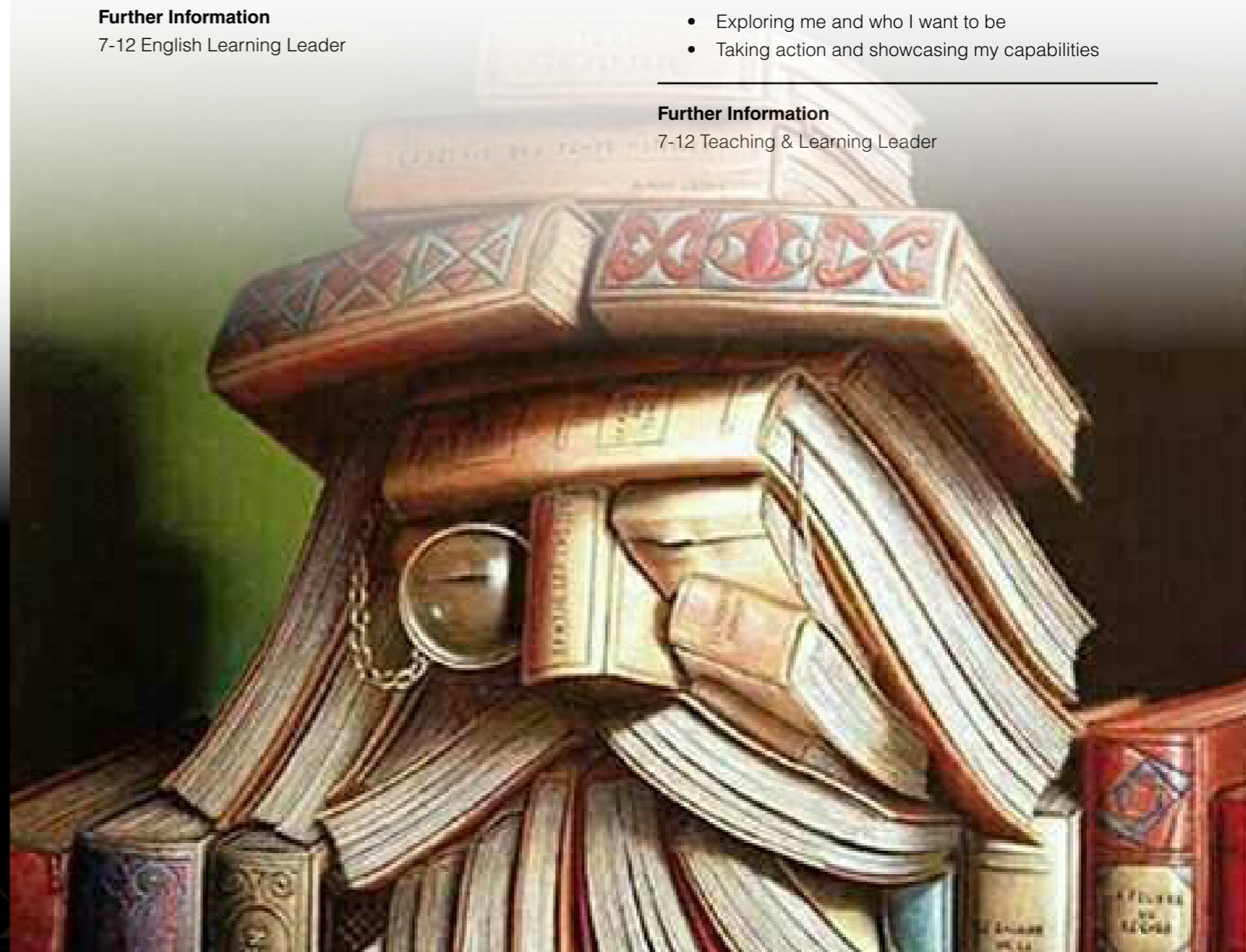
**ASSESSMENT**

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Exploring Identities and Futures:

- Exploring me and who I want to be
- Taking action and showcasing my capabilities

**Further Information**

7-12 Teaching & Learning Leader



**HEALTH & PHYSICAL EDUCATION (CORE)**

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil

Health and Physical Education is designed to give students experience and learning in Health theory and active Physical Education tasks.

The subject incorporates two strands:

- Health – focussing on personal, social and community health
- Physical Education – focussing on practical ‘movement based’ experiences related to moving our body and learning through movement.

This course enables students to critically analyse health information, demonstrate leadership, fair play and work collaboratively to design and apply solutions to movement challenges.

Health and Physical Education is a course designed to get students participating in physical activity and understanding various aspects of Health and Well-being.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and well-being. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

**ASSESSMENT**

Students will be assessed on the following tasks:

Health

- Road Safety & Awareness Program - Test
- Sports Nutrition Task
- Consumer Health Investigation
- Physical Movement Guidelines Analysis

Physical Education

- Sports Education Unit (SEPEP) – Student performance & reflection
- Courts Sports – Korfbal, Netball & Basketball
- Football Codes – Touch, Soccer, AFL
- Target Games
- Net & Wall Games

**Further Information**

7-12 Health & Physical Education Learning Leader

**HISTORY (CORE)**

<b>Learning Area</b>	Humanities - HASS
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

*Students in Year 10 must do one semester of History. Students can then elect to do either one semester of Commerce or a second semester of History.*

Topics: Second World War and Building Modern Australia

In this History course, students explore the historically significant period between 1918 and the early 21st century. Students use the inquiry process to develop texts that explain the causes and effects of events both globally and in Australia.

Students learn about the lead up and significant events during World War II, as well as the post-war world. Additionally, they focus on the migration experiences of people, particularly to Australia following significant events, such as the Vietnam war.

Students analyse and use a range of primary and secondary sources in their assessment tasks and develop their referencing skills. Throughout the semester, students study the social, cultural, economic and political aspects of history in the 20th century and the impact this has on present society.

**ASSESSMENT**

- Written and multi-modal assessment tasks (eg. essays, source analysis and presentations)

**Further Information**

7-12 HASS Learning Leader

**HISTORY (ELECTIVE)**

<b>Learning Area</b>	Humanities - HASS
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Topic: The Globalising World

In the second semester of this course, students primarily focus on the study of the globalising world; including Civil Rights and aspects of Popular Culture.

Students focus on the changes and continuities of rights and freedoms around the world, and particularly in Australia for First Nations Peoples. Students explore and evaluate the role of significant individuals and events, especially regarding the Civil Rights Movement, and the influences on Australian and global history.

**ASSESSMENT**

- Written and multi-modal assessment tasks (eg. essays, source analysis and presentations)

**Further Information**

7-12 HASS Learning Leader

**JAPANESE**

<b>Learning Area</b>	Languages
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil - Year 9 Japanese recommended

Year 10 Japanese is a period of language exploration and vocabulary expansion. Students’ increasing control of language structures and systems builds their confidence and interest in communicating in a wider range of contexts.

Students will learn to:

- Develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in inter-culturally appropriate ways
- Develop increasing autonomy as language learners/users and to self-monitor and adjust language in response to their experience in different context
- Write and speak Japanese to interact with other speakers of the language in immediate and local contexts, and also interact with other Japanese speakers through online environments
- Initiate and sustain interactions with other speakers of Japanese in spoken and written modes, using familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments
- Develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences
- Compare, analyse and reflect on their understanding of Japanese language and culture and of their own language/s and culture/s, and question their preconceived ideas about Western and Japanese values
- Draw on modelled examples to understand and use more complex structures, and be engaged in drafting and editing their texts to clarify meaning
- Gain more control of grammatical and textual elements, and to use expressive and descriptive language to discuss feelings, opinions and experiences

**ASSESSMENT**

- Text Production
- Listening Assessments
- Speaking Assessments
- Text Analysis Assessments
- Vocabulary Tests (1 per topic)
- Kanji Tests (1 per topic)

**Additional costs:** \$37.99 textbook

**Further Information**

7-12 Teaching and Learning Leader



## MATHEMATICS

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Prerequisites</b>	Year 9 Mathematics

In Year 10 Mathematics, students build on their prior learning and experiences, engaging in various approaches to develop their understanding and fluency with mathematical concepts, procedures, and processes. This includes making connections, reasoning, problem-solving, and practice. Proficiency in mathematics helps students respond to different situations by using mathematical strategies to make informed decisions and solve problems efficiently.

Students will explore the accuracy of decimal approximations to irrational numbers and use logarithmic scales for small and large quantities. They will analyse linear equations and inequalities using various methods and extend their algebraic techniques to quadratic and exponential expressions.

Students will model problems involving growth or decay and solve equations numerically, graphically, and algebraically. They will address measurement problems involving surface area and volume of various objects, using Pythagoras' theorem and trigonometry for spatial problems.

Students will apply geometric theorems to solve plane shape problems and interpret networks. They will investigate conditional probability and use simulations to test their understanding of chance events.

In statistics, students will compare ways to represent data distributions, explore associations between variables, and interpret data using scatterplots. They will consider lines of best fit and discuss interpolation, extrapolation, and limitations.

### ASSESSMENT

- Skills and application tasks
- Investigations

**Additional costs:** All Year 10 students are required to purchase a *Casio* Graphics Calculator (Model fx-CG50 AU). Available on the Year 10 Booklist and are compulsory. Older models of this calculator may be appropriate for Year 10; please confirm with the Learning Leader for Mathematics (it is highly recommended that alternative brands are not purchases).

### Further Information

7-12 Mathematics Learning Leader

## MATHEMATICS ADVANCED

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Prerequisites</b>	Invitation from the Mathematics Learning Leader

The students will complete the same core work as the Mathematics course (see the Mathematics course description). They will also study elements of the Australian Curriculum for pathways to study senior secondary mathematics in this 10A Mathematics program.

The 10A course is intended for students who require additional content to enrich and extend their mathematical study whilst completing the core Year 10 curriculum. This course would be advantageous for those intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years. Students will be invited to participate in this course based on data collected on students from their mathematics learning in previous years.

### ASSESSMENT

- Skills and application tasks
- Investigations

**Additional costs:** All Year 10 students are required to purchase a *Casio* Graphics Calculator (Model fx-CG50 AU). Available on the Year 10 Booklist and are compulsory. Older models of this calculator may be appropriate for Year 10; please confirm with the Learning Leader for Mathematics (it is highly recommended that alternative brands are not purchases).

### Further Information

7-12 Mathematics Learning Leader

## MEDIA ARTS

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester 1
<b>Prerequisites</b>	Nil

The media forms one of the most powerful cultural influences in modern society. People interact, manipulate, and contribute to media through conventional and non-conventional means. The development of an ability to creatively analyse the messages presented on various platforms is essential.

This program is offered in the hope that students will become challengers of media codes and conventions as well as producers and presenters of media. Students are exposed to a range of texts, genres, software applications and presentational tools throughout to course.

### ASSESSMENT

Students are assessed under the following school-based assessment types:

- Analysis
- Production

### Further Information

7-12 Arts Learning Leader

## MEDIA ARTS 3D ANIMATION

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester 2
<b>Prerequisites</b>	Nil

Whether you want to work in film, TV, game development or just have a passion for 3D, this 3D animation course for beginners covers all the essentials you need to get started, including character design, modelling, texturing, lighting, animation and rendering.

You'll finish the course with a solid foundation in 3D animation, a portfolio piece, analytical skills and confidence using Maya animation software.

Students are exposed to a range of industry standard applications including: Autodesk Maya, Adobe Photoshop, and Adobe Premiere Pro.

### ASSESSMENT

Students are assessed under the following school-based assessment types:

- Analysis
- Production

### Further Information

7-12 Arts Learning Leader



## MUSIC

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	(Instrumental lessons are advised and/or successful completion of the year 9 course.

Students experience music as performers, composers and historians. The course provides expansive opportunities for students to develop their skills. We celebrate the importance and vitality of music and tailor our courses to the needs of the individual. We are committed to ensuring that each student thrives in our course. Students learn practical music and performance-based skills (e.g. piano techniques, slide guitar, finger picking) through solo and ensemble performance opportunities. Students will develop arranging and compositional techniques utilizing traditional and non-traditional forms of notation on industry-level software such as *Ableton* and *Logic*. Students will enhance their musicianship through a tailored Music Theory course using *Musition*. This state-of-the-art music software enables students to work and learn independently. They develop their conceptual understanding with the elements of music; pitch, duration, texture, tone-colour, structure and dynamics and expressive techniques and general music theory and aural skills.

## ASSESSMENT

- Solo Performance
- Ensemble Performance
- Music Theory - *Musition Course*
- Digital Audio Composition

## Further Information

7-12 Music Learning Leader

## OUTDOOR EDUCATION

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Semester
<b>Prerequisites</b>	A basic level of swimming ability is required to successfully complete the camp experience which is a compulsory part of this course

Outdoor Education consists of three interrelated focus areas:

- Focus Area 1: Environment and conservation
- Focus Area 2: Planning and management
- Focus Area 3: Personal and social growth and development

Outdoor education provides opportunities to learn about interacting with others, connecting to the environment, teamwork and leadership. The outdoors provides a valid and important environment for developing movement competence, promoting a sense of well-being, enhancing personal and social skills, and understanding the concept of risk versus challenge. Outdoor recreation is typically associated with physical activity in outdoor, natural or semi-natural settings. These activities provide opportunities to connect individually, in small groups or as a community to the outdoor environment.

The emphases in this course include safe travel, minimum impact on the environment, group skills, and personal growth. Students use a range of skills to plan, conduct, and evaluate their 3-day outdoor journey:

- Planning (e.g. preparing water supplies and clothing, and choosing equipment and menus)
- Management practices related to camping and the care of equipment
- Risk and safety management
- Reflection on personal and group responsibilities
- Appropriate environmental behaviour

## ASSESSMENT

- Practical skills and knowledge
- Folio task – Group Presentation – Environmental Investigation & Report, Safety & Risk Assessment
- Camp report and reflection

**Additional costs:** \$150

## Further Information

7-12 Health & Physical Education Learning Leader

## SCIENCE

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Prerequisites:</b>	Nil

Across the year, students will study:

- Biological Sciences - DNA and genetics, theory of evolution.
- Chemical Sciences - atomic structure and chemical reactions
- Earth and Space Sciences - universe and cosmology
- Physical Sciences - motions and forms of energy

Students will have an opportunity to develop and test hypotheses, design experiments and undertake investigations to further develop science inquiry skills. By doing so, students will have opportunities to engage in scientific experiments related to each area of study, for example chemical reactions, DNA extractions and pendulum investigations.

Students will explore contemporary scientific discoveries and look at the way society and science interact within the Science as a Human Endeavour (SHE) research tasks.

## ASSESSMENT

- Skills and Application tasks (tests)
- Investigation Folio tasks (practical reports)
- Science as a Human Endeavour Research tasks

## Further Information

7-12 Science Learning Leader

## VISUAL ARTS

<b>Learning Area</b>	Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites:</b>	Nil

This course is a recommended prerequisite for students intending to study Visual Art in Years 11 and 12.

Year 10 Visual Art is a foundation course for Senior Visual Art and will provide students the opportunities and experiences required for successful participation in Years 11 and 12.

Year 10 Visual Art will introduce students to key terms and concepts required for subsequent years and will introduce them to artist research, developing ideas, analysis, and the synthesis of ideas.

Students will produce folios of work across the art forms producing multimedia, 2D and 3D works.

Students will be exposed to the practice of others through artist in school opportunities, excursion, exhibition opportunities and theoretical studies.

## ASSESSMENT

Through both responding and making activities they undertake tasks including:

- Responding
- Making

## Further Information

7-12 Arts Learning Leader





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