



BORDERTOWN HIGH SCHOOL

YEAR 10 CURRICULUM HANDBOOK





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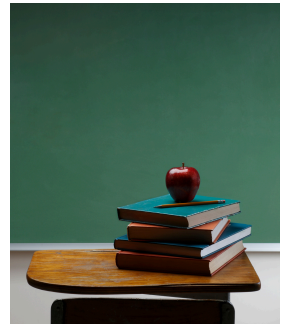
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Subject Selection Handbook



CONTENTS

INTRODUCTION



This booklet contains subjects offered at Bordertown High School for Year 10 students.

How to use this information

- Read the booklet to understand the requirements of the subjects available
- Make a preliminary choice of subjects and consult with current teachers about those chosen subjects and your abilities in those subjects
- Discuss subject choices with parent/caregiver
- Fill in your subject selection list and return to the Year 10 Coordinator

SACE

WHAT IS SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE will help students develop the skills and knowledge they need to move into further education and training, university, an apprenticeship or straight into the workforce.



HOW DO STUDENTS GET THEIR SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years.

There are two stages:

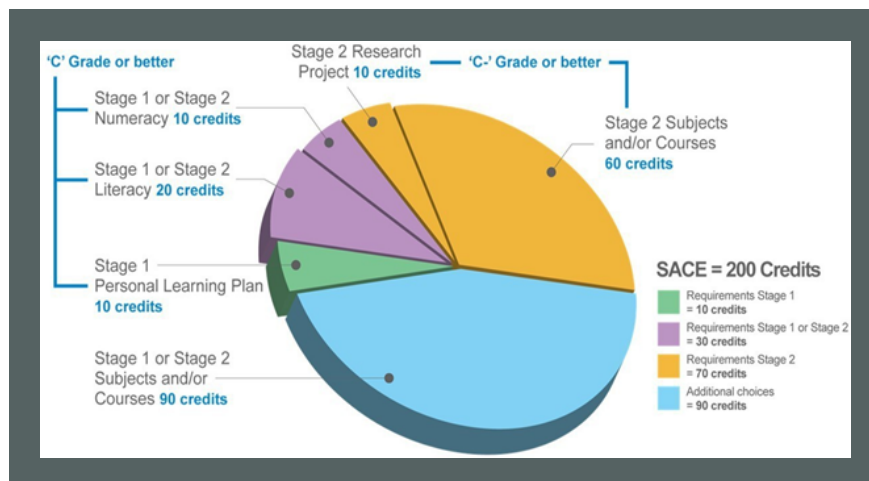
- Stage 1, which most students do in Year 11, apart from the Exploring Identities & Futures (EIF), which students complete in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain their SACE. Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Exploring Identities & Futures (EIF)(10 credits at Stage 1)
- Literacy – at least 20 credits from the range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Activating Identities & Futures (AIF) – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects which need to total at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.



YEAR 10 SUBJECTS

The following table is a summary of the subjects available for Year 10 students based on enrolments. Information about each subject follows.

Please contact the Year Level Coordinator, Home Group Teacher or Student Counsellor if you require more information.

Areas of study	Year 10	Length
Language	English	F
Mathematics	Mathematics	F
Science	Science	F
	Agriculture	F/S
HASS	Geography & History	S
The Arts	Visual Art	F/S
Health and Personal Development	PE/Health/EIF	F/S
Technology	Design & Technology	F/S
	Digital Technologies	S
	Home Economics	F/S
	Information Processing and Publishing	F/S
Other	Child Studies	S
	Independent Living	S
	Business & Enterprise	S

F = Full year of study

S = Half year (Semester) of study

Full Course Load = 7 Subjects

Subjects highlighted in bold are compulsory subjects

WHAT IS THE EXPLORING IDENTITIES & FUTURES?

Exploring Identities and Futures is a 10-credit subject at Stage 1.

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads: uncovering their interests, discovering the world, exploring work and/or further learning. The exploration of identities and futures in this subject will continue into the Activating Identities and Futures subject at Stage 2.

YEAR 10 SUBJECTS

AGRICULTURE

CONTENT:

Students have the opportunity to choose one or two semesters of Agriculture. Topics covered include sheep management and selection, wool growth, grain production, safe use of chemicals, sheep diseases and control, cattle management and selection, technology, crop preparation, and fodder conservation. There is an emphasis on the practical aspects of these topics, and students are encouraged to explore areas of their own interest in an enterprise project in Semester 1. Completing one semester of this course is recommended for future study in Agriculture.

BUSINESS & ENTERPRISE

CONTENT:

Students have the opportunity to choose one semester of Business Studies. Students can begin to develop the knowledge, skills, and understanding to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses which provide real-world opportunities and environments in which students can develop and apply the skills, knowledge, understanding and capabilities required to add value to a range of businesses.

The course assessment will be dependent on student interest and will have a range of practical and theory components.

CHILD STUDIES

CONTENT:

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students develop their capabilities for citizenship and personal development through collaborative activities and investigations and their reflections on issues and trends related to child studies in a range of settings. Students develop their capability for learning through the application of knowledge and skills in practical activities, and through investigation and analysis of issues related to child studies.



YEAR 10 SUBJECTS

DESIGN & TECHNOLOGY

CONTENT:

Students can choose Design and Technology for one semester or a full year. The subject will be a combination of both woodwork and metalwork (one term of each). The course has a strong focus on design in a flexible learning environment.

Through the study of Design and Technology, students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use a range of tools, materials and system safety and competently to complete a product.

A comprehensive design folio is required from initial ideas through to an accurate C.A.D drawing. A scale model is constructed to help clarify the design function and manufacturing techniques.

DIGITAL TECHNOLOGIES

CONTENT:

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community.

Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from what does not work as planned, as well as from what does work.

Content of the course will depend on student interest in different technologies such as CAD and Fusion 360. This a Stage 1 subject and on successful completion students will gain 10 credits.

ENGLISH

CONTENT:

Students follow a course that is aligned with the Australian Curriculum.

Activities include:

- Reading and viewing shared texts and responding to them. Texts include selections from films, documentaries, poetry, plays, novels and short stories
- Developing competence as independent readers
- Speaking and listening in formal and informal situations
- Writing in different genres for a range of audiences and purposes.

GEOGRAPHY

CONTENT:

This semester course draws on the concepts of environment, change, interconnection and sustainability within 2 Themes. It also includes elements of Civics and Citizenship, business and economics.

THEME 1

Environmental change and management

This theme investigates the nature and extent of human-induced environmental changes that challenge sustainability. It also evaluates the strategies used to mitigate the impacts of environmental change for

1. Coastal environments
2. Tourism management

THEME 2

Geographies of human wellbeing

This theme considers the concepts of change, interconnection and sustainability to explore the measures and differences of the wellbeing of populations within and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied. Case studies are drawn from Australia and across the world.

HISTORY

CONTENT:

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia and its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

It also includes elements of Civics and Citizenship, business and economics.

As outlined in the Australian Curriculum, Year 10 students will study a range of topics including:

- Overview (1918 to present)
- World War 2 (1939-1945)
- Rights and Freedoms (1945 – the present)
- Popular culture (1945 – present)
- The environment movement (1960's – the present)



YEAR 10 SUBJECTS

HOME ECONOMICS - FOOD AND NUTRITION / TEXTILES

CONTENT:

Students plan and organise the preparation of a wide variety of foods. They explore principles of kitchen management, food presentation, nutrition and team work while planning and preparing a variety of dishes. The diverse influences of foods from a variety of cultures are studied and a variety of multicultural foods are prepared.

Students will also engage on a journey to develop their knowledge and understanding of fibres and fabrics, tools and equipment, and the design process to create products. Students will discover sources and processing techniques of fibres and fabrics, and learn about their sustainability, suitability and care. The design principles, creating simple patterns, practice making samples of construction techniques, and using fabrics and decorative techniques to create your own basic products will be experienced.

Assessment is from research assignments, practical demonstrations and management of practical work. Students can choose Home Ec for one or two semesters.

INDEPENDENT LIVING

CONTENT:

Students have the opportunity to study Independent Living in one semester of the year. The goal of this subject is to arm students with the knowledge and community connections to live and thrive independently. This subject is assessed through both written assessments and practical activities.

Topics include, but are not limited to:

- Personal Finance and Banking
- Budgeting, Meal Planning and Nutrition
- Car and Home Maintenance
- Student Interest

INFORMATION PROCESSING AND PUBLISHING

CONTENT:

Each unit of study consists of two topics. The topics have a practical basis and emphasise the development of skills and understanding in designing, making, and critiquing systems. Topics to be studied are Personal Publishing and Digital Publishing giving students skills in developing tasks using a variety of software applications. This is a Stage 1 subject and on successful completion students will gain 10 credits.

MATHEMATICS

CONTENT:

Students will develop their mathematical understandings, skills, knowledge and processes in Number and Algebra, Measurement and Geometry and Statistics and Probability, which is aligned to the Australian Curriculum.

This is encouraged through a variety of learning activities and will be assessed in each unit by a range of tasks including tests and investigations.

There are multiple levels of Mathematics at this year level; staff will make recommendations to students in regards to placement in Mathematics classes.

PHYSICAL EDUCATION/HEALTH

CONTENT:

Compulsory Semester 1, Elective Semester 2.

In this course students will study all three of the following areas:

Physical Education

This subject is activity based and includes the following activities: athletics, baseball, touch football, korfbal, European handball, Gaelic football, badminton, golf, soccer, volleyball and archery. Students also participate in a weekly fitness session involving interval training, cross country running, skipping and circuit work.

Health

Students undertake studies focusing on the development of personal confidence and interpersonal skills, so that they have greater control over factors that influence health. Topics covered include:

- Aerobic conditioning
- Body Systems
- Human growth and sexuality
- First Aid



YEAR 10 SUBJECTS

SCIENCE

CONTENT:

Students will participate in a range of learning activities and be assessed on a variety of tasks including practicals, investigations, tests, worksheets, video reports and essays. Students will also be involved in project and inquiry based learning that focus on building STEM skills such as, problem solving and collaboration. The area of study includes:

Semester 1

Biological Science – DNA & Genetics
Earth & Space Science - Global Systems
Chemical Science – Periodic Table
Physical Science – Motion & Energy

Semester 2

Chemical Science – Chemical Reactions
Earth & Space Science – Universe
Biological Science – Natural Selection & Evolution
Choice Topic

VISUAL ARTS

CONTENT:

Students work in Practical and Theoretical areas from the following topics:

Contemporary & Historical Artists

- Students study the work of artists who use the media or themes they are working in. This includes artists from Australia and other cultures throughout the world, ranging in a time span from historical to contemporary.
- Students investigate the work of a group of artists in a Historical context, and develop their skills in responding to art forms through analysis and evaluations.

Semester 1 and 2 will be a mixture of 2D and 3D Art

The practical course will be selected from the following areas:

Semester 1 focus on Ceramics, Street/Public Art and Drawing.

Semester 2 focus on Surrealism, Painting and Sculpture using recycled materials.

Requirements

Year 10

Personal Learning Plan

10

Year 11 (Stage 1) or Year 12 (Stage 2)

Literacy (from a range of English subjects and courses)

20

Numeracy (from a range of mathematics subjects and courses)

10

Year 12 (Stage 2)

Research Project

10

Other Stage 2 subjects and courses*

60+

Year 11 or 12 (Stages 1 or 2)

Other subjects or courses of the student's choice

UP TO
90

Total

200

● Stage 1 compulsory subjects and courses

● Stage 2 compulsory subjects and courses

● Stage 1 or Stage 2 compulsory subjects and courses

● Other subjects and courses

**Many students will complete subjects or courses worth more than 70 credits at Stage 2.*

YEAR 10-12 PATHWAYS

VOCATIONAL EDUCATION AND TRAINING

Students may have the opportunity to access Vocational Education and Training (VET) courses through the school. VET courses prepare students for employment in a range of industries. Students in year 10 may have the opportunity to experience Industry Immersion experience through a range of subjects, allowing them to explore how their school learning connects with a range of careers.

In 2022, Flexible Industry Pathways (FIPs) have been developed to support students progression from school learning to future employment opportunities. These FIPs have been developed in consultation with industry groups and recognise the pathways through school into VET programs and further study/University courses/employment.

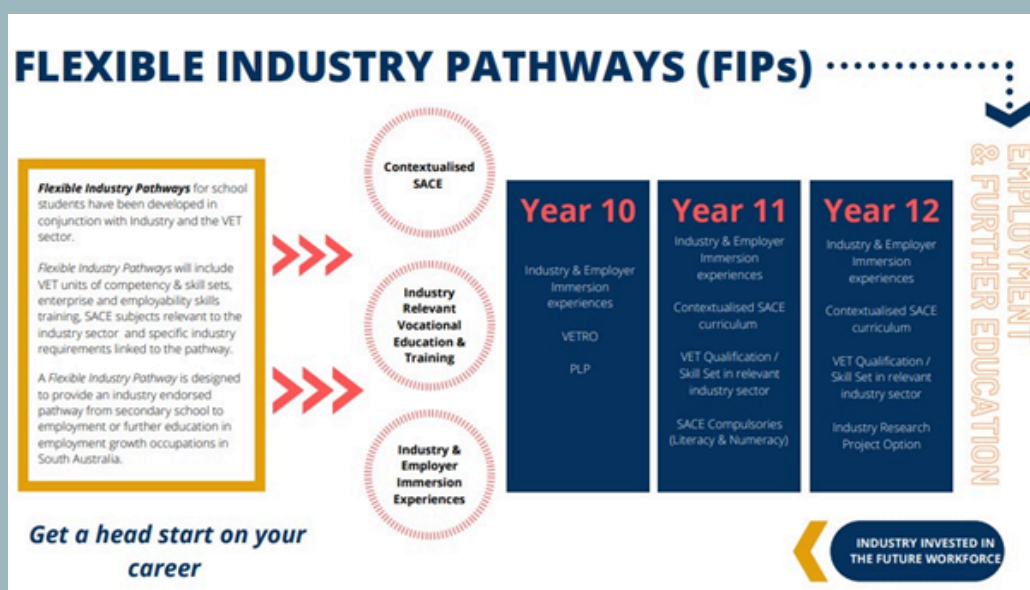
Through the EIF and Year 10 work experience, students have the opportunity to further explore career options and develop a career plan that can be supported by VET courses.

Students can commence their VET training through:

- School based Apprenticeships/Traineeship
- School VET programs

Further information on VET is available through the Vocational Pathways Coordinator, Ms Kirk

Students can build a unique learning portfolio by adding a VET qualification to their SACE program, developing skills at an industry-standard level. Students have the opportunity to pursue multiple learning pathways which lead to apprenticeships and traineeships, further education and tertiary qualifications post school.



LIMESTONE COAST TECHNICAL COLLEGE

Limestone Coast Technical College offers part-time industry training programs in 4 industry areas, co-designed with leading employers to make sure students are well-prepared for success in their chosen careers.

- Agri-tech
- Early childhood and education
- Health and social support
- Multi-trades

These programs are delivered by registered training organisations (RTOs), industry trainers, teachers, and employers, providing an integrated, practical learning experience.

Each program includes vocational education and Training (VET), some South Australian Certificate of Education (SACE) subjects and the development of employability skills.

The college is open to students from schools across the Limestone Coast and the broader region. For those unable to travel daily, supervised overnight accommodation is available on site.

Students will attend the technical college in week-long blocks, with the number of blocks determined by their year level and chosen industry training program. Students will complete the remainder of their SACE subjects at their school.

Visit the website www.technicalcolleges.sa.gov.au for more details.





BHS Year 10 Curriculum Handbook

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