



YEAR 10

FIXED COURSES & ELECTIVES

FIXED COURSES:

• Christian Education	1 Period
• English	4 Periods
• Humanities	4 Periods
• Mathematics	5 Periods
• Science	4 Periods
• Physical Education	2 Periods
• Health Education	1 Period
• Extended Form	1 Period

ELECTIVE COURSES:

These courses are studied for a double period and students complete a total of **four (4) electives**. These subjects are studied for a whole year.

- | | | | |
|---------------------------------------|---|------------------------------|-----------------------------|
| • Australian Rules Football | • Design & Technologies (Fabric) | • Media Arts (Animation) | • Recreational Sport |
| • Creative Writing | • Design & Technologies (Food) | • Media Arts (Film-Making) | • Specialist Basketball** |
| • Chinese | • Design & Technologies (Metal) | • Media Arts (Media) | • Specialist Cricket** |
| • Dance (Acrogyrn) | • Design & Technologies (Wood) | • Media Arts (Photography) | • Sport And Fitness |
| • Dance | • Digital Technologies (Computing) | • Music (General) | • Visual Arts (Ceramics) |
| • Dance (Specialist Dance) | • Digital Technologies (Computer Graphics & Design) | • Music (Singing & Music) | • Visual Arts (Fine Art) |
| • Design & Technologies (CAD) | • Drama | • Music (Specialist Music) | • Visual Arts (General Art) |
| • Design & Technologies (Childcare) | • Drama (Specialist Drama) | • Outdoor Recreation | • Visual Arts (Graphic Art) |
| • Design & Technologies (Engineering) | • French* | • Physical Fitness-Triathlon | |

Please note :* Studied in two elective spots

**** Early morning training plus additional costs.**

YEAR 10 ELECTIVE DESCRIPTIONS

AUSTRALIAN RULES FOOTBALL

Prerequisite: Base level of football knowledge and skills.

This course has been designed for those students who already have basic football skills and wish to improve their understanding of the game of Australian Rules. Skill development and the application of these skills will be central to the program, focusing on providing opportunities to maximise their technique efficiency and minimise any errors that may exist. The students will also be provided with an opportunity to develop their tactical understanding of the game by applying modern training and game play strategies.

The College will adjust drills, skills and match rules to ensure that contact between students is separated by gender and if required, skill level.

As part of this course, students are expected to represent the College in football competitions and are strongly encouraged to play football at a local club level to further develop their skills.

CHINESE - MANDARIN

Students choosing Chinese, study it on two lines.

Year 10 Chinese explores topics related to jobs, everyday life, shopping, festivals as well as travelling in China. Study of culture using authentic texts to develop intercultural understandings through comparisons across cultures is an integral part of the curriculum. Teaching of the Chinese language is guided by two interrelated strands: Communicating and Understanding. These strands reflect three important aspects of language learning: performance of communication, analysis of various aspects of language and culture involved in communication and understanding oneself as a communicator.

Students will further develop their reading and writing skills through exposure to a wide range of rich texts and the continued study of grammar as well as vocabulary. They analyse how grammatical elements impact the making of meaning in texts. Students will also examine and explain, in part, the relationships between characters and word meanings when encountering new vocabulary.

Listening and speaking skills are developed through language practice tasks such as group work, interviews, role play. The use of ICTs to assist the continual development of the phonological system: prosody, intonation, and the pronunciation of segmental sound. Students will initiate and participate in sustained spoken interactions, use descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues.

A student's progress is assessed by evaluation of their skills in listening, speaking, reading and writing. Students are taught in mixed ability groups and may choose to continue their studies into Senior School.

CREATIVE WRITING

This course is designed for students who are keen to develop their literary and creative writing skills in a range of genres, including prose and poetry.

Participants will also analyse the forms and effects of language; learn about the editorial and publication process; and submit pieces in local and national writing competitions.

DANCE (ACROGYM)

This course helps students to extend their technical dance skills to explore and include physically challenging style-specific movement skills. They will develop their use of the elements of dance and choreographic processes to create meaningful choreographic intentions in their choreography. Through formal and informal performance, students continue to build their confidence, accuracy, clarity of movement and projection. Furthermore, they investigate dance and its influences.

Coursework includes how to warm up safely and take part in strength and flexibility exercises. Students learn techniques and body awareness skills that may include the following genres: contemporary, acrobatics, gymnastics, cheerleading, improvisation and performance.

As part of this course, students are expected to participate in out of school activities including after-school rehearsals and performance work.

Making – 70%
Responding – 30%

DANCE

This course aims to provide opportunities for learners to discover their creative, intellectual and physical potential through dance; develop dance as a means of expression; explore dance skills; cultivate an appreciation of dance in this and other cultures; working co-operatively and communicating with others; learn to communicate in and through dance language; and finally to help develop self-esteem, confidence and individuality.

Course work includes how to warm up safely, strength and flexibility exercises. Students learn techniques and body awareness skills that may include the following genres: jazz, hip-hop, modern, classical ballet, contemporary, theatrical, folk and cultural dance, creative dance, choreography, improvisation and performance. The course explores how social, cultural and historical contexts influence genre. Students are required to use dance terminology to analyse the effectiveness of the use of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging). Personal and group performances are also analysed.

As part of this course, students are expected to participate in out of school activities including after-school rehearsals and performance work.

Making – 60%
Responding – 40%

DANCE (SPECIALIST DANCE)

Prerequisites - Year 9 Dance Grade B or higher; experienced Dance students only.

This course aims to provide opportunities for students to extend their creative, intellectual and physical potential through dance; develop dance as a means of expression; increasing dance skills; cultivate an appreciation of dance in this and other cultures; working co-operatively and communicating with others; learn to communicate competently through dance terminology; and finally to help increase self-esteem, confidence and individuality. It will assist students in preparation for the WACE ATAR Dance units offered in Senior School.

Course work includes safe dance technique skills and developing choreographic and improvisation processes. The Specialist Dance course is weighted heavily on the contemporary genre, however, may include other styles such as jazz, hip-hop, modern, classical ballet, theatrical, creative dance, folk and cultural dance. The responding aspect includes reflective processes, using dance terminology, on their own and others' work, and the effectiveness in dance works of the use of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging).

As part of this course, students are expected to participate in out of school activities including after-school rehearsals and performance work.

Making – 50%
Responding – 50%

DESIGN & TECHNOLOGIES (CAD)

Students use CAD and other drawing methods to learn how to convey concise and accurate information through drawing. Many types of drawing methods are covered to give students a sound background in this important mode of communication. CAD software of the highest quality is used to produce detailed and accurate mechanical and architectural drawings in both 2D and 3D. These skills form the base for many professions and prepare students for Design or Engineering courses in Senior School.

Production – 70%

Knowledge & Understanding – 30%

DESIGN & TECHNOLOGIES (CHILDCARE)

This course investigates the life of a child from conception to 5 years of age. During the first semester, we research young babies and related topics such as pregnancy, birth and breastfeeding. In second semester, our focus is on toddler development and the physical, social and psychological needs of young children. Throughout the year we work on associated practical items for babies and toddlers and bring in visiting speakers and their children. The students will also care for a virtual baby for an extended period of time.

Production – 70%

Knowledge & Understanding – 30%

DESIGN & TECHNOLOGIES (ENGINEERING)

Students complete practical mechanical and electronic projects and use a combination of skill areas to learn about electricity, forces and motion, coding and robotic systems. This course provides a foundation for Engineering Studies in Senior School.

Production – 70%

Knowledge & Understanding – 30%

DESIGN & TECHNOLOGIES (FABRIC)

Year 10 Fabric and Design involves the student in a variety of activities which are aimed at extending their abilities. This includes operating the sewing machine extensively and effectively as well as developing their creative skills to modify patterns and fabrics to create individualised products.

Practical activities require students to construct a garment incorporating processes that demonstrate up-to-date techniques. Students will develop an understanding of how designers create for the fashion industry and students will explore a variety of textile techniques. At the completion of this unit the student should be able to follow a commercial pattern successfully with minimal assistance. The students will produce an embellished bag, a piece of clothing and an item using recycled denim.

Production – 70%

Knowledge & Understanding – 30%

DESIGN & TECHNOLOGIES (FOOD)

The Semester One 'Guidelines for Healthy Eating' unit is a nutrition-based course which looks at the Australian Dietary Guidelines in detail. It will help the students to make wise decisions when choosing foods to eat. The Australian Dietary Guidelines have been developed for educators around the nation to try to improve the health of the average Australian. Students will experiment with processed food and take-away food to help them come to conclusions about the products that are available in supermarkets. In Semester Two, students will study International Foods, exploring foods and equipment from a wide variety of countries.

Production – 60%

Knowledge & Understanding – 40%

DESIGN & TECHNOLOGIES (METAL)

This course provides an opportunity for students to experience the design and production of metal products. To create metal objects, the material must be cut, shaped and joined using a range of methods which may include folding, bolting, riveting, screwing or welding. Students will be taught a range of skills and techniques to use a wide range of equipment in the metal fabrication workshop to create metal products safely and competently.

Production – 70%

Knowledge & Understanding – 30%

DESIGN & TECHNOLOGIES (WOOD)

This subject extends the knowledge and skills that students have gained in previous years. It looks at theoretical and practical aspects of woodwork, which are intended to further develop design and problem-solving techniques. Students will learn to think creatively, communicate ideas graphically, and use workshop tools and machines safely to produce projects and evaluate the end product.

As in previous years, students are also able to design and make free choice projects. Some of the set projects which may be included and manufactured in Semester One include a jewellery box; turned bowl; toy car. In Semester Two an item of furniture such as a hall table or coffee table of the student's design will be constructed.

Production – 70%

Knowledge & Understanding – 30%

DIGITAL TECHNOLOGIES (COMPUTING)

In this course, students use digital technologies to develop their skills in computational thinking. Using Binary code, students gain an insight into how digital computers perform calculations from the simplest to the most complex.

Students explore the complexities surrounding access to data of various types. They consider the privacy and security implications of how data is used and controlled, including how policies and practices can be improved to ensure the sustainability and safety of information systems.

At the completion of the unit, students should improve their project management, computational and problem-solving skills having worked both individually and collaboratively in small groups using software like Micro Soft 365 apps, Gamemaker, Python, Flash, Photoshop, Scratch and Excel.

Production – 70%

Knowledge & Understanding – 30%

DIGITAL TECHNOLOGIES (COMPUTER GRAPHICS & DESIGN)

Students consider and use digital technologies within networked systems to build their knowledge and skills in editing, manipulating graphics and designing colour layouts to make compelling, professional-looking graphic designs. Using Photoshop, printers, 3D printers and wearable electronics, students learn to create a variety of original products with a visual impact, individually and collaboratively, and explore sustainability issues related to their products. Once products are created, students will use a variety of software applications to do market research, store and validate data to analyse and evaluate the information collected, and program an ecommerce website to promote their products. Towards the end of the course, students will have the opportunity to showcase their products.

Production – 70%

Knowledge & Understanding – 30%

DRAMA

Students will continue to develop their skills in and knowledge of Drama.

Specific aspects of the course include:

- Performance skills.
- Costume and set design.
- Devised drama.
- Study of published play excerpts.
- Improvisation and play building skills.

The focus is 20th century drama in form/styles such as Absurd Theatre and Poor Theatre. Students devise drama and study script excerpts in context. They reflect on own and other's drama using short written answer form and interviews.

Students are expected to participate in at least one performance to an outside audience.

Making – 70%

Responding – 30%

DRAMA (SPECIALIST DRAMA)

This course extends the skills of a committed Drama student who wishes to participate more fully in public performance events and is looking to continue Drama into Year 11 and 12. This course can be taken in conjunction with Year 10 Drama.

Specific aspects of the course include:

- Public performance skills.
- Ensemble and solo performance skills.
- Student visits to performances and spaces of performance.
- Study of a published play.
- An introduction to acting theory and various theatre practitioners.

The focus is 20th century drama and form/styles including Poor Theatre, Theatre of the Absurd and Physical Theatre. Students devise drama and study a published play. They reflect on own and other's drama using short and extended answer forms. Students extend their spontaneous improvisation skills and reflect through interviews. Students further their knowledge of the Elements of Drama, production roles and use drama terminology extensively.

Students are expected to participate in at least one performance to an outside audience.

Making – 60%

Responding – 40%

FRENCH

Prerequisite: Year 9 French Grade C or better.

Students choosing French, study it on two lines.

The Year 10 French course builds on the concepts presented in Years 8 and 9 and includes the new topics of holiday and exchange experiences, the world and the environment, school, part-time jobs, family life, French festivals and traditions.

Study of culture is an integral part of the curriculum. Students continue to refine and expand their reading and writing skills through exposure to a wide range of documents and a structured study of grammar. They are encouraged to read authentic magazines, which are provided. Speaking skills are further developed through activities such as interviews, speeches, role-play, pair work, and the use of online vocabulary learning such as Language Perfect and Languages Online.

To study French in Year 10, a student must have successfully completed Year 9 French or its equivalent. Students are taught in mixed ability groups and may choose to continue their studies into Senior School.

MEDIA ARTS (ANIMATION)

Animation is a course for those who like to create videos of moving characters by building, sculpting and working digitally. This course focuses on animation genres and styles, building upon and deepening the animation skills studied in Year 9. The course will feature tasks in stop-motion using rigs, 2D digital animation skills, and 3D modelling and movement. Students who did not study Animation in Year 9 can select the course and will quickly master the new skills presented.

Making – 80%
Responding – 20%

MEDIA ARTS (FILM-MAKING)

This course focuses on the skills and techniques used in film-making.

Students will script, shoot and edit their story ideas to create original and entertaining short films, as well as being provided the opportunity to create a submission for a student film competition. Strong plot and character development in storytelling is emphasised.

Making – 80%
Responding – 20%

MEDIA ARTS (MEDIA)

Students complete a number of production tasks in this project-based course. Projects comprise video, audio, print and computer-based design activities. Students will study radio, television, and film. The emphasis is on creativity and developing understanding and practical skills.

Making – 80%
Responding – 20%

MEDIA ARTS (PHOTOGRAPHY)

This course builds upon the photography knowledge, understanding and skills developed in Year 9. The students produce a portfolio of images ranging in genre from street photography, portraits and wildlife photography. It is recommended that students enrolling in this course have prior understanding and skills using DSLR cameras. The students will create photographs around the College and on location. Throughout the year students will respond to works by themselves, their peers and professional photographers.

Making – 80%
Responding – 20%

MUSIC (GENERAL)

This course is aimed at students who want to develop and consolidate music skills and knowledge on their chosen instrument across a range of performing, composing, aural and analysis activities. They will continue to refine their aural and theoretical skills to be able to identify, sing and play melodies, chord changes and harmonic progressions. This course will provide students with opportunities to explore their personal style and musical ideas through combining the elements of cultural, historical and stylistic features and conventions when composing and arranging contemporary music.

Students will have opportunities to perform in and out of class throughout the year. They will practise and perform a wide range of solo and ensemble repertoires, developing and consolidating technical and critical analysis skills, expression and style on various instruments such as keyboard, bass, guitar, drums and vocals.

It is highly desirable that students undertaking this subject are participating in weekly instrumental lessons, either through the College or private tuition. Students should participate in at least one College ensemble to enhance their performance skills. Students considering the ATAR music pathway should make instrumental lessons a priority as part of the preparation for this subject.

Making – 70%
Responding – 30%

MUSIC (SINGING & MUSIC)

This course is aimed at students who want to develop their abilities in music, focusing on singing. The practical component of this course includes choral, ensemble and individual performance tasks, developing vocal skills and learning basic skills in vocal technique, arranging and melody-writing. The written component of this course will include aural and theory skills, composition, historical understanding and listening analysis and self-evaluation. Students are strongly encouraged to participate in the College Vocal Ensemble to broaden their skills in performance, vocal technique and group music-making.

It is highly desirable that students undertaking this subject are participating in weekly instrumental lessons, either through the College or private tuition. Students should participate in at least one College ensemble to enhance their performance skills. Students considering the ATAR music program should prioritise instrumental lessons.

Making – 70%
Responding – 30%

MUSIC (SPECIALIST MUSIC)

Prerequisite: Successful completion of Year 9 Music.

This course is aimed at students who want to develop their abilities in music, focusing on a primary instrument, with the intention of pursuing ATAR Music in Year 11 and 12. The practical component of this course includes ensemble and individual performance tasks, developing skills on their chosen instrument or voice. There will be performance opportunities inside and outside of class throughout the year, including some major events such as Open Day. The written component of this course will include extension work in aural and theory skills, composition, cultural and historical understandings of music, and listening analysis and self-evaluation across a range of genres.

Making – 60%
Responding – 40%

OUTDOOR RECREATION

Prerequisite: Moderate level of swimming ability.

This course is designed to familiarise students with the outdoors and build students' knowledge and skills of outdoor environments. Activities may include bush cooking, first aid, snorkelling and body boarding. Students must be willing to move out of their comfort zone and to be challenged. This is a great opportunity for students who want to extend themselves in outdoor activities and possibly select Outdoor Education in Senior School.

As part of this course students participate in all weather conditions and it is highly recommended for students to have their own wetsuit, particularly during winter conditions.

PHYSICAL FITNESS - TRIATHLON

Prerequisite: Base level of aerobic fitness.

This course is designed to prepare students to lead healthy active lifestyles through the sport of Triathlon. Students will participate in various training circuits to develop their muscular and cardiovascular system. They will be taught the basics of Triathlon including open water swimming, running and road and path cycling. Training for each component will culminate in a final assessment in Term 4 that involves students competing in a Triathlon at alternating locations. Training will include running, cycling and swimming tests to qualify for the triathlon and will require students to have access to their own bicycle.

As part of this course students are encouraged to participate in Triathlons for a club.

Extra requirements: Students must own and have the capacity to bring to the College a functional bicycle, preferably a road bike.

RECREATIONAL SPORT

This course provides the opportunity for students to participate in a variety of sports. The focus of the elective is on competition with students participating in Beach Volleyball, Floorball, Gaelic Football, Futsal, Lacrosse, Table Tennis and Beach-based activities.

SPECIALIST BASKETBALL

Prerequisite: High level of basketball knowledge and skills and preferably playing club or WABL Basketball. Currently attending morning training sessions.

This course is designed to allow students to advance their basketball skills in areas such as fitness and training, individual fundamental skills, team concepts and officiating. The course has been designed for students who are enthusiastic and serious about basketball. It draws on the experience and expertise of Coaching Hoops who provide coaches to develop the skills of each student in the course.

As part of this course, students are expected to represent the Kennedy Baptist College Interschool Basketball teams. Students are strongly encouraged to be actively involved in club/representative basketball outside the College.

Extra requirements: Students must purchase a basketball uniform consisting of a representative reversible singlet to wear to every class/training session and will be required to pay an annual fee. Students enrolled into the elective will be required to attend compulsory morning training sessions at the College from approximately 7am.

SPECIALIST CRICKET

Prerequisite: High level of cricket knowledge and skills and preferably playing club and or district cricket on weekends. Currently attending morning training sessions.

This course has been designed for those students who have solid fundamental cricket skills and who wish to advance their knowledge and understanding of the game. The program will operate in partnership with Elite Cricket Training and Athlete X and includes access to state-of-the-art indoor facilities at Elite Cricket Training. With access to first class coaching facilities and techniques the program specifically targets maximising technique efficiency and the application of these skills to a competitive match situation. A large focus of this program will be on developing the students' strengths and working on correcting any deficiencies that may exist. This program is a great opportunity for students that already have a passion for playing cricket and wish to further their own cricket development.

As part of this course, students are expected to represent the Kennedy Baptist College Interschool Cricket teams. Students are strongly encouraged to be actively involved in club/representative cricket outside the College.

Extra Requirements: Students are expected to be involved in the 36 week before-school program on selected days from approximately 7am and will be required to pay an annual fee. Students will be transported by bus back to the College. Students are expected to provide their own 'kit' including helmet, pads, bat, gloves, and spikes.

Training mornings will be selected at the beginning of each year. Students must purchase a representative polo to identify them as part of the cricket program.

SPORT AND FITNESS

Sport & Fitness will provide an environment that demands elite participation in order for skilled athletes to discover and explore their potential. Students will have the opportunity to trial for a variety of interschool sports and if successful will represent Kennedy Baptist College in competition.

This elective will have a component of open water swimming and running and training will include running and swimming assessments. The male and female classes will have different sport and fitness modules and may include but not be limited to the following sport modules; Netball, Volleyball, Cricket, AFL, Touch Football and Baseball.

Recommended: Club representation in a sport.

Students wishing to study Visual Art in Senior School are encouraged to choose Visual Art (Fine Art) and one other Art option in Year 10.

VISUAL ARTS (CERAMICS)

In this course students produce art with a ceramic and three-dimensional emphasis. Both functional and decorative pieces will be designed and produced with a focus on clay and mixed media sculpture. Students will learn to use art terminology and to manipulate materials in the development of unique artworks that are influenced by a range of artists and art styles. Students extend their knowledge of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience. Students are provided with opportunities to research and reflect on traditional and contemporary artwork using various critical analysis frameworks, incorporating visual art language, art terminology and conventions.

Making – 70%
Responding – 30%

Students wishing to study Visual Art in Senior School are encouraged to choose Visual Art (Fine Art) and one other Art option in Year 10.

VISUAL ARTS (FINE ART)

The Fine Art course is designed to extend the skills of committed Visual Arts students who are looking to continue Visual Arts into Years 11 and 12. This course can be taken in conjunction with other Year 10 Visual Arts courses.

Students will develop strength in drawing and design skills increasing their abilities across a broad range of studio areas. Through further investigation into artists and their arts practice, contextual influences and style, they will build a greater understanding and application of art language, terminology and conventions.

Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression and audience.

Making – 60%
Responding – 40%

Students wishing to study Visual Art in Senior School are encouraged to choose Visual Art (Fine Art) and one other Art option in Year 10.

VISUAL ARTS (GENERAL ART)

The General Art course allows students to experience a broad range of studio areas. These studio areas include drawing, painting, ceramics, printmaking, textiles and graphics. Students will have the opportunity to create several 2D and 3D artworks inspired by various art styles along with both International and Australian contemporary artists and craftspeople. They will research contextual influences, critically analyse traditional and contemporary artworks using various frameworks, incorporating appropriate visual art language, art terminology and conventions.

Students extend their knowledge of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression and audience.

Making – 70%
Responding – 30%

Students wishing to study Visual Art in Senior School are encouraged to choose Visual Art (Fine Art) and one other Art option in Year 10.

VISUAL ARTS (GRAPHIC ART)

This course explores the role of graphic artists as illustrators in contemporary society. Students will explore a variety of techniques used in historical and contemporary design. These techniques include drawing, illustration, printmaking, text and merchandising/production. As young graphic artists, students will explore product illustration, marketing and packaging design. Students will also use a variety of sculptural materials to produce a sample of their advertised product. Students will research contextual influences and critically analyse traditional and contemporary artworks using various frameworks, incorporating appropriate visual art language, art terminology and conventions.

Students extend their knowledge of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression and audience.

Making - 70%
Responding – 30%