

Year 10 Academic Program Information 2022





INTRODUCTION

The Year 10 curriculum is composed of compulsory (core) areas and specialist areas. Students will study five periods of English, Humanities, Mathematics and Science; one period of RAPS, one period of Health and three periods of Physical Education each week. In addition, students have the opportunity to select between two and four specialist courses. Courses are designed into semesters. Courses can be taken for 1 or 2 Semesters.

In order to allow students greater specialization, and breadth students may initially select any combinations of specialist courses available on the timetable. Students are asked to select the two most preferred courses as Semester 1 course. Students can then select one or two different courses for Semester 2. Therefore, a student could study:

- The same two courses for the full year
- One course for the full year and two other courses for one semester each
- Four courses over the year, two different courses each semester

Once students have submitted their preferences on-line using the Web Preferences System, a timetable grid will be established, based on student interests and on the competing requirements of other Year Groups. Unfortunately, it is likely that due to staffing and rooming constraints, not all combinations will be possible within the timetable. To ensure equity where a course is oversubscribed, students will be allocated one semester of the course.

Specialist courses available for 2022

ARTS
Visual Arts
Drama
Media
Music
TECHNOLOGIES
Digital Technology
Food Technology
Design – Creative Design
Materials Technology - Textiles
Materials Technology – Metals and Wood
Engineering & Construction
LANGUAGES
French
HEALTH & PHYSICAL EDUCATION
Physical Education Studies
HUMANITIES & SOCIAL SCIENCES
Business & Finance



Students will be asked to indicate their interest using the Web Preferences on-line system. Students have received information on accessing the system during a briefing session at school. Each student will receive a personalised access code and pin number via email. This is the same system that students used last year.

Once preferences have been entered, Parents are requested to print off two copies of the receipt and sign one copy. Students are asked to bring this receipt to Administration. It is important that parents are fully informed so we insist students should return the signed receipt to ensure this occurs.

In Term 4 students will receive a Course Confirmation notice or new grid selection form when grids and classes have been finalised. This is likely to happen during Week 1 of Term 4. Where initial preferences are available, students will receive a Course Confirmation Notice. Where students need to reselect one or more courses where necessary due to timetable constraints a Selection Grid will be provided.

The timetable for developing the **2022** Year 10 Specialist Grid is as follows:

Thursday, 26 August	Students briefed at School
** Friday, 17 September	Final date for preliminary selections
Wednesday 13 October	Proposed date for Selection Grid & Selections distributed
Monday, 19 October	Final Selections due
November	Course Confirmation

* *The Preliminary Selections are used to generate the timetable. **If students' interests do not match the timetable, they may be asked to make a new selection based on the developing timetable.*

This booklet gives a brief outline of the subjects which **may** be available in the **2022** Year 10 specialist courses. The timetable grid will be established based on students' interest in Semester 1. Therefore, students should select their two most important courses for Semester 1. Students can move between courses within the set grid for Semester 2.

Mr David White
Director of Studies

SPECIALIST COURSES

ARTS

Visual Arts

Drama

Media

Music

TECHNOLOGIES

Digital Technology

Food Technology

Design – Creative Design

Materials Technology – Textiles

Materials Technology – Metals and Wood

Engineering & Construction

LANGUAGES

French

HUMANITIES & SOCIAL SCIENCES

Business & Finance

HEALTH AND PHYSICAL EDUCATION

Physical Education Studies



ARTS LEARNING AREA

DRAMA

MEDIA

MUSIC

VISUAL ARTS



DRAMA

The Drama course aims to develop students' confidence, expression and leadership skills through the techniques, principles and practices of theatre and drama. Through participation in both individual and group-based activities, students will explore various methods for using voice and body in performance.

OBJECTIVES:

- Students gain an understanding of the development of theatre through history, from ritual to Greek, Medieval and Elizabethan Theatre.
- Students will examine the impact of historical theatre on Modern Performance Theory, including Grotowski's Poor Theatre and Postmodernism.
- Students will have the opportunity to gain practical experience in the use of technology in the theatre, ranging from sound and lighting to cutting edge multimedia techniques.

This course is designed as a prerequisite to studying Drama in Senior Secondary School.

ASSESSMENT:

- Use of voice and body in performance.
- Development of a variety of performances using elements specific to style.
- Practical demonstration of the safe use of theatrical technologies.
- Application of lighting in a performance context.
- Folio containing all written evidence of task work.
- A practical examination in which students will be required to create an entirely original group devised performance using the principles studied throughout the year. This is a fully realised piece incorporating technical aspects of sound, lighting and costume.



MEDIA

COURSE STRUCTURE

The students will complete four units of study for the year:

- Video Game Analysis
- Television Drama
- Radio and Podcasting
- Feature Film Study

OBJECTIVES

This course aims to develop the students' ability to communicate using Media Studies skills and processes. This course is designed to prepare students for the Media Production and Analysis course in Year 11. Students will engage in activities concerned with both the production and analysis of media texts. In doing so, the students will use communication, organisational and technological skills; take into account the relationship between the media and the audience; and learn to respond to and evaluate a wide range of media texts. They will also begin to consider the role of media in society and its influence on all aspects of our culture.

ASSESSMENT

- Creation – the generation of ideas, research and writing of scripts.
- Production – creating media texts using a range of technologies.
- Analysis – describe, interpret and evaluate meanings created in their own media texts and those of others.

Students will have the opportunity to work both individually or in a group when creating media texts.



MUSIC

Year 10 Music will enable students to develop their musical potential through a wide range of activities. It is essential that students electing to take Year 10 Music are currently receiving tuition on an instrument or voice as 50% of assessment is completed through performance. It is desirable, but not essential, that students contemplating Music at Year 11/12 level select to study Music in Year 10.

COURSE STRUCTURE

Year 10 Music will focus on:

- The eras of music - how music has developed from 500AD to the present day.
- Musical theatre - from its beginnings in opera through to the present day.
- Composition and song writing using technology.
- Performance

ASSESSMENT

Assessment will be continuous throughout the year and each of the following skill areas will be assessed:

- Aural: the elements of rhythm, pitch, tempo, texture, form and timbre will be studied including dictations, chord and interval recognition.
- Cultural and Historical Analysis: aural and score analysis, listening activities to help students recognise, reflect on and critically evaluate music.
- Theory and Composition: including melody writing, harmonisation and orchestration.
- Performance: solo and ensemble, technical exercises and prepared repertoire.

VISUAL ARTS

Students will continue to further develop and enhance their art skills in Visual Arts. Ample scope for free, imaginative interpretation and experimentation with materials is encouraged. Students discover ways to compile and record their experiences through a range of art activities such as painting, printmaking, 3D and drawing. These projects will aim to promote a fundamental understanding of visual language. Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Students will investigate different styles of art, International and Australian, traditional and contemporary to influence their Art Making. Analysis of artworks will further enhance student's use of art language and terminology. The course will prepare students for Year 11 Visual Arts ATAR or General Visual Arts courses.

ASSESSMENT:

Art Making = 60%

Art Responding = 40%



TECHNOLOGIES LEARNING AREA

DIGITAL TECHNOLOGY

DESIGN – CREATIVE DESIGN

FOOD TECHNOLOGY

MATERIALS DESIGN TECHNOLOGY – METALS & WOOD

MATERIALS DESIGN TECHNOLOGY – TEXTILES

BUILDING & CONSTRUCTION AND ENGINEERING



DIGITAL TECHNOLOGY

OBJECTIVE:

Year 10 digital technologies focuses on further developing understanding and skills in computational thinking, such as precisely and accurately describing problems; and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the Senior Secondary years. Students will have experience working with contemporary technologies such as, drones, virtual reality, CNC lathes, 3D printers, Microbits (robotics) and completing units towards obtaining an International Computer Driving Licence (ICDL).

COURSE OVERVIEW:

Students have opportunities to analyse problems and design, implement and evaluate a range of solutions, such as database-driven websites, artificial intelligence engines and simulations.

Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods, and use structured data to analyse, visualise, model and evaluate objects and events using the Design, Make and Appraise process. Students learn how to develop multilevel abstractions; identify standard elements, such as searching and sorting in algorithms; and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems, students consider the functional and non-functional requirements of a solution through interacting with clients/stakeholders and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop solutions to complex problems and evaluate their solutions and existing information systems, based on a broad set of criteria, including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students have opportunities to become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions individually, collaboratively and interactively for sharing in online environments, students should comply with legal obligations, particularly with respect to the ownership of information.



COMPETENCIES TO BE DEVELOPED:

- Describe the role of hardware and software in managing, controlling and securing access to data, in networked digital systems.
- Describe the process of simple compression of data and how content data is separated from presentation data.
- Apply techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, and consider privacy and security requirements.
- Analyse, visualise and model processes and entities, and their relationships, using structured data.
Students
- Create a design for algorithms represented diagrammatically and in structured English, including iteration.
- Validate algorithms and programs, using commonly accepted methods.
- Implement data storage and organisation techniques within a programming environment.
- Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities.
- Identify the needs of the client/stakeholder to determine the basis for a solution.
- Create and critique briefs. Students investigate components/resources to develop increasingly sophisticated solutions, identifying and considering associated constraints.
- Apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication.
- Design possible solutions, analysing designs against criteria, including functionality, accessibility, usability and aesthetics, using appropriate technical terms and technology.
- Select, justify and safely implement and test appropriate technologies and processes to make solutions.
- Provide relevant analysis of design processes and solutions against student-developed criteria.
- Work independently, and collaboratively to manage projects, using digital technology and an iterative and collaborative approach.
- Consider time, cost, risk, safety, production processes, sustainability and legal responsibilities.



DESIGN – CREATIVE DESIGN

This course will further develop student skills in creative design, through the study of photography and graphic design.

Students will get the chance to develop skills in the studio, look at alternative photographic and graphic techniques through the study of modern and postmodern design concepts and improve their creative and technical software skills.

Design tasks will include, but is not limited to:

- creating design work for bands (graphic work / album artwork / photographic shoots)
- designing advertising posters using graphic design and layout skills
- pure photography based skills in the form of:
 - landscape photography
 - portraiture based studio photography

Collaboration is an integral part of creating better solutions to design based problems. Students will get the opportunity to work collaboratively in groups to help improve their designs, as well as compete against each other in short, fun, creative design based challenges.

Students will develop the skills to present their work to an exhibition quality, possibly exhibiting at the School's annual Art & Technology Exhibition and relevant design and photography based competitions.

There are no prerequisites for this course, but if you like the idea of learning how to create cool graphics, love taking photos or want to develop high level skills in this area, then this could be the course for you.

FOOD TECHNOLOGY

Throughout the duration of this course students will have the opportunity to develop the skills required to produce more exciting and demanding culinary projects. At the same time, students will be gaining some insight into the challenge and interest to be gained from continuing studies in this area beyond Year 10. This course provides a useful background for any student wishing to pursue a career in the Hospitality Industry.

The Technology Process (Investigating, Devising, Producing, and Evaluating) is an integral part of this course. This process provides students with the opportunity to have an input into the selection and design of recipes.

Students identify their personal food requirements and the influence of food choice on health. They use strategies to identify the cultural values of their peers and the sensory characteristics of food that impact on their food preferences and food choices.

They identify trends in the food industry that influence their food selections. Properties such as colour, texture and aesthetics of a variety of foods are discussed when preparing food products that meet individual needs.



Students use the technology process and develop food preparation techniques when working with familiar equipment and a variety of familiar fresh and processed foods.

They follow and adapt recipes to prepare healthy meals and snacks that meet individual needs. Students evaluate the processes used and identify product improvements.

They demonstrate safe food handling procedures and work individually and in teams to generate and communicate ideas when producing and storing food products.

The year is divided into the following four units:

Food for Health The focus of this unit is the investigation of and preparation of staple foods and foods conducive to good health. The nutrients and their role in the body are also examined.
International Food In this unit students are helped to appreciate and respect other cultures through the preparation, cooking and serving of a variety of foods from other countries.
Journey through the Menu This unit investigates each aspect of the formal menu. Students prepare a selection of dishes from each section of the menu from hors d'oeuvres, right through to desserts and cheese boards.
Social Aspects of Food This unit examines food as a symbol of hospitality. Students are involved on the planning and preparation of food for social occasions and celebrations, including Christmas Cookery.



MATERIALS DESIGN TECHNOLOGY (METALS AND WOOD)

The Year 10 Materials Technology course extends the work undertaken at the Year 9 level in this subject. It is highly desirable for students to have previously studied the Year 9 subject beforehand. This subject is heavily practical in nature, with associated theory. It focuses on vocational skills and knowledge which students would encounter in various employment fields. It also caters for recreational and hobby interests.

The focus for this unit is **Production Fundamentals**. It is an introductory unit that embraces the manufacturing of products through the principles of design. Students learn to implement the Technology Process (Investigating, Devising, Producing, and Evaluating); and provides students with the opportunity to plan, design, and construct their own projects. Students learn about materials and suitability for use.

Students may use a range of workshop and power tools and materials to help them complete their practical and theoretical activities. This includes the use of a computer based drafting and design software such as. *AutoCAD* and *Google SketchUP*. Students have opportunities to work using a range of materials that include plastic, wood, metal, ceramics, glass and fabric, etc.

Some areas that may be covered throughout the course include:

- Personal Project designing and construction.
- Wood turning on a wood lathe and metal lathe machining, milling machine use.
- Free form woodwork, carving, and joinery construction.
- Small furniture and box construction, model making.
- Toy making and design that may incorporate aspects of craft and recreational game projects.
- Jewellery design and fabrication.
- Plastic fabrication – i.e. PVC and acrylic projects, Polyester Casting resin embedding.
- Sheet metal work, folding, bending, assembly.
- Oxy-Acetylene welding, tube bending, forging, grinding, Arc and MIG welding.
- Computer Assisted Drafting and Design skills (introductory).
- Graphical communication skills and techniques, drawing and sketching
- Occupational Health and Safety practice and procedures.
- Wrought Iron products, furniture, and candelabras.
- Home products e.g. shelving, cabinets, utensils, tools, picture frames.
- Camping and outdoor products, portable BBQs, fold away shovels.
- Fine woodworking & metalworking products.
- Portable power tool use and specialisation.

Students, who are considering studying Materials Design Technology in Senior Secondary School, should consider enrolling in the Year 10 Materials Technology subject to give them sufficient pre-requisite background.



MATERIAL DESIGN TECHNOLOGY - TEXTILES

Discover Textiles is a year-long course which looks at continuing to improve the students' sewing skills as well as developing their skills in manipulating textiles in order to decorate clothing or sewn items. Students will be actively involved in the design and selection of materials and equipment, to produce a range of articles.

The focus for this unit is production fundamentals. Students are introduced to principles and practices of design, and the fundamentals of design required to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of 'design, make and appraise'. This involves learning to draw sketches of their own designs and understanding the information they need to gather in order to design and produce their own textile items.

Students will learn how to make a variety of textile items using many different sewing techniques. They will also embellish or make their own fabrics using dyes, stitching, beading, printing, machine embroidery and other techniques.

It is **highly recommended** that students take this course if they intend to study Textiles in Senior Secondary School.

Some highlights of the course:

- Fashion drawing and sketching
- Making a variety of textile projects
- Learning different embellishment techniques like beading, dying, patchwork, applique, lace, machine embroidery, etc.
- Learn to use a variety of equipment/technology to enhance their work.
- Become confident joining and manipulating textiles for an end use.
- Become confident with the use of a
 - Sewing machine
 - Overlocker
 - Embroidery machine



ENGINEERING & CONSTRUCTION

OBJECTIVE:

Introduce students to engineering and construction principles

COURSE OVERVIEW:

The study of both Engineering and Construction helps develop students' knowledge and practical appreciation of engineering, engines and building technologies. The course provides students with a context in which to practice and integrate their knowledge and apply it to meet community and environmental responsibilities. It develops their knowledge of environmental issues. It allows them to apply and extend Mathematical & Science knowledge and strategies for problem solving. It develops their skills in planning and project management. Students work in both teams and individually to learn and practice engineering and construction processes using the Design, Make and Appraise process. It provides opportunities for students to develop knowledge, understanding and skills in relation to engineering & construction and their associated industries. The course will have a significant practical focus with a portfolio submission. Students will explore different types of small engines, prepare a Human Powered Vehicle, race their HPV, learn to weld, learn to use a metal lathe and undertake a construction project.

The course is an introduction to further studies in trades, engineering and architecture. It helps young people become informed contributors to the community through application of their knowledge and skills. Students selecting this course would benefit from joining the School Engineering and Innovation specialist Pathway Program.

COMPETENCIES TO BE DEVELOPED:

1. Identify appropriate procedures in the small engine shop
2. Identify appropriate tools used in working with small engines
3. Describe the strokes and their function in a four-stroke engine
4. Describe the strokes and their function in a two-stroke engine
5. Define basic engine terminology
6. Discuss the different fuel systems of small engines and name the parts of those systems
7. Name and identify the different types of carburetors
8. Understand the basic ignition system and its operation
9. Name and discuss the different types of ignition systems
10. Discuss and understand the lubrication system of a small engine
11. Describe the basic functions of the cooling system
12. Break down and rebuild a small engine
13. Prepare a Human Powered Vehicle
14. Race a Human Powered Vehicle
15. Learn to weld
16. Learn how to operate a metal lathe



17. Undertake a building project on the School campus.
18. Devise and generate ideas and prepare building and construction proposals
19. Produce solutions and manage building and construction processes
20. Understand the properties and structure of materials used in construction
21. Understand principles of sound building practices in building construction and design
22. Monitor and manage construction resources
23. Apply building and construction procedures
24. Manage and safely operate equipment and use resources.



LANGUAGES LEARNING AREA

FRENCH



FRENCH

Year 10 French builds on and expands upon the topics and language covered in Years 8 and 9.

As in Year 9, the four primary language skills of listening, speaking, reading and writing will continue to be developed. We will consolidate and expand students' knowledge of essential vocabulary for practical, everyday communication, while developing their fluency and understanding of the patterns and structure of French.

At BCGS the emphasis is on students acquiring basic communication skills. Our courses are communicative in methodology and aim to engage the students in meaningful/purposeful language development.

Through learning a language, students will be actively engaging in multiculturalism. Students will have a better understanding of French and francophone customs, culture and language and they will be able to draw meaningful comparisons between their own culture and the French culture. In this way, students will value the diversity and difference in our BCGS community.

This year, students will be given the opportunity to apply for the annual, four week student exchange trip to Reunion Island, run by the Western Australian La Reunion Island Committee (WALRSE) which departs in July and is open to all Year 10, 11 and 12 students of French. They will also be hosting for four weeks in December/January. Information and application forms are available at WALRSE.org.

Students who take this course will be well placed at the end of the year to commence Senior Secondary French, with the aim of proceeding to French: Second Language ATAR in Year 11.

Languages are awarded a 10 % bonus which is added to the final ATAR languages score. This 10% is included in the final ATAR calculation, even if the course is not one of the top four courses the student has studied.

The Year 10 course will focus on the following topics:

- The environment
- Holidays
- Travel project
- The world of work
- Leisure, fun and going out
- Eating well
- Being fit
- Music
- Film



HUMANITIES & SOCIAL SCIENCES LEARNING AREA

BUSINESS & FINANCE 'FOR THE FUTURE BUSINESS TYCOONS & INNOVATORS'

BUSINESS & FINANCE - "FOR THE FUTURE BUSINESS TYCOONS & INNOVATORS!"

"I knew that if I failed I wouldn't regret that, but I knew the one thing I might regret is not trying." — Jeff Bezos, Amazon founder and CEO

During Semester 1, students will increase their personal finance skills and get involved in the "Project Gen Z" entrepreneurial program.

The Project Gen Z program takes engaged learning to the next level through exploration, discovery and creativity. The program gives students the opportunity to work in a real life environment with experienced mentors who can help them take an idea from concept to product and create a viable technology powered start-up.

The Project Gen Z program will endeavour to open student minds to new pathways, offer new opportunities and teach them skills that will carry them confidently into the unknown crazy world that lies ahead of us all. The finale of the program involves a "Shark Tank style" group presentation and an opportunity to advance to the Perth semi-finals. A successful group could see their start up business progress to the real market.

During Semester 2, the students will investigate the importance of small business to modern society. Topics covered will include not-for-profit organisations, business operations, types of ownership, business financial record keeping, and entrepreneurship. The students will also have the opportunity to run a business enterprise at a School event.

The focus is accounting for small cash entities. Students learn about financial record keeping on a cash basis for small entities, as well as the main financial documents and reports used in the financial transactions of small incorporated entities. Students will also the elements of business success and failure.

Students studying a Year 10 Business and Finance course allow themselves the opportunity to follow this line of study in the related Senior Secondary courses of Accounting & Finance and/or Business Management & Enterprise in Year 11.



HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES



PHYSICAL EDUCATION STUDIES

This course is designed to cater for students wishing to learn about a higher level, sports performance and to give them the opportunity to participate in a range of practical activities to apply their understanding. Much of the knowledge gained will also be useful for students intending to do further study in ATAR Physical Education in Senior Secondary School or Certificate II in Sport and Recreation.

There will be a mixture of theory and practical threaded through this course.

PRACTICAL COMPONENT

The practical component of the course involves students learning the skills, rules, and strategies in a number of sports. The practical units covered each year may vary depending on the interests of the group, the resources and venues available and the preferences of the teacher. Units may also vary in duration but one unit per term is generally suitable for most activities.

THEORY COMPONENT

Five main topics will be covered:

Body Systems	The respiratory system, skeletal and muscular systems. The cardio-vascular system
Health and Fitness	Principles of training Types of fitness training
Biomechanics	How the body creates force and movement Application to sports techniques
Sports Psychology	Motivation, self-confidence, mental skills training techniques.
Motor Learning	How skills are learned, the process of moving from beginner to elite performer.

**** Please Note:** This Course is only offered for one Semester. Students cannot take this course for two Semesters.