

Curriculum Guide



YEAR 10 | 2027

Table of Contents

Welcome to Senior School	1
Future Directions	2
SACE Pattern Requirements	4
Learning Leaders	6
Subject Pathways	8
Subject Selection Overview	9
Christian Studies	11
English	12
Futures	13
Health and Physical Education	14
Humanities	15
Mathematics	16
Mathematics Extension	18
Science	18
Communication Solutions.....	20
Dance	21
Digital Technology	22
Drama	23
Earth and Environmental Science	24
Food and Hospitality	25
Japanese.....	26
Material Solutions.....	27
Mathematics Advanced	28
Music	29
Outdoor Education	30
Society and Culture.....	31
Sports Science.....	32
Visual Art	33

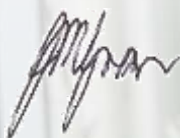
Welcome to Senior School

Year 10 sees students transition from Middle School (IBMYP) to Senior School at Encounter Lutheran College. Year 10 builds on the foundation of the academic skills and approaches to learning developed in the Middle School, increasing expectations for greater student autonomy and responsibility. It attempts to meet the wide variation in interests, abilities and experiences of our students, offering a wider range of subject options, allowing for a more personalised and differentiated curriculum experience.

At Encounter, students are supported through this transition to Senior School by our Wellbeing team. Our counsellor, Jo Ashcroft, is available to provide a range of assistance with any personal or mental health issues. Tom Ling provides ongoing support to our Year 10 students that can include organisational assistance, support for students feeling overwhelmed, friendship and social issues, and is also a trusted sounding board. We also have Mel O'Donnell as our SACE Coordinator and VET (Vocational Education and Training) Coordinator, and Andrew Weiss as our Careers Coordinator. All these staff are available to support our students as they move from Middle School into Senior School and their first experiences with SACE.

Our students begin their SACE journey in Year 10, and it culminates at their graduation at the end of Year 12. Over this time students study Stage 1 (commencing in Year 10, but mostly Year 11), and Stage 2 (Year 12) subjects. Through career counselling and subject selection students chose subjects that they enjoy, that they feel confident in, and subjects that at times may be a pre-requisite for further study.

Our vision is to ensure our students can creatively solve problems, work in interdisciplinary groups and environments and effectively communicate knowledge. Our students, using appropriate skills, will innovate, collaborate and using real world experience, develop the capacity to thrive in an evolving and emerging work world. Students will be active participants in their learning, and will demonstrate advocacy, empathy and care for their world. We strongly believe that the best outcome for our students is for them to leave school feeling they have achieved to the best of their ability, and for our graduates to understand the responsibility of being good members of their community as they explore the opportunities that await them at the conclusion of their Encounter journey.



JON GREAR
Head of Middle and Senior School

Future Directions

I remember as a student in Year 10 being told by my career counsellor that “the world is my oyster” when it came to what I might do when I leave school. I was also told “make sure you choose your career wisely as this will probably be something you will do for the rest of your life”. This caused me to be quite anxious as I was worried (particularly as I had no idea as to what I wanted to do when I left school) that I would make a wrong decision, choose the wrong subjects, and may be stuck in a job for the rest of my life that I wish I had never chosen.

How things have changed when it comes to choosing careers and the work force a young person is now entering. The 21st century has seen a significant change in the nature of work. This change has been driven by rapid advancements in technology, globalization, and the demands of society. What were considered traditional career paths and job roles in the past are consistently changing. Gone are the days when a narrow and specific set of skills was sufficient for success in the workforce. Today, employers seek individuals who possess a diverse skill set that goes beyond technical expertise. Employers now highlight the importance of 21st century skills such as critical thinking, problem-solving, creativity, adaptability, collaboration, communication, and digital literacy as being valuable for the workforce both now and in the future.

To thrive in the new and dynamic way the workplace has changed, individuals need to embrace lifelong learning, develop a growth mindset, and need to be adaptable and open to acquiring new skills throughout their careers. With careers now requiring individuals to work more at home rather than the conventional office space, a person's ability to be effective with virtual communication and collaboration is essential for success, as well as their ability to work in diverse teams and across cultures and time zones in today's interconnected world.

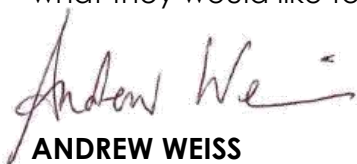
Helping a student make decisions about their future career is a role that Encounter Lutheran College takes seriously. As the Career Development Coordinator, I play a vital role in guiding and supporting students through this process, along with Mel O'Donnell as the VET and SACE Coordinator. There are many ways in which Encounter helps students make informed decisions about their future career path. These include:

- **Encouraging Exploration** - at Encounter we encourage students to explore their various interests and hobbies. We expose them to a wide variety of activities, subjects, and experiences. We assist the students in researching different career pathways, educational requirements, potential job prospects and help them gather information from reliable sources, such as career websites, industry professionals and regular career counselling. By doing these things we help students discover their passions and strengths to help them make more informed career choices.



- **Non-judgemental Communication** - when discussing future directions and career paths we create an open and non-judgemental environment where the students feel comfortable discussing their thoughts, dreams, and concerns about the future. From Year 10 onwards regular conversations occur about their interests, goals, and aspirations.
- **Provide exposure to what is out there in the workforce** - every student at Encounter has the opportunity to explore the workforce in a number of different ways: visiting workplaces (through work experience), excursions to career, tertiary studies and employment expos, and getting work organisations and tertiary institutions to come and speak to Encounter students. These experiences give Encounter students valuable insights into the various jobs and professions that are out there to help them make more realistic decisions. It gives Encounter students hands on experience to help them clarify their career preferences and develop essential skills.
- **Offer guidance, not direction and support the decision-making process** - While it is important to provide guidance to each student at Encounter, we do not impose what we think the student should do. Ultimately, the decision about their future career should be the students. Instead, we offer support, reassurance and give them confidence in their ability to make the right choices. We encourage them to explore their options, weigh up the pros and cons, consider their interests and values and envision long term goals when making decisions about their future.
- **Finally, it is important to remember that career decisions are not set in stone** - it is natural for someone's interests and aspirations to evolve over time. Therefore, it is important that we are patient, understanding and adaptable to assist each young person on their journey of self-discovery and career exploration.

It is a great pleasure to work with all Encounter students as they explore careers and look at what they would like to do in the future.



ANDREW WEISS

Career Development Coordinator

SACE Pattern Requirements

The South Australian Certificate of Education (SACE) is an internationally recognised qualification. The SACE is designed to help students to develop capabilities and provide them with skills and knowledge to live, work, and participate successfully in an ever-changing society.

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.

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 semesters (20 credits) from a range of English subjects at Stage 1
- Numeracy – at least 1 semester (10 credits) from a range of Mathematics subjects at Stage 1
- Stage 1 Exploring Identities and Futures (EIF) – 10 credits (studied in Year 10)
- Stage 2 Activating Identities and Futures (AIF) – 10 credits
- Stage 2 subjects – totalling at least 60 credits

SACE = 200 Credits (60 credits + AIF must be Stage 2 or equivalent)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses or VET courses.

Students wanting an ATAR must study a minimum of 90 Stage 2 Credits.

Note: Students intending to study interstate MUST check Stage 2 English requirements for acceptance into university in each state.

SACE Pattern Requirements

COMPULSORY SUBJECTS

50 credits

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

STUDENT SELECTED SUBJECTS

90 credits

+

60 credits

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

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.

EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

50 credits – compulsory

+

Min. 90 credits

+

Min. 60 credits

Stage 1 Exploring Identities and Futures 10 credits

Stage 1 Biology 20 credits

Stage 2 Biology 20 credits

Stage 1 General Mathematics 10 credits

Stage 1 Japanese continuers 20 credits

Stage 2 Japanese continuers 20 credits

Stage 1 Essential English 20 credits

Stage 1 Food and Hospitality 10 credits

Stage 2 Essential English 20 credits

Stage 2 Activating Identities & Futures 10 credits

Stage 2 Food and Hospitality 20 credits

Stage 1 VET: Certificate II in Food Processing min. 20 credits

Learning Leaders

Principal	Shane Jurecky
Head of Middle & Senior School	Jon Grear
Head of Learning & Educational Strategy	Mel O'Donnell mel.odonnell@encounter.sa.edu.au
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Year 9-10 Wellbeing Support	Tom Ling tom.ling@encounter.sa.edu.au
Inclusive Learning Coordinator 7-12	Jen Biscoe jen.biscoe@encounter.sa.edu.au



Subject Pathways

Year 10	Year 11	Year 12
Arts Electives: - Dance - Drama - Music - Visual Arts	Dance Drama Music Experience Visual Art	Dance Drama Music Explorations Music Performance Ensemble Music Performance Solo Visual Art
Christian Studies	Spiritualities, Religion and Meaning	Year 12 Retreat
Design Electives: - Communication Solutions - Digital Technology - Food and Hospitality - Material Solutions	Business Innovation Child Studies Digital Communication Solutions Digital Technologies Food and Hospitality Material Solutions: Wood	Business Innovation Child Studies Digital Communication Solutions Digital Technologies Food and Hospitality Material Solutions: Wood
English	Essential English English English Literary Studies	Essential English English English Literary Studies
Health & Physical Education Physical Education Electives: - Outdoor Education - Sports Science	Health and Wellbeing Outdoor Education Physical Education	Health and Wellbeing Integrated Learning: Sports, Health and Physical Activity Outdoor Education Physical Education
Humanities Elective: - Society and Culture	Politics, Power & People Modern History Society and Culture	Politics, Power & People Modern History Society and Culture
Japanese Elective: Full Year	Japanese Continuers	Japanese Continuers
Mathematics - Mathematics - Mathematics Extension Electives: - Mathematics Advanced	Essential Mathematics General Mathematics Mathematical Methods A&B Mathematical Methods C Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SACE Interdisciplinary Futures – comprising the following SACE Stage 1 subjects: - Exploring Identities and Futures - Workplace Practices	VET Courses School based apprenticeships	Activating Identities and Futures Workplace Practices VET Courses School based apprenticeships
Science Elective: - Earth and Environmental Science	Biology Earth and Environmental Science Chemistry Physics Psychology	Biology Earth and Environmental Science Chemistry Physics Psychology

Subject Selection 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 - COMPULSORY

Christian Studies

English

Futures

Mathematics (one from Mathematics OR Mathematics Extension)

Science

Health and PE

Humanities

ELECTIVE SUBJECTS – STUDENTS CHOOSE SIX

Communication Solutions

Dance

Digital Technology

Drama

Earth and Environmental Science

Food and Hospitality

Japanese

Material Solutions

Mathematics Advanced

Music

Outdoor Education

Society and Culture

Sports Science

Visual Art

Note: Students selecting Japanese will need to take this for two of their elective choices as it will run for a full year.

Compulsory Subjects

Christian Studies

Length	One Semester
Curriculum Area	Christian Studies

SKILLS REQUIRED

In Year 10 Christian Studies, students will develop and demonstrate their understanding of the influence of spiritual and religious perspectives on a local, national, and global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They will collaborate with others to develop, apply, and reflect on their understanding of some spiritual and religious principles that underpin social-justice actions within the school and broader community.

SUBJECT DESCRIPTION

Christian Studies is a one semester course in Year 10. The topics covered may include the following:

Term 1: Loving my enemies, what does that really look like?

Term 2: Building Understanding of ethics

ASSESSMENT

Assessment Type 1: Making Connections Task	40%
Assessment Type 2: Ethics Investigation	40%
Assessment Type 3: Reflection	20%

English

Length	Full Year
Curriculum Area	English

SKILLS REQUIRED

In Year 10 English, students learn about different types of texts and how to use language effectively. They will require reading, writing, speaking, and listening skills, and learn to think critically about what they read and hear. They will be prepared to read independently, and work both alone and in groups.

SUBJECT DESCRIPTION

The English curriculum encompasses learning about texts and language through speaking, listening, reading, viewing, and writing. Students engage with various texts, including literature, media, and everyday writings.

The program is divided into three strands:

- Language: Understanding the English language Literature
- Appreciating, responding to, analysing, and creating literature
- Literacy: Enhancing English usage skills

Students will learn how to write and speak clearly about various topics, analyse texts and support their opinions. They will create their own texts for different purposes, using language features and appropriate conventions in their work.

Additionally, students will appreciate different cultures, discuss complex social issues in texts, understand how different elements of a story contribute to its main ideas, and recognize how context, purpose, and audience affect texts.

ASSESSMENT

A range of assessment tasks are used which include: written text responses, extended responses, critical reading, poetry analysis and writing, creative writing, reports, oral presentations, writing for various purposes, and creating texts using a range of ICTs.

Some assessment will be completed under direct teacher supervision.

Futures

Length	Full Year
Curriculum Area	SACE Interdisciplinary

SKILLS REQUIRED

Futures requires students to move beyond passive participation in learning and take an active role as co-designers of their own pathway. Students develop the capacity to exercise agency by identifying opportunities, making informed choices, and building purposeful connections with others.

Success in this subject relies on students being: self-reflective, able to identify their strengths, interests, and areas for growth, and willing to think critically about how they learn and work. Through this process, students develop the skills to adapt, set goals, and intentionally build capabilities that will support their transition beyond school.

SUBJECT DESCRIPTION

Futures encompasses two SACE Stage 1 Subjects:

- Workplace Practices
- Exploring Identities and Futures

Successful completion attracts 20 Stage 1 SACE Credits.

Futures empowers students to explore who they are and who they want to be, both now and into the future. Through student-driven inquiry and real-world experiences, learners develop a deeper understanding of themselves, their place in the world, and their sense of identity, belonging, and connection to the communities around them.

The subject encourages students to take ownership of their learning, make purposeful choices, and actively shape their emerging pathways.

As a foundational subject for students' SACE journey, *Futures* supports learners to build the knowledge, capabilities, and dispositions required for lifelong learning. Students engage with the transferable demands of a changing world of work by investigating career pathways that align with their interests, values, and emerging strengths. They explore employment opportunities and application processes, and consider safe and sustainable workplace practices.

Throughout the course, students engage deeply with the SACE Capabilities and are provided with opportunities to explore how these capabilities can be developed and applied in meaningful, authentic contexts.

As part of the subject, students complete 30 hours of work experience, enabling them to test ideas, reflect on learning, and make informed decisions about future learning and work pathways.

ASSESSMENT

Assessment is predominantly Folio based and focusses on developing capabilities.

Note: Students must successfully complete this subject to be eligible for their SACE.

Health and Physical Education

Length	One Semester
Curriculum Area	Health & Physical Education

SKILLS REQUIRED

Students will continue to develop their movement skills through a variety of movement opportunities. Students will develop their capacity to collect and analyse primary and secondary data to guide decision making.

SUBJECT DESCRIPTION

Year 10 Health & Physical Education enables students to develop skills and understanding that will enable a positive influence of their health and wellbeing as well as their communities.

Students will learn about health concepts.

Health Education

Topic 1: Safety and Decision Making

- Primary and Secondary Research into the risks associated with drugs and alcohol
- Investigate the power balance in relationships
- Harm minimisation

Topic 2: Transitions, Independence and Life Skills

- Develop the skills to manage transitions and respond positively to challenges
- Apply strategies to maintain wellbeing, including stress management, resilience and healthy balance
- Build practical life skills and support networks to promote independence and help-seeking

Physical Education

Topic 1: Performance and Game Play

- Develop and apply key skills and strategies to a sport that aligns with the School Sport SA (SSSA) calendar
- Build teamwork, communication and decision-making during match play

Topic 2: European Handball: Skills and Game Play

- Develop fundamental skills and apply basic strategies and teamwork in European Handball
- Build an understanding of rules, positioning and attacking/defensive play

ASSESSMENT

AT1: Learning Through Movement 50%

Students demonstrate understanding and performance at the end-of-term SSSA Carnival.

Students apply rules, positioning and tactics in a competitive environment.

AT2: Health Investigation 50%

Students use primary and secondary research to develop appropriate strategies to limit risk as they venture into their late teens.

Note: Weighting and assessment tasks can change at the discretion of the teacher

Humanities

Length	Full Year
Curriculum Area	Humanities

SKILLS REQUIRED

Year 10 Humanities is a compulsory, full year subject. Students will develop their capacity to use disciplinary skills including questioning, researching using reliable sources, analysing, evaluating and communicating.

SUBJECT DESCRIPTION

Humanities aims to develop an understanding, curiosity and respect about places, people, cultures and systems throughout the world in the past and present. Content is organised under subject bands including:

History – this takes a world history approach to enhance students' appreciation of Australian history and equip them for the world in which they live on a local, regional and global level. Topics include the globalising world, building modern Australia, and World War Two.

Civics and Citizenship – this promotes active citizenship and encourages students to consider ways they can participate in their communities and respond to contemporary issues. Topics include government and democracy, and citizenship and identity.

Geography – this encourages students to learn to become informed members of local and global communities and to act ethically to sustain and improve natural and social environments. Topics include environmental management and human wellbeing.

Economics and Business – this promotes economic reasoning and enables students to understand resource allocation, economic decision making and the business environment.

ASSESSMENT

Assessments include a range of practical and inquiry-based tasks that reflect real-world applications of Humanities learning, such as simulations, creative design tasks, fieldwork and collaborative problem-solving activities. Tasks assess students' ability to inquire, analyse, evaluate and communicate using Humanities concepts and skills.

Mathematics

Length	Full Year
Curriculum Area	Mathematics

SKILLS REQUIRED

Students need to have a positive and persistent approach, to be able to think logically and critically, and problem-solve. Students need to be prepared to work diligently and be an engaged and active learner.

SUBJECT DESCRIPTION

Measurement - unit conversion, solving problems related to perimeter, area and volume. Pythagoras; Theorem and Trigonometric ratios – solving for unknown lengths and angles.

Trigonometry and Pythagoras Theorem

– Students develop skills in Pythagoras' Theorem and trigonometric ratios (sine, cosine, tangent) to solve right-angled triangle problems. Emphasis is placed on reasoning, accuracy, and applying mathematical techniques to real-world situations, including measurement, angles of elevation and depression, and problem-solving tasks across a range of practical and theoretical contexts.

Finance – revision of percentages, calculations for investments and loans.

Graphing Straight Lines – using the equation of a line to construct the graph, using the graph to write the equation, finding the gradient and intercepts.

Linear Equations – solving problems with linear relationships.

Statistics – displaying and summarising data.

ASSESSMENT

Approximately 3 topic tests per semester. These are supervised tests requiring use of calculators. Notes and formula sheets are permitted for some tests. **70%**

Two mathematical Investigations per year. Students explore mathematical concepts and prepare a report that communicates the process and their findings. **30%**

Mathematics Extension

Length	Full year
Curriculum Area	Mathematics

SKILLS REQUIRED

Students need to have a deep understanding of all the topics studied in Year 9 Mathematics. They need to have a positive and persistent approach, to be able to think logically and critically, and problem-solve. Students need to be prepared to work diligently and be an engaged and active learner.

SUBJECT DESCRIPTION

Year 10 Mathematics Extension prepares students for SACE Mathematics through both the topics and encouraging good work ethic. The graphics calculator is introduced with how to use it to find and check answers.

Topics covered include:

- **Algebra** – manipulation and operations including fractions, quadratic expansion and factorisation. Solving linear, simultaneous and quadratic equations – including null factor and formula.

- **Pythagoras and Trigonometry** – revision of both through application, bearings, introduction to sine and cosine rule.
- **Statistics** – revision of measures of central tendency and spread for grouped data, introduction to normal distribution.
- **Graphing** – linear and quadratic graphs with intercepts and other features.
- **Indices** – manipulation of indicial expression using rules, application of indices, surds and operations for exact values.
- **Geometry** – revision of general rules, congruence and similarity, introduction to circle geometry.
- **Probability** – experimental and theoretical probability of events.

ASSESSMENT

Approximately 3 topic tests per semester involving use of graphics calculators in some and cheat sheets.

70%

Two Mathematical Investigations with an introduction into how to write these up for SACE courses.

30%

Science

Length	Full Year
Curriculum Area	Science

SKILLS REQUIRED

Science is a core subject. Students will develop their knowledge and understanding through explicit teaching, hands-on practical activities and various other multimodal experiences. Students are required to think critically and analyse information, including data and results from scientific investigations. They will work both independently and collaboratively, developing effective communication and teamwork skills. Students are also expected to follow safe working practices in a laboratory setting.

SUBJECT DESCRIPTION

In Year 10 Science, students explore biological, chemical, geological, and physical systems at both microscopic and macroscopic scales to explain natural phenomena.

Students develop an understanding of atomic theory and investigate the structure and patterns of the periodic table. They explore different types of chemical reactions and examine the factors that affect reaction rates. Students study genetics, inheritance, and the process of evolution, and learn how motion, forces, and energy are related through the application of physical laws and calculations.

Students also explore how biological, physical, and chemical systems interact within global systems, using this understanding to predict the impact of changes to these systems, including climate change. Practical investigations play a key role in learning and support the development of scientific inquiry skills such as experiment design, data collection, analysis, and communication of findings.

Year 10 Science provides a strong foundation for further study in senior Science subjects.

ASSESSMENT

Assessment in Year 10 Science includes a range of tasks designed to assess students' understanding of scientific concepts and their practical and analytical skills.

Students complete assessment tasks such as supervised tests, experiment design tasks, practical investigation reports, and Science as a Human Endeavour research reports.



Elective Subjects



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Communication Solutions

Length	One Semester
Curriculum Area	Design

SKILLS REQUIRED

Students who select Communication Solutions should be learners who thrive in an environment that focuses on creative thinking and problem solving. They will be encouraged to think through a design lens, and critique their own work, as well as that of others. Due to the student driven nature of the course, students will benefit from being independent learners.

SUBJECT DESCRIPTION

In Year 10 Communication Solutions students develop their awareness and application of design thinking to help develop potential solutions to design problems.

The subject provides a flexible framework that encourages students to be creative and innovative in their chosen context. They apply creative thinking and problem-solving skills and incorporate technologies to address design problems and challenges. This subject is designed to be a stepping stone into Stage 1 Design, Technology, and Engineering.

ASSESSMENT

Assessment Type 1: Specialised Skills Tasks **40%**

These consist of 2 skills tasks teaching students a range of design tools, technologies, and techniques to allow them to experience success in Assessment Type 2. In Year 10 these tasks have a focus on the principles of design.

Assessment Type 2: Design Process and Product **60%**

Students will work through all stages of the design cycle to create a solution to a need, problem, or opportunity. Students will have agency to focus on a topic that inspires them and will produce a design-based product of their choice using a variety of technologies available to them.

Note: Year 10 Communication Solutions is an excellent pathway for students interested in pursuing creative or design-based disciplines such as media studies, photography, web design, and graphic design.

Dance

Length	One Semester
Curriculum Area	Arts

SKILLS REQUIRED

Students need to have experience with onstage performance. Students require a keen interest in dance and the performing arts and the expression of ideas through movement.

SUBJECT DESCRIPTION

In Year 10 Dance students will explore different genres of dance (for example, contemporary, lyrical, jazz, hip hop and others) and study significant artists and practitioners including Bangarra Dance Theatre. Students learn from a professional guest choreographer and dancers enrolled in the subject have the opportunity to choreograph pieces for other students for various performances.

ASSESSMENT

Performance and performance analysis (participation in the Showcase performance is compulsory) **60%**

Historical perspectives and dance contexts **20%**

Performance analysis and choreography **20%**

Note: Dancers perform at various events during the year. Examples of these events include the school musical, Dance Ultra, Stage 2 (Year 12) Dance Showcase, Shine and other opportunities that arise. It is compulsory to participate in the Dance Showcase performance.

Digital Technology

Length	One Semester
Curriculum Area	Design

SKILLS REQUIRED

This subject is ideal for students who are curious about technology and enjoy solving problems using both creative and computational thinking. Students who have an interest in computers, robotics, data and game design may find this subject interesting. Previous experience with coding such as that provided in Year 8 and Year 9 Digital Technologies will be helpful though not essential. Students should be ready to work both independently and collaboratively.

SUBJECT DESCRIPTION

In Year 10 Digital Technologies, students apply design thinking and computational thinking to develop a creative and practical digital solution. Solutions may take the form of a complete product, a prototype, or a proof of concept, with potential links to mathematics, science, art, and other subject areas. Students build skills through a mix of individual and collaborative projects, including programming and data analytics,

documenting and presenting their work in multimodal reports that demonstrate the phases of design thinking and computational thinking. This subject builds a strong foundation for SACE Stage 1 and Stage 2 Digital Technologies, as well as future pathways in software engineering, cybersecurity, data science, robotics, and application, web, and game design.

ASSESSMENT

Project Skills 60%

This is a range of activities that build the skills necessary for the Digital Solutions component. It will involve both individual and collaborative work. And will include programming and data analytics.

Digital Solutions 40%

This is a project that implements the skills and techniques learned as part of 'Project Skills'. It could involve tasks such as creating a game, a data dashboard, an app or a robot.

Note: Weightings of assessment types are subject to change.

Drama

Length	One Semester
Curriculum Area	Arts

SKILLS REQUIRED

Drama students need to be keen observers of the world around them, and love storytelling and engaging audiences. They need to be creative, collaborative, good critical thinkers and good communicators. They will engage regularly in reading and analysing existing dramatic works, and experiment with how they might bring the words on the page to life on the stage. They will need to be confident to take informed artistic risks in practical situations, evaluate which ideas work best, then refine and polish their ideas.

SUBJECT DESCRIPTION

This Year 10 course provides an opportunity for students to develop individual and ensemble storytelling skills, in both on and offstage roles. Collaboration, creativity, commitment and communication are essential when undertaking Drama as a subject. Students will develop skills in problem solving, character development, focus, concentration, confidence, ensemble cooperation and public performance. Students will explore communicating through the experimentation of

movement, voice, silence and gesture. Students will reflect and evaluate their own performance.

The aims of Drama are to encourage and enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- Acquire and develop skills needed for the creation of works;
- Create works;
- Reflect on, appreciate and evaluate their work, and the work of others;
- Develop receptiveness to drama forms across time, place and different cultures, and perceive the significance of these forms as an integral part of life;
- Work independently and collaboratively

ASSESSMENT

Assessment Type 1:	40%
Performance & Presentation	
Assessment Type 2:	30%
Responding to Drama	
Assessment Type 3:	30%
Creative Synthesis	

Earth and Environmental Science

Length	One Semester
Curriculum Area	Science

SKILLS REQUIRED

Earth and Environmental Science is an elective subject. Students will acquire knowledge and understanding through reading, watching videos, hands on activities and explicit teaching. Students will need to think critically as they analyse information including experimental results. Students need to work independently and collaboratively. They will need to work safely in a laboratory setting.

SUBJECT DESCRIPTION

Students will learn about the impacts humans have on our planet and how we are using Earth's Resources.

Students develop and extend their inquiry skills by designing and undertaking investigations and collecting and analysing data. They interpret and evaluate information and use evidence to construct and justify conclusions.

Students will study concepts based on the following topics:

- Energy
- Waste

ASSESSMENT

There are a range of assessment tasks including – supervised tests, experiment designs, practical reports, science as a human endeavour reports. There are 2 tests, one practical report and one science as a human endeavour report.

Food and Hospitality

Length	One Semester
Curriculum Area	Design

SKILLS REQUIRED

Students who choose this subject should enjoy creating, exploring and evaluating food. They may also have a keen interest in sustainability, innovation and social issues.

Students will utilise the design cycle to apply creative thinking and problem-solving skills. They must be able to work safely, independently and with a range of peers.

Students should be able to write clearly and concisely. They must be able to use evidence and examples and show a willingness to refine work.

SUBJECT DESCRIPTION

Topic 1: Australian Native Food and Botanicals

The exploration of native foods and botanicals can connect people to country, culture, history and national identity.

Students will explore a range of ingredients to design and create an experience that helps to raise the profile of Australian Native Foods & Botanicals.

Topic 2: International Cuisine

The exploration of international cuisine and its connection to culture, history and national identity.

Students will explore a range of international cuisines in relation to gastro-diplomacy and the UNESCO Intangible Cultural Heritage list. This will culminate in the design and creation of an hors d'oeuvre for an International Street Food Festival.

ASSESSMENT

Assessment Type 1: 50%

Practical Tasks (x 2)
ANFAB Task
International Cuisine Task

Assessment Type 2: 20%

Group Tasks (x 1)

Assessment Type 3: 30%

Investigation
Gastro-diplomacy

Japanese

Length	Full Year
Curriculum Area	Languages

SKILLS REQUIRED

Students who choose Year 10 Japanese should have a curiosity for learning about different cultures and languages. Students should have the ability to work independently and be prepared to engage in classroom discussions to share opinions. They should enjoy problem-solving and have the creativity and adaptability to explore challenging concepts.

SUBJECT DESCRIPTION

In Year 10 Japanese, students will continue to develop their communication skills across a range of different topics. Throughout the year, students will learn practical language skills, including situations such as travel, homestays and applying for jobs. They will have the opportunity to explore Japanese prefectures, cities and culture, and analyse, compare and reflect on their preconceived ideas of Western and Japanese values. Students will also build on their confidence in using vocabulary and grammar to express complex ideas in a wide range of contexts and text types.

ASSESSMENT

Students will complete 4 summative assessments each semester, including:

Investigation 25%

Students investigate a pre-determined topic in detail and present their findings and information through two assessment tasks:

- Text Production (in Japanese)
- Reflection (in English)

Text Production 25%

Students create a text in Japanese as per the task's intended purpose and audience.

Text Analysis 25%

Students complete a reading comprehension under test conditions.

Interaction 25%

Students will have a 1:1 conversation with a teacher in Japanese.

Note: Assessment types and weighting may be subject to change.

Material Solutions

Length	One Semester
Curriculum Area	Design

SKILLS REQUIRED

Students who select this subject should enjoy creative, hands-on learning and be interested in designing and making real-world solutions. Students will explore contemporary design thinking through practical projects, digital technologies, and workshop-based experiences. Curiosity, creativity, and a willingness to experiment, test ideas, and learn from mistakes are highly valued.

Students should be prepared to work both independently and collaboratively, using feedback, reflection, and problem-solving skills to improve their designs. Strong communication, organisation, and a positive approach to challenges will support success in this subject.

SUBJECT DESCRIPTION

Students begin their Senior School journey into the world of construction and design by focusing on creating timber products, with more of a personal focus. Students use the Design Cycle to guide them through the stages of planning, developing, and executing their projects. This subject prepares students for future vocational and personal opportunities as well as Materials Solutions in SACE.

ASSESSMENT

Assessment Type 1: Specialised Skills Tasks **40%**

This task involves a mini design brief where students develop and evaluate important skills that will be used in their product design.

Assessment Type 2: Design Process and Product **60%**

Students will undertake a design process where they will investigate, design, develop and plan, produce and evaluate a timber product of their choosing.

Mathematics Advanced

Length	One Semester
Curriculum Area	Mathematics

SKILLS REQUIRED

Mathematics Advanced builds on the mathematical knowledge, understanding and skills that students are developing within the Extension Mathematics pathway. This elective aims to better prepare students for SACE by looking at some of the more advanced topics that the standard pathway doesn't reach.

Students get the opportunity to collaborate with like-minded students and are challenged to incorporate understanding of different topics to solve complex problems.

SUBJECT DESCRIPTION

The course consists of the following four topics:

Topic 1: Matrices

This topic introduces students to a new concept they have not seen before. They will explore the different types of matrices used in real life applications, operations involved using a graphics calculator and how to use matrices to predict future trends.

Topic 2: Bivariate Data

This topic looks at analysing the relationship between two variables and how this can be applied to help businesses succeed. Students will collect primary data and measure the correlation of these variables to form conclusions.

Topic 3: Exponential & Logarithmic Equations

Students utilise prior knowledge of indices and equations to learn how to solve and graph exponential and logarithmic equations. They analyse how different variables within the equations affect the transformation of graphs.

Topic 4: Trigonometric Functions

Students are introduced to the unit circle and how it can be used to solve trigonometric functions. They will look at the relationship between sin and cos, as well as learn how to graph different functions.

ASSESSMENT

Assessment Type 1: Skills and Application Task 75%

This consists of three tests completed under supervision based on content learnt within class.

Assessment Type 2: Mathematical Investigations 25%

This consists of one investigation where students collect and analyse data to investigate a problem of their own choice.

Note: Students will also have a trial exam at the end of the semester covering all of these topics.

Music

Length	One or Two Semesters
Curriculum Area	Arts

SKILLS REQUIRED

Some experience with an instrument (including voice) is required for success in this subject.

Willingness to perform in public.

SUBJECT DESCRIPTION

Year 10 Music continues to build on student's prior learning and experiences to develop their abilities and confidence listening, composing and performing music. Students are required to present an ensemble performance and an individual skills development folio.

They develop aural recognition skills and apply that to developing analytical writing about music. They develop their critical and creative thinking to shape compositions and performances that communicate ideas through music. Students continue to develop their theoretical understanding and build confidence and skills in music technology and composition.

ASSESSMENT

Two creative tasks e.g., performances, compositions. **70%**

Two musical literacy e.g., analysis tasks, reflections, quizzes. **30%**

Note: It is highly recommended that students are engaged in regular tuition with a specialist instrument teacher. Two semesters of Music is preferable for students who plan to continue with Music in Year 11.

Outdoor Education

Length	One Semester
Curriculum Area	Health & Physical Education

SKILLS REQUIRED

Students should enjoy spending time in the outdoors. Students should have an interest in environmentally sustainable practise, as well as be motivated to develop a variety of outdoor skills in nature. This being a focus of the compulsory expedition.

It is a prerequisite that students have attended the Year 9 Camp to select Year 10 Outdoor Education.

SUBJECT DESCRIPTION

Outdoor Education means learning in and for the outdoors. It provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They will evaluate and reflect on their own learning progression and skills development, and work with others in groups.

The learning experiences that take place are intended to enable students to develop an appreciation of their place in, and their impact on, environments. As they spend time learning in natural environments, students develop knowledge and apply planning and risk-management skills for outdoor journeys that ensures they travel safely.

Focus Area 1: Environment and conservation

Students transfer their understanding and appreciation of natural environments in local areas through opportunities to interact with the

environment and consider strategies that support conservation and sustainability and minimise human impacts.

Focus Area 2: Planning and management

Students apply planning skills to support positive outdoor experiences in nature for themselves and others, through consideration of safety and risk-management practices.

Focus Area 3: Personal and social growth and development

Students experience and contribute to strategies in natural environments to promote health, safety, and well-being. They reflect on opportunities to spend time in nature to support physical, social, and emotional well-being.

ASSESSMENT

AT1: About Natural Environments - 40%

Students explore and analyse natural environments to build understanding of the balance between human uses, potential risks, and conservation and sustainability.

AT2: Experiences in Natural Environments - 60%

Students plan and undertake outdoor activities and journeys in a group. Students use self and peer assessment to gather information about their teamwork and practical outdoor skills

Note: A subject levy will be applied to cover the cost of camps and activities.

Society and Culture

Length	One Semester
Curriculum Area	Humanities

SKILLS REQUIRED

Students should enjoy analysis of contemporary ideas, have an interest in the world around them, be willing to engage in discussion with peers, and be prepared to have opinions on ideas.

SUBJECT DESCRIPTION

In Year 10 Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. They explore social, cultural, and political developments in our own society and in other societies. They learn how to analyse sources and viewpoints. They develop skills of inquiry and learn how to practise empathy when exploring experiences different to their own.

Core topics:

Consumerism and overconsumption – an investigation of contemporary culture.

Structures and hierarchies – a study of power in societies.

ASSESSMENT

Assessment focuses variously on developing the ability to analyse and justify perspectives, and to collaborate with peers in investigation:

Assessment Type 1 – Source Analysis

Completed under supervised conditions, this task involves students analysing individually-chosen sources relevant to a shared topic. They practise the skills of analysis and the integration of evidence, whilst evaluating how the issue in question may influence social change now and into the future.

Assessment Type 2 - Interaction

In small groups, students conduct inquiry into a chosen issue. They build a Folio of primary and secondary evidence, presenting their findings to their teacher via live conference. Students reflect on the process of their inquiry. They make recommendations for how their chosen issue could be addressed by various stakeholders.

Assessment Type 3 – Examination

Students complete an Open Book exam under timed conditions, creating an argument relevant to their AT1 topic.

Sports Science

Length	One Semester
Curriculum Area	Health & Physical Education

SKILLS REQUIRED

Students who choose this subject should have a keen interest, not just in movement and sport, but also the desire to learn about the science behind how the body moves and works.

Students will develop the ability to collect and analyse data in a sporting context. Students will need to be able to think critically, connecting theoretical concepts though practical, as we attempt to learn "in, through and about movement".

SUBJECT DESCRIPTION

Topic 1: How the body can perform

- Application of Energy Systems
- The role of nutrition in performance

Topic 2: The mind of the athlete and coach

- Sports psychology (player)
- Development of collaboration and communication as a coach

Topic 3: How we learn new skills

- Skill acquisition
- Biomechanics in sport

ASSESSMENT

There are a range of assessment tasks including:

- Performance improvement folios
- Movement Analysis Tasks
- Practical Movement

Note: Tasks often have multi-modal presentation opportunities (PowerPoints, Essays, Videos, Blogs)

Visual Art

Length	One Semester
Curriculum Area	Arts

SKILLS REQUIRED

Students who choose Visual Art need creative thinking skills, critical thinking and problem-solving skills, research skills, analytical skills and practical application skills.

SUBJECT DESCRIPTION

Within Year 10 Visual Art students explore a range of contemporary and historical artists as well as gaining perspective of Indigenous artists.

Students explore the work of practicing artists and apply skills and knowledge to create new artworks. They are encouraged to experiment with new tools and media. Each term students work towards planning, researching, and presenting a completed final artwork. They will further develop Visual Arts vocabulary and analysis, creating explicit connections between their own learning and that of practicing artists.

ASSESSMENT

Folio – Art Journal	40%
Visual Study	20%
Final Artworks	40%



Subject Index

Compulsory Subjects

Christian Studies	11
English	12
Futures	13
Health and Physical Education	14
Humanities	15
General Mathematics	16
Mathematics Extension	18
Science	18

Electives

Communication Solutions	20
Dance	21
Digital Technology	22
Drama	23
Earth and Environmental Science	24
Food and Hospitality	25
Japanese	26
Material Solutions	27
Mathematics Advanced	28
Music	29
Outdoor Education	30
Society and Culture	31
Sports Science	32
Visual Art	33



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