

Year Eleven Curriculum Booklet 2023



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The Cross on the cover is above the Chapel (C Block) is part of the original structure of when the Marist Brothers were here and the school was known as St Francis Xavier.

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INTRODUCTION

Young people are required, by law, to remain in education, training or approved employment until the end of the year in which they turn seventeen. Completing both Years 11 and 12 can lead to improved employment prospects, including traineeships, apprenticeships, and a wide range of both university and TAFE courses.

In Years 11 and 12, students have more choices in terms of the courses that they can follow. Students can pursue different pathways suitable to their interests and abilities. It is important that students choose a course in which they can achieve success.

Students in Years 11 and 12 must work more independently and study to a greater degree than has been expected of them in the lower-school years. In addition, all student assessment tasks are compulsory. Consequently, students must complete these tasks in order to complete a course. All Senior School courses at Bunbury Catholic College contribute towards the achievement of the Western Australian Certificate of Education (WACE). Those following a university pathway must complete the externally set ATAR examination in the November of their Year 12 year.

This booklet is intended to guide student choices of courses for Year 11 (2023) and Year 12 (2024). We strongly suggest that parents and students take all opportunities to familiarise themselves with details of the various certification and course requirements. Changing courses is never easy and must not be undertaken lightly. On entering a new course after the academic year has begun, students will be required to catch up on work completed to date and to purchase new equipment and resources.

For more information on course selection, contact one of the Deputy Principals and/or the VET/Careers Coordinator. Each student in Year 10 will have an interview with one of the following: Mrs Deborah Garbutt, Mr Michael Downes, Mr Murray Hegney or Mrs Tanya Downes – to assist them in selecting their courses.

USEFUL WEBSITES TO ASSIST WITH SUBJECT SELECTION

www.tisc.edu.au

www.scsa.wa.edu.au

www.ecu.edu.au

www.murdoch.edu.au

www.nd.edu.au

www.curtin.edu.au

www.uwa.edu.au

www.joboutlook.gov.au

CERTIFICATION

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

This section outlines the requirements for the new WACE for students entering Year 11 in 2023.

To qualify for a Western Australian Certificate of Education (WACE), a student must:

Demonstrate a minimum standard of literacy and numeracy

Complete a minimum of five Year 12 ATAR courses OR General courses or Certificate II or higher level courses

Complete two Year 11 English units and complete a pair of Year 12 English units

Complete at least one pair of units from a Year 12 List A course (arts/languages/social sciences)

Complete at least one pair of units from a Year 12 List B course (mathematics/science/technology)

Complete at least 20 units over Years 11 and 12, with a minimum of 10 Year 12 units

Achieve at least 8 C grades in Year 11 units

Achieve at least 6 C grades in Year 12 units (or equivalents).

VET and endorsed programs can contribute to the 20 unit requirement described above:

VET can contribute to up to eight of the 20 units you need to achieve your WACE.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units that you need to achieve a WACE certificate.

Literacy and numeracy requirements

There are two parts to achieving the WACE literacy and numeracy requirements. Firstly, students are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. A student can demonstrate the minimum standard:

if they demonstrate Band 8 or higher in their Year 9 NAPLAN Reading, Writing and Numeracy tests, or

through the Online Literacy Numeracy Assessment (OLNA).

The OLNA is compulsory for students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students have up to six opportunities between Year 10 and Year 12 to demonstrate the literacy and numeracy standard. It is recommended that students who have not met the OLNA numeracy or literacy standards by the end of Year 10, enrol in the Year 11 English Foundation course and/or the Mathematics Foundation course.

CHOOSING SUBJECTS

Each student is responsible for his or her own success. The role of the College is to provide meaningful, interesting and relevant courses, quality teaching and to support student progress with career guidance and personal support. All students in Years 11 and 12 can succeed with the right approach to their studies. The following should be taken into account when selecting courses:

(a) Academic Ability

In order to achieve success in Year 11 and 12 courses, it is essential that students achieve the recommended standard in prescribed Year 10 courses. Please take careful note of Year 10 recommendations as listed in this booklet. Students should meet the necessary recommendations in order to study specific courses. It is essential that students choose courses which they can complete successfully.

(b) Interests

The course choice system gives students the opportunity to pursue their particular interests at their ability and performance level.

(c) Career Aspirations

Students, whether planning to seek early employment, employment after Secondary Graduation or to continue with further studies (TAFE, University or other) should choose courses which will maximise their options for the future. There are increasingly more varied entry paths to University and TAFE. This means that decisions made in Years 10 and 11 do not necessarily lock students into fixed pathways forever. Students should see study and training as an ongoing part of life. Students should also be aware that many TAFE qualifications can lead to university entry with advanced standing (i.e. a Tertiary Entrance Aggregate is not the only avenue to university entrance). Students should actively keep themselves informed about possible careers and courses for further study after leaving school.

(d) Types of Courses

Mapping out appropriate study directions after Year 10 is an important task for students and their parents.

Broadly, students have a number of options for their Year 11 and Year 12 studies:

ATAR (Australian Tertiary Admission Rank) courses

Students can follow a General pathway which comprises of a number of General WACE courses and/or VET Certificate courses both internally and/or externally at the College and/or online and may also include endorsed programs.

Students may wish to choose a combination of ATAR, General and/or certificate courses.

It is also possible to 'mix and match' these options to provide the best pathway to meet the requirements to achieve the Western Australian Certificate of Education (WACE) and be prepared for life beyond school.

ATAR COURSES

These courses are typically for students aiming to achieve entry to an Australian university directly from school. ATAR courses are examined by the School Curriculum and Standards Authority (SCSA).

Each course has four units:

Units 1 and 2 (Year 11 units) and

Units 3 and 4 (Year 12 units). Units 3 and 4 must be studied as a pair, as the ATAR examination covers content from both units.

To enrol in university study after school, a student should study at least four ATAR courses at Year 12 level in order to be eligible for an Australian Tertiary Admission Rank. The rank is used by universities around Australia as a selection device.

More information about the ATAR is available from the Tertiary Admissions Service Centre (TISC) – see <https://tisc.edu.au/static/guide/atar-about.tisc>

Alternative University Entry Pathways

Each university has a number of alternative entry pathways that provide students with options if their results or educational background do not provide immediate eligibility for direct entry to undergraduate study at a university. Bunbury Catholic College does offer alternative entry pathways as well as support for students wishing to explore these pathways at the conclusion of their upper school studies.

Please visit the TISC website for more information on the alternative pathways that each university offers to students: <https://www.tisc.edu.au/static/guide/alternative-entry-unis.tisc>

GENERAL COURSES

General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally, although students will sit an Externally Set Task (administered by the SCSA) in semester one in Year 12.

It may be possible to enter some university undergraduate courses using school-based General courses (or some mixture of General and ATAR courses).

General courses also include:

Foundation courses for students who have been unable to demonstrate the minimum standards for literacy and/or numeracy, and are unlikely to do so by the end of Year 12;

Preliminary courses for students who have been identified as having a learning difficulty. They provide an option for students who cannot access the ATAR or General course content; are unable to progress directly to training from school, or who require modified and /or individual education plans.

Vocational Education and Training in Schools (VETiS)

VET is recognised around Australia. VET programs give students the opportunity to gain core skills for work and, in some cases to complete training in industry through workplace learning. Undertaking a VETiS qualification means students can begin training for their career while still at school. Some VET programs offer school-based apprenticeships and traineeships.

Endorsed Programs

Endorsed programs address areas of learning not covered by other courses. Examples include workplace learning, cadetships (e.g. Air Force cadets), performance in school productions and independently administered examinations in music, speech and drama. These programs are delivered in a variety of settings by schools, community organisations, universities and training organisations.

The Course Selection Process for a typical Year 11 Student

The process of course selection enables the College to generate a timetable that has the best combination of courses available for the majority of students. Parents and students are advised that the listing of a course on the following pages does not mean that the course will be offered or is necessarily available in every combination of courses.

In Year 11, ATAR students must:

Study Religion and Life (at an ATAR or General level)

Study ten other units, including a WACE English course

Select a minimum of four ATAR courses

Include at least one course from each of List A and List B.

In Year 11, General students must:

Study Religion and Life (at a General Level)

Study ten other units, including a WACE English course

Select four (4) other subjects from General, Certificate or ATAR courses.

Workplace Learning as one of their courses if pursuing a Vocational Pathway

Include at least one course from each of List A and List B.

Throughout the year students have access to guest speakers from the tertiary institutions, CURTIN, MURDOCH, UWA, EDITH COWAN, NDU and TISC. They also have the opportunity to visit South Regional TAFE and Edith Cowan University.

Any students requiring assistance in careers and managing their studies have the opportunity to seek counselling from the VET/Career Coordinator Mr Michael Downes, Mrs Tanya Downes and/or College Counsellor.

ENGLISH

Recommended pathways for students in Year 10 moving into and through Year 11 and 12.

| YEAR 11 | SUGGESTED ENTRY LEVELS | YEAR 12 | SUGGESTED ENTRY LEVELS |
|--------------------------------|---|--------------------------------|---|
| English Foundation Units 1 & 2 | Students who have not demonstrated a minimum of level 2 in both literacy components of the OLNA. | English Foundation Units 3 & 4 | Students who have not demonstrated a minimum of level 2 in both literacy components of the OLNA. |
| English General Units 1 & 2 | A minimum of level 2 in the literacy components of OLNA. Skills or General English | English General Units 3 & 4 | A minimum of level 2 in the literacy components of OLNA. English General Units 1 & 2 English ATAR Units 1 & 2 |
| English ATAR Units 1 & 2 | “B” grade or better in Year 10 General English or Extension English OR a minimum of 60% in Year 10 exams. Students who have passed the OLNA literacy components. | English ATAR Units 3 & 4 | “C” grade or better in English ATAR Units 1 & 2 WITH a minimum of 58% in English ATAR Semester exams. |
| Literature ATAR Units 1 & 2 | “B” grade or better in Year 10 General English or Extension English with a minimum of 65% in Year 10 exams. Students who have passed the OLNA literacy component. | Literature ATAR Units 3 & 4 | “C” grade or above in English ATAR Units 1 & 2 WITH a minimum of 60% in ATAR English Semester exams OR “C” grade or above in Literature ATAR Units 1 & 2 WITH a minimum of 58% in Literature ATAR Semester exams. |

ENGLISH: FOUNDATION

Units 1 & 2

Only students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

If a student passes the OLNA test in Semester One of Year 11 they may not continue with the English Foundation course in Semester Two.

The English Foundation course aims to develop students’:

opportunities to practise their skills with functional literacy, especially spelling, punctuation and grammar

skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and everyday personal contexts

skills in producing (constructing, creating, writing) texts for work, learning, community and everyday personal contexts

skills in speaking and listening for work, learning, community and everyday personal contexts.

ENGLISH: GENERAL

Units 1 & 2

This is not a university pathway.

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students’ language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

ENGLISH: ATAR

Units 1 & 2

This is a university pathway.

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

LITERATURE: ATAR

Units 1 & 2

This is a university pathway.

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Minimum student numbers are required for the subject to proceed.

What are the similarities and differences between English ATAR and Literature ATAR?

In English ATAR, students study a greater range of texts, whereas in Literature, they focus on fiction in the genres of prose, drama and poetry.

There are more set texts in Literature and these texts are selected from a range of older and contemporary classical works.

Visual texts are not studied in Literature.

Creative writing carries less weighting towards the overall score in Literature than it does in English ATAR.

| | Study novels | Study short stories | Study Poetry | Study Drama | Study non-fiction | Study Visual texts | Write Essays | Write short responses | Oral presentations | Creative writing Assessments | Creative Writing in Exams |
|-----------------|--------------|---------------------|--------------|-------------|-------------------|--------------------|--------------|-----------------------|--------------------|------------------------------|---------------------------|
| English ATAR | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Literature ATAR | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | |



HUMANITIES

The WACE courses of study offered in Humanities and Social Sciences provides students with a diverse range of units and interesting contexts of study. The knowledge, skills and understandings gained from an ATAR course of study in Economics, Politics and Law and Modern History provides students with many tertiary study and career opportunities.

The Humanities and Social Sciences Learning Area is offering the following ATAR WACE courses in Year 11 from which students may select one or more to study.

| YEAR 11 COURSE | YEAR 12 COURSE | RECOMMENDED YEAR 10, 2018 | POST-SECONDARY STUDY AND CAREER OPPORTUNITIES INCLUDE BUT NOT LIMITED TO: |
|---------------------------|---------------------------|---|--|
| Accounting & Finance ATAR | Accounting & Finance ATAR | C or above Course 1 Yr 10 Humanities A/B in Course 2 General A Mathematics or higher in Year 10 | Accounting, marketing, Human Resources, banking, finance, economics, tax, information systems and management, bookkeeper, account/payroll/bank clerk, financial advisor, business manager. |
| Economics ATAR | Economics ATAR | C or above Course 1 Yr 10 Humanities A/B in Course 2 | Marketing; Financial Advisor; Journalist; Export/Import Sales, Environmental Management; Business Consultant; Solicitor; Foreign Affairs; Banking; Farm & Mine Manager; Stockbroker; Accountant; Retail Sales Assistant; Information Technology and Management |
| Modern History ATAR | Modern History ATAR | C or above Course 1 Yr 10 Humanities A/B in Course 2 | Lawyer; Journalist; Teacher; Diplomat; Travel Consultant; Researcher; Writer; Archaeologist; Museum Curator; Anthropologist; Tourism; Defence Force |
| Politics and Law ATAR | Politics and Law ATAR | C or above Course 1 Yr 10 Humanities A/B in Course 2 | Solicitor; Lawyer; Information Technology; Political advisor; Public Administration; Defence Force; International Relations; Foreign Affairs; Human Resource Management; Journalism; Teacher, Public Relations; Researcher; Local Government |

Post-secondary opportunities include courses offered at TAFE and Universities. All courses offered will qualify a student to gain an ATAR for university entry.

To advance to the Year 12 WACE course a student must have achieved at least a C grade at the conclusion of the Year 11 course.

ACCOUNTING AND FINANCE ATAR

Recommendations

Year 10 Mathematics General A or higher in Year 10.

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far-reaching consequences. The course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. In our current economic environment, where small businesses are the largest employers, many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Career Opportunities

Accounting & Finance is strongly recommended for students intending to study Commerce, IT, Human Resources, Business Management or Law at University or Training WA – (previously known as TAFE). A Commerce degree can broaden your career pathway as you explore different areas including accounting, marketing, Human Resources, banking, finance, economics, law, tax, information systems and management. There are very strong job prospects for young Accountants in Australia and many traineeship opportunities exist beyond school. Other career pathways include bookkeepers, account/payroll/bank clerks, financial advisors, business managers. Accounting and Finance is advantageous for self-employed business owners, due to the requirements of the Australian Tax Office and other governing bodies.

A1ACF (Unit 1)

Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

A2ACF (Unit 2)

This unit builds on the content covered in Unit 1.

Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

There is an exam at the end of each semester in the ATAR Accounting & Finance Course.

| TYPE OF ASSESSMENT | WEIGHTING |
|--------------------|-----------|
| Tests | 50% |
| Projects | 10% |
| Examination | 40% |

ECONOMICS

An understanding of Economics is vital for all professions! It is a fascinating dive into psychology and business. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing using models and theories that will help students make good personal and professional decisions throughout their lives. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

ECONOMICS: ATAR

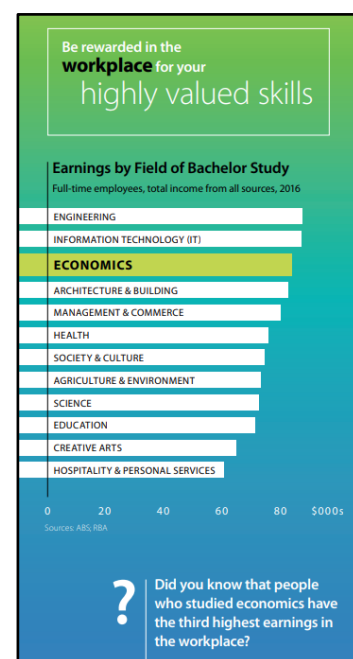
The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts.

Unit 1 – Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy.

Unit 2 – Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.



| TYPE OF ASSESSMENT | WEIGHTING |
|--|-----------|
| <p>Data interpretation/Short answer</p> <p>An answer of less than 150 words that can include discuss, explain or analyse an economic concept, event or issue.</p> <p>Formats can include: multiple-choice questions, calculations and/or short answer questions that can require a definition, description, explanation or application of economic concepts, theories and/or models. Typically questions require students to interpret real or hypothetical economic data or information, such as graphs.</p> | 30% |
| <p>Extended answer</p> <p>The question can require a description, discussion, explanation and/or analysis of an economic concept, event or issue, and the application of economic theories and/or models. The question can include stimulus material.</p> | 40% |
| <p>Examination</p> <p>Conducted at the end of each unit. The examination is three hours and contains short answers and an extended answer</p> | 30% |

MODERN HISTORY: ATAR

The Modern History course promotes a love of understanding the events and people that shaped the world we now live in. Students develop excellent skills of research, hypothesis testing and analysis of information that are crucial to success at university. A study of Modern History can develop citizens who are culturally enriched, aware of their place in time and are able to recognise and question myths about the structure and values of their society.

Modern History Involves:

A study of the past – the events and people that shaped the world.

An exploration of the past will help students understand his / herself and the society in which they live.

The use of historical inquiry process develops students who can research, analyse and communicate strong arguments.

Unit 1 - Capitalism – the American Experience 1907-1941

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students explore crucial changes, for example, capitalism and consumption, the transformation of production, the challenge to social hierarchy and hereditary privilege, the assertion of inalienable rights; and the principles of government by consent. Students will study content such as:

The main causes of the rise of capitalism in the USA, including the expansion of railways; immigrant labour and mass production.

The impact of WW1 & WW2 on shaping American values, film, fashion, gangsters and the Jazz Age.

Unit 2 - Nazism in Germany 1918–1945

The focus for this unit is on movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. Students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform society. Students will study content such as:

The economic, political and military circumstances in Germany at the end of WW1 and how those circumstances contributed to the rise of Nazism.

Reasons for the Nazi Party’s rise to power and the nature and effect of the Nazi state, including military mobilisation, propaganda, terror and repression, social policies on youth and women, religion and the nature of opposition to the Nazis.

| TYPE OF ASSESSMENT | WEIGHTING |
|---|-----------|
| Historical inquiry Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher or the student. Typically one historical inquiry is completed for each unit. | 20% |
| Explanation A response in the form of an essay (which can be scaffolded) or a sectionalised answer for one or more closed or open questions or for a topic. | 20–30% |
| Source analysis A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: reliability, usefulness and contestability of the evidence; perspective; and relevance to the context. | 20–30% |
| Examination Conducted at the end of each semester. | 30% |

POLITICS AND LAW: ATAR

Understand how laws and the political system structure your world! This exciting course provides students with a grounding in excellent communication and analysis skills – desirable for all university courses. The Politics and Law ATAR course provides a study of the processes of decision making concerning society’s collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. Students will examine the democratic principles practised in Australia and makes comparisons with other political and legal systems.

Unit 1 – Democracy and the rule of law Unit description.

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia’s political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal

developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Unit 2 – Representation and Justice Unit description.

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

| TYPE OF ASSESSMENT | WEIGHTING |
|--|------------------|
| <p>Investigation Students research a political or legal concept, even or issue. The investigation can be based on sources provided by the teacher, or require students to locate sources for research.</p> | 10% |
| <p>Short Answer Typically a series of closed or partially open questions that can require a definition, description, explanation, discussion and/or comparison.</p> | 20% |
| <p>Essay Typically requires a response to a question, statement or proposition. The question can require description, discussion, examination, comparison, assessment, analysis and/or evaluation.</p> | 20% |
| <p>Source Analysis Students respond to questions based on one or more sources. Source material can be drawn from newspapers, television or radio broadcasts, journal articles, texts, speeches, court judgements or statutes and can include information, such as reportage, analysis, opinion pieces, news, current affairs and documentary transcripts, opinion polls, election results, legal decisions and Bills/Acts and/or letters.</p> | 20% |
| <p>Examination Typically conducted at the end of each semester and/or unit, in preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> | 30% |

HUMANITIES AND SOCIAL SCIENCES GENERAL COURSES

The General courses of study offered in Humanities and Social Sciences provides students with a diverse range of units and interesting contexts of study. The knowledge, skills and understandings gained from a General course of study in Economics provides students with many post-secondary career opportunities.

The Humanities Learning Area is offering the following General WACE course in Year 11 which students may select to study.

GEOGRAPHY - GENERAL

In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

Structure of the syllabus

The Year 11 syllabus is divided into two units each of one semester duration which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Geography of environments at risk

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

Unit 2 – Geography of people and places

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

| TYPE OF ASSESSMENT |
|--|
| <p>Geographical inquiry</p> <p>Students plan and conduct investigations, process and translate information, and communicate findings following ethical protocols and procedures. Both primary and secondary information sources are used. Formats can include: investigation, assignment, report and/or an oral or multimedia presentation.</p> |
| <p>Fieldwork/practical skills</p> <p>Fieldwork involves students actively engaged in collecting primary data. Practical skills involve the collection and interpretation of data from a number of sources. Formats can include: excursions, map interpretation, and/or data analysis.</p> |
| <p>Tests</p> <p>Questions can require students to respond to stimulus material. Formats can include: multiple-choice questions, short responses, sectionalised extended responses, and/or a combination of these.</p> |

Minimum student numbers are required for the subject to proceed.

LANGUAGES

ITALIAN (SECOND LANGUAGE): ATAR

Prerequisite

Completion, high 'C' Grade in Year 10 Italian and approval from SCSA as to the student's second language status.

The Italian: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Italian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Italian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Italian language as well as extend literacy development in English.

Unit 1 description: The focus for this unit is Rapporti (Relationships). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

| LEARNING CONTEXTS | TOPICS |
|---|--|
| <p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)</p> <p>Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.</p> |
| <p>The Italian-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities or the communities as a whole and develop an understanding of how culture and identity are expressed through language.</p> | <p>Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)</p> <p>Students explore Italian traditions, events and celebrations and how these promote a sense of community and an awareness of culture.</p> |
| <p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Comunicare nel mondo moderno (Communicating in a modern world)</p> <p>Students consider how the internet, mobiles, social networking and other technologies impact on the lives of young people around the world.</p> |

Grammar: Students will be expected to recognise and use the following grammatical items:

| GRAMMATICAL ITEMS | SUB-ELEMENTS |
|----------------------|--|
| Adjectives | possessive |
| Adverbs | quantity/time (molto, poco, troppo, spesso, qualche volta, ieri, prima, dopo) formation (–mente) |
| Nouns | gender, number and invariable forms |
| Prepositions | prepositional phrases |
| | verb + preposition |
| | preposition + infinitive verb |
| Pronouns | direct object – with infinitive and simple tenses |
| Verbs – moods/tenses | use of piacere |
| | avere and fare expressions |
| | present tense |
| | present perfect (past) tense |
| | modal verbs – dovere, potere, volere |

Unit 2 description: The focus for this unit is Andiamo! (Travel – let’s go!). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture.

| LEARNING CONTEXTS | TOPICS |
|---|--|
| <p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>Le vacanze - racconti e progetti! (My holiday tales and plans)</p> <p>Students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.</p> <p>Destinazione Italia (Destination Italy)</p> <p>Students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.</p> |
| <p>The Italian-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities or the communities as a whole and develop an understanding of how culture and identity are expressed through language.</p> | <p>Destinazione Australia (Destination Australia)</p> <p>Students explore Australia as a destination for Italian-speaking travellers and discuss how they would prepare an Italian-speaker for a trip to Australia.</p> |
| <p>The changing world</p> <p>Students explore information and communication technologies and the</p> | <p>Viaggiare oggi (Travel in a modern world)</p> <p>Students consider how technology is changing world travel, influencing how</p> |

| LEARNING CONTEXTS | TOPICS |
|---|--|
| effects of change and current issues in the global community. | people plan their holidays and communicate while they are away. |
| Students explore information and communication technologies and the effects of change and current issues in the global community. | Students consider how technology is changing world travel, influencing how people plan their holidays and communicate while they are away. |

Grammar: Students will be expected to recognise and use the following grammatical items:

| GRAMMATICAL ITEMS | SUB-ELEMENTS |
|-------------------|--|
| Adjectives | comparative and relative superlative – regular forms |
| Articles | partitive |
| Prepositions | articulated |
| Pronouns | direct object – with compound tenses |
| | indirect object |
| | use of ne and ci |
| | use of impersonal si |
| Verbs | future tense |
| | imperfect tense |
| | conditional mood – singular forms |

ATAR Language Bonus

Those who will be studying Languages are eligible to receive 10% bonus to the ATAR. For more information, please go to

https://www.web.uwa.edu.au/data/assets/pdf_file/0004/1553926/UWA-LOTE-bonus-information-for-schools-May-2012.pdf

Minimum student numbers are required for the subject to proceed student numbers are required for the subject to proceed



INDONESIAN (SECOND LANGUAGE): ATAR**Prerequisite**

Completion, high 'C' Grade in Year 10 Indonesian and approval from SCSA as to the student's second language status.

The Indonesian: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English.

Unit 1 description

The focus for this unit is *Saat ini aku di sini* (Here and now). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Indonesian and gain a broader insight into the language and culture.



| LEARNING CONTEXTS | TOPICS |
|--|--|
| <p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>Being teen, what does it mean?</p> <p>Students reflect on what they do in their daily life and express their identity and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising and developing relationships.</p> |
| <p>The Indonesian-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p>Indonesian communities</p> <p>Students explore the influence of culture on lifestyle in Indonesia through a study of music, film and national and religious celebrations.</p> |
| <p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Staying connected</p> <p>Students consider communication in a changing world and its influence on culture and language.</p> |

Grammar

Students will be expected to recognise and use the following grammatical items:

| GRAMMATICAL ITEMS | SUB-ELEMENTS |
|-------------------------------|---|
| Adjectives ter-superlative | |
| Colloquial language | common used colloquial words derivations of common words particles of informal speech |
| Simple object focus | 1st, 2nd and 3rd person, without extra clauses or verb auxiliaries |
| Syntax of descriptive phrases | yang -nya adjective |
| Time indicators | |
| Verbs | me-kan causative me-i memper- |

Unit 2 description

The focus for this unit is *Bisa saya bantu?* (Can I help you?). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Indonesian and gain a broader insight into the language and culture.

| LEARNING CONTEXTS | TOPICS |
|--|--|
| <p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>My country, Australia</p> <p>Students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors in order to develop deeper relationships.</p> |
| <p>The Indonesian-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p>On exchange</p> <p>Students explore preparations for student exchange to Indonesia and discover how exchange visits link communities, broaden friendships and bring new opportunities as well as challenges</p> |
| <p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Careers and travel</p> <p>Students consider future education and employment opportunities as well as travel and community service pathways in a fast developing world.</p> |

Grammar: Students will be expected to recognise and use the following grammatical items:

| GRAMMATICAL ITEMS | SUB-ELEMENTS |
|-------------------|--|
| Conjunctions | Comparatives |
| Imperatives | Polite commands, requests and offers |
| Nouns | Pe-an nouns Per-an nouns Pe- -wan -wati Ke-an |
| Object Focus | 1st, 2nd and 3rd person |
| Phrases | Ways of giving explanation / recommendation |
| Prepositions | |
| Suffix -nya | Topic comment sentences |
| Time indicators | |
| Verb | Ter-stative |
| Verb / noun | Differentiation |

Types of Assessments

Oral Communication: Speaking / Listening

Written Communication: Reading & Viewing / Writing

ATAR Language Bonus

Those who will be studying Languages are eligible to receive 10% bonus to the ATAR. For more information, please go to

https://www.web.uwa.edu.au/_data/assets/pdf_file/0004/1553926/UWA-LOTE-bonus-information-for-schools-May-2012.pdf

Minimum student numbers are required for the subject to proceed.

MATHEMATICS

The courses in Mathematics for students entering Year 11 in 2023 are:

| | |
|---------------------------|---------|
| Mathematics Specialist: | ATAR |
| Mathematics Methods: | ATAR |
| Mathematics Applications: | ATAR |
| Mathematics Essential: | GENERAL |
| Mathematics Foundation: | GENERAL |
| Mathematics Preliminary: | GENERAL |

The six Mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

MATHEMATICS SPECIALIST: ATAR

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-specialist>

Minimum student numbers are required for the subject to proceed.

MATHEMATICS METHODS: ATAR

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-methods>

Minimum student numbers are required for the subject to proceed.

MATHEMATICS APPLICATIONS: ATAR

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-applications>

Minimum student numbers are required for the subject to proceed.

MATHEMATICS ESSENTIAL: GENERAL

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-essential>

Minimum student numbers are required for the subject to proceed.

MATHEMATICS FOUNDATION: GENERAL

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLN. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-foundation>

Minimum student numbers are required for the subject to proceed.

MATHEMATICS PRELIMINARY: GENERAL

The Mathematics Preliminary course focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special education needs. Grades are not assigned for these units. Student achievement is recorded as

'completed' or 'not completed'. This course provides the opportunity for students to prepare for post-school options of employment and further training.

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-preliminary>

On the following pages are some tables to help guide you in your choice of Mathematics course.

Possible Mathematics pathways for current Year 10 students

| 2022 YEAR 10 SEMESTER ONE (followed by semester two) | 2023 YEAR 11 | 2024 YEAR 12 | AFTER SCHOOL |
|---|--|--|--|
| EXTENSION A (followed by Pre- Methods) | MATHEMATICS SPECIALIST and MATHEMATICS METHODS Units 1 and 2 (ATAR) | MATHEMATICS SPECIALIST and MATHEMATICS METHODS Units 3 and 4 (ATAR) | For students who need significant mathematical skills for their chosen university course. |
| | MATHEMATICS METHODS Units 1 and 2 (ATAR) | MATHEMATICS METHODS Units 3 and 4 (ATAR) | For students who need strong mathematical skills for their chosen university course. |
| EXTENSION B (followed by Pre-Applications) | MATHEMATICS APPLICATIONS Units 1 and 2 (ATAR) | MATHEMATICS APPLICATIONS Units 3 and 4 (ATAR) | For students going to university but mathematics is not a significant part of their course or TAFE/ Workplace Learning courses requiring significant mathematics. |
| EXTENSION B (followed by General) | MATHEMATICS ESSENTIAL (General) Units 1 and 2 (not recommended) | MATHEMATICS ESSENTIAL (General) Units 3 and 4 (not recommended) | For students who want to go to TAFE / Workplace Learning or enter the workforce directly from school. |

| 2022 YEAR 10 SEMESTER ONE (followed by semester two) | 2023 YEAR 11 | 2024 YEAR 12 | AFTER SCHOOL |
|---|---|---|---|
| GENERAL A (followed by Pre-Applications) | MATHEMATICS APPLICATIONS Units 1 and 2 (ATAR) | MATHEMATICS APPLICATIONS Units 3 and 4 (ATAR) | For students going to university but mathematics is not a significant part of their course or TAFE/ Workplace Learning courses requiring significant mathematics. |
| GENERAL B (followed by General) | MATHEMATICS ESSENTIAL (General) Units 1 and 2 | MATHEMATICS ESSENTIAL (General) Units 3 and 4 | For students who want to go to TAFE / Workplace Learning or enter the workforce directly from school. |
| SKILLS (followed by General) | MATHEMATICS ESSENTIAL (General) Units 1 and 2 | MATHEMATICS ESSENTIAL (General) Units 3 and 4 | For students who want to go to TAFE / Workplace Learning or enter the workforce directly from school |
| | MATHEMATICS FOUNDATION | MATHEMATICS FOUNDATION | For students who have not passed the OLNA test |

Prerequisites

In order to succeed at Mathematics in Year 11 we strongly recommend you follow the advice in this table. It shows you the minimum standard expected for each course. If you do not reach this minimum standard in Year 10 you are very unlikely to pass the course in Year 11.

| MATHEMATICS COURSE | RECOMMENDED FOR SUCCESS |
|---------------------------------|--|
| MATHEMATICS SPECIALIST (ATAR) | 75% or better in Year 10 MATHEMATICS EXTENSION A & Pre-Methods |
| MATHEMATICS METHODS (ATAR) | 65% or better in Year 10 MATHEMATICS EXTENSION A & Pre-Methods |
| MATHEMATICS APPLICATIONS (ATAR) | Year 10 MATHEMATICS EXTENSION A or EXTENSION B Year 10 MATHEMATICS GENERAL A 75% or better Year 10 MATHEMATICS GENERAL B 85% or better |
| MATHEMATICS ESSENTIAL (GENERAL) | Any student who has passed the OLNA Test in Year 10 |
| MATHEMATICS FOUNDATION | Students who have not passed the OLNA Test. |
| MATHEMATICS PRELIMINARY | |

PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES: ATAR

Recommendation for success: Minimum requirement C in Science (Extension) or B in Science (General) and B in Health and Physical Education.

This pathway is the most conceptually difficult. Used for University entrance requirements. Students must sit examinations in Year 12.

The course content includes Exercise physiology, functional anatomy, biomechanics, motor learning and coaching, sports psychology and strategies and tactics.

This course comprises TWO units:

A1PES

Explores anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own and others performance.

A2PES

Identifies relationships between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Unit Content includes:

Developing physical skills and tactics

Functional anatomy

Biomechanics

Exercise physiology

Sports psychology

Motor learning and coaching.

Learning Contexts

The physical activities undertaken will be a mixture of sports chosen across the categories of divided court games, personal pursuits target/striking games and invasion/possession games. This is to allow all the students an opportunity to utilise the specific skills or strategies they may have already developed to progress to higher levels. The particular sporting contexts for the varying units will depend upon numbers and facilities available.

Unit Structure

The course comprises both formal, practical and theoretical components. The mark weighting is 30% practical and 70% theory.

Year 11 A1PES +A2PES

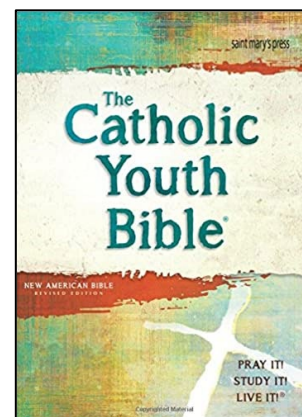
Year 12 A3PES + A4PES

Minimum student numbers are required for the subject to proceed.

RELIGIOUS EDUCATION

RELIGION AND LIFE: GENERAL

The Religion and Life General course offers students the opportunity to learn about religion and to explore the relationships between religion, society and the individual. Students examine the nature of religion and the explanations a religion offers about the world in which people live. Students investigate the role religion plays in society and examine issues that are of concern to a religion. Students employ and develop communication and research skills in the process of studying and responding in this course. The religion studied in the General Religion and Life course at Bunbury Catholic College is Catholicism.



RELIGION AND LIFE: ATAR

The Religion and Life ATAR Course provides students with the opportunity to learn about and develop an informed and critical understanding of religion and the interplay that occurs between religions, society and people. Students study the beliefs and values of one or more religion and investigate the characteristics of religions, their origins, foundations, influence and development over time. Students employ and develop a comprehensive range of communication and research skills in the process of studying and responding in this course. The religion studied in the ATAR Religion and Life course at Bunbury Catholic College is Catholicism.

RELIGION AND LIFE AT BUNBURY CATHOLIC COLLEGE

Religious Education is compulsory for all students at Bunbury Catholic College. Course materials are made available to students on-line and in advance, so they can organise their Upper School studies to ensure success in all their academic courses. Every assistance is provided to ensure that students can navigate their Upper School Course choices

PRELIMINARY UNITS 1 - 4 are offered at the College for students who are funded as persons experiencing significant learning difficulties. Students attend General classes but follow an alternative program and are reported on as having studied Preliminary Units.

Units 1 and 2 of both the Religion and Life GENERAL Course and the Religion and Life ATAR Course will be offered to Year 11 students at Bunbury Catholic College in 2023. The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

The courses offered in Religious Education in Year 11 serve two functions: Students continue their studies of Catholic teachings, traditions and practices. Students complete the SCSA Course, Religion and Life, leading towards achieving their WACE (General Course) or their WACE and an ATAR (ATAR Course).

| PATHWAYS OFFERED AT BUNBURY CATHOLIC COLLEGE | | | |
|--|---------------|---|-----------------------|
| General: Year 11 | G1REL + G2RE | → | Year 12 G3REL + G4REL |
| ATAR: Year 11 | A1REL + A2REL | → | Year 12 A3REL + A4REL |
| NOTE: PRELIMINARY UNITS 1 - 4 are offered at the College for students who are funded as persons experiencing significant learning difficulties. Students attend General classes but follow an alternative program and are reported on as having studied Preliminary Units. | | | |

Choosing a Religion and Life Course

| UNIT | WHEN OFFERED | DURATION OF EACH UNIT | RECOMMENDATIONS FOR CHOICE OF UNIT PATHWAY |
|---------------|-----------------|-------------------------------------|---|
| PRELIMINARY | 2023 Year 11 | As best serves each student's needs | This unit is available only to students who are funded as persons experiencing significant learning difficulties. |
| GENERAL 1 & 2 | 2023 Year 11 | One Semester per unit | There are no pre-requisites for enrolment in GENERAL UNITS 1 and 2 |
| ATAR 1 & 2 | 2023 Year 11 | One Semester Per unit | It is recommended that students undertaking ATAR courses in Religion and Life have achieved the following academic status. At least a C Grade in Year 10 Religious Education Successful completion of Year 10 English A Pass in OLNA Literacy Test. Emerging proficiency or interest in philosophical and rational discussion. |

Organisation of Assessment in Religion and Life Courses

| ASSESSED OUTCOMES | TYPES OF ASSESSMENT |
|--------------------------|---------------------|
| Nature of Religion | Investigation |
| Influence of Religion | Explanation |
| Religious Inquiry Skills | Source Analysis |

| FORMS OF ASSESSMENT | |
|--|----------------|
| BOTH GEREL1/2 and AEREL1/2: In-class tasks. Take home tasks with in class validations. Written and Oral (GEREL only). | |
| GEREL1 and GEREL2: | NO EXAMS |
| AEREL1 and AEREL2: | SEMESTER EXAMS |

SCIENCE

The Science Department will offer an array of courses aimed at both ATAR university bound students and students who would find it beneficial to complete Science at a General level to enhance successful completion of other pathways. Science courses are particularly popular. In 2021, 92% of BCC students who qualified for an ATAR studied at least one science course in Years 12, while 64% of them studied two or more science courses.

Science will offer the following courses in 2023:

| | |
|----------------------------------|---------------|
| Biology: | ATAR |
| Chemistry: | ATAR |
| Earth and Environmental Science: | ATAR |
| Human Biology: | ATAR, GENERAL |
| Marine and Maritime Studies: | GENERAL |
| Physics: | ATAR |
| Psychology: | ATAR, GENERAL |

SCIENCE SUBJECTS PATHWAYS — YEAR 11 – 2023

| Year 11 subject Units 1 & 2 | Recommended Year 10 Science achievement level | Year 12 subject Units 3 & 4 | Possible future study (examples only) |
|--|---|---|---|
| Biology ATAR | GENERAL Grade of A EXTENSION Grade of C | Biology ATAR Need exam 50% minimum Year 11 WACE External Exam | Biomedical science, environmental science/ management, veterinary science, marine science, zoology, agricultural science. |
| Chemistry ATAR | EXTENSION Grade of B MATHS APPLICATION or METHODS | Chemistry ATAR Need exam 55% minimum Year 11 WACE External Exam | Engineering, medical science, pharmacology, metallurgy, biochemistry. |
| Earth and Environmental Science ATAR | GENERAL Grade of A EXTENSION Grade of C | EES ATAR Need exam 50% minimum Year 11 WACE External Exam | Environmental science, geoscience, environmental engineering, metallurgy and surveying. |

| Year 11 subject Units 1 & 2 | Recommended Year 10 Science achievement level | Year 12 subject Units 3 & 4 | Possible future study (examples only) |
|--|--|--|--|
| Human Biology ATAR | GENERAL Grade of A EXTENSION Grade of C | Human Biology ATAR Need exam 50% minimum Year 11 WACE External Exam | Biomedical and health sciences, nursing, physiotherapy and human movement. |
| Physics ATAR | EXTENSION Grade of B MATHS METHODS | Physics ATAR Need exam 55% minimum Year 11 WACE External Exam | Engineering, medical science, nanotechnology, radiography, astronomy. |
| Psychology ATAR | GENERAL Grade of A EXTENSION Grade of C English ATAR | Psychology ATAR Need exam 50% minimum Year 11 WACE External Exam | Health and social sciences, psychology, human resources, education. |
| Human Biology GENERAL | GENERAL Grade of B | Human Biology GENERAL | Gain points for TAFE entry. Useful for University courses such as nursing, health science. |
| Marine and Maritime Studies GENERAL | GENERAL Grade of B | Integrated Science GENERAL | Gain points for TAFE entry. Useful for University courses in a range of environmental and marine sciences and resource management. |
| Psychology GENERAL | GENERAL Grade of B [MATHS GENERAL A] | Psychology GENERAL | Gain points for TAFE entry. Useful for University courses in a range of sciences, human resource management & education. |

BIOLOGY: ATAR

Recommendation: To succeed in this course, students should have achieved a C Grade or higher in Science Extension or an A Grade in General Science, particularly in Science Inquiry Skills, Biology and Chemistry.

Biology is the study of the diversity of life on Earth, how and why it is classified, and how organisms interact with and depend on each other. Techniques for sampling organisms within ecosystems are studied in the field, together with different methods for measuring the physical (abiotic) components of ecosystems. Students learn how energy and matter enter and move through ecosystems, along with what factors cause changes within ecosystems (e.g. changed mix of species or the loss of species) over time. This knowledge is applied to analyses of human impacts on ecosystems at a local, national and global level and what strategies can be used to address major challenges to natural biological systems, to minimise impacts and maintain the biodiversity and healthy functioning of ecosystems.

The functioning of organisms at a cellular and organ system level is also studied in detail. This enables an analysis of how organisms respond to changes in their environment, and of the evolutionary relationships between organisms. In Year 12, this leads to a deeper study of molecular genetics and the use of gene technology to address biological challenges such as increased productivity, disease control, and environmental restoration, to name but a few.

Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Career pathways: Studying Biology ATAR provides students with skills and understandings that are valuable to a wide range of future career & study pathways. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a great variety of different careers, including those in medical, veterinary, food and marine sciences, biotechnology, agriculture, environmental management, biosecurity, quarantine, conservation and eco-tourism.

Structure of the Syllabus (Years 11 and 12)

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Ecosystems and biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – From single cells to multicellular organisms

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

Assessments: include a Science inquiry component that involves both Practical and Investigation tasks. Field work or an environmental investigation will be conducted in Unit 1. Other assessments will include extended answers, tests and exams.

Year 11 Biology leads into the Year 12 course. Year 12 syllabus is divided into two units, which are typically delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – Continuity of species

In this unit, students study the structure of DNA and methods of DNA manipulation for use in various biotechnological applications; they investigate mechanisms of heredity and how patterns of inheritance can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment

In this unit, students investigate how body systems change in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

Minimum student numbers are required for the subject to proceed.

CHEMISTRY: ATAR

Recommendation: To succeed in this course, students should have achieved at least a B Grade in Science Extension, particularly in Science Inquiry Skills and Chemistry. Students may be considered upon teacher recommendation.

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for different purposes.

Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and enables students to relate chemistry to other sciences, including biology, physics, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Career pathways: An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Structure of the Syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Assessments: include a Science inquiry component that involves both Practical and Investigation tasks. Other assessments will include extended answers, tests and exams.

Year 11 Chemistry leads into the Year 12 course. The Year 12 Chemistry syllabus is divided into two units, which are typically delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – Equilibrium, acids and bases, and redox reactions

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 – Organic chemistry and chemical synthesis

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Minimum student numbers are required for this subject to proceed.

EARTH AND ENVIRONMENTAL SCIENCE: ATAR

Recommendation: Students should have achieved a C Grade or higher in Science Extension or an A grade in the General Science course, to enable them to succeed in this course. High achievement in Earth and Space Science in lower school is recommended.

Earth and Environmental Science is a combination of geology and environmental science. Students will study a range of earth science topics such as the rock cycle, plate tectonics, earth processes and mapping. The study of ecosystems, both past and present, and how they are impacted by geological events, climate and human activities make up the environmental science aspects of the course.

Students conduct practical investigations and participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Earth systems

In this unit, students study the formation of the Earth and its atmosphere, along with the rock cycle and sedimentary rocks. Students will study the history of the Earth by examining the fossil record and sedimentary structures and see how geological events have led to mass extinctions.

Students will also examine sedimentary rocks and structures in the field. The skills needed to map geological structures will also be introduced in this unit.

Unit 2 – Earth processes

In this unit, students investigate how Earth processes involve interactions of Earth systems that are interrelated through transfers and transformations of matter and energy. This will involve the study of ocean currents and air masses around the world as well as El Nino and La Nina and the Greenhouse Effect.

The transfer of heat within the planet gives rise to plate movement. Students will study plate tectonics and the igneous rocks that arise from interactions at plate boundaries. Mapping skills will be further developed in this unit. In addition, students will study igneous rocks in the field.

Assessments: include a Science inquiry component that involves both Practical and Investigation tasks. This may include Field work or an environmental investigation. Other assessments will include extended answers, tests and exams.

Year 11 Earth and Environmental Science leads into the Year 12 course. Year 12 syllabus is divided into two units, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 3 – Managing Earth resources

In this unit students will study renewable resources such as wind, water, geothermal and solar energy and the factors that need to be considered before using them. Non-renewable resources such as gold, nickel, iron ore and fossil fuels will also be studied with an emphasis on how they are formed, located and extracted for use.

The environmental impacts resulting from the use of both types of resources will be studied as part of this unit. Additionally, the study of metamorphic rocks and more advanced mapping techniques will be included.

Unit 4 – Earth hazards and climate change

Students will study Earth hazards such as volcanic eruptions, tsunamis, earthquakes, bush fire and flooding in this unit. The focus includes the cause and effect of each event and how future events can be predicted.

The natural processes resulting in historical climate change will be examined before studying the human activities that have led to the current enhanced greenhouse effect. Students will look at the factors which have caused modern climate change and the effect this change in climate is having on earth processes.

Students will have the opportunity to study both units in more detail whilst on excursions.

Minimum student numbers are required for the subject to proceed.

HUMAN BIOLOGY: ATAR

Recommendation: To succeed in this course, students should have achieved at least a C Grade in Extension Science or an A Grade in General Science, particularly in Science Inquiry Skills, and Biology or Biology related topics.

Human Biology covers a wide range of topics relating to the functioning human. Through the detailed study of the structure and function of body systems, students learn how these systems support cellular metabolism and how lifestyle choices affect body functioning. Students learn how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, and the use of chemical substances.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – The functioning human body

In this unit, students will study the following body systems - cells and tissues, the respiratory system, circulatory system, digestive system, musculoskeletal system and excretory system. Students will not only gain a greater understanding of each body system, but also how they are interconnected to form a complex organism.

Unit 2 – Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Assessments: include a Science inquiry component that involves both Practical and Investigation tasks. Other assessments will include extended answers, tests and exams.

Year 11 Human Biology leads on to the Year 12 course. The Year 12 syllabus is also divided into two units which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 3 – Homeostasis and disease

In this unit students will build on their knowledge of the Year 11 content. They will study the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4 – Human variation and evolution

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids. Students will learn about biotechnology techniques such as gel electrophoresis and polymerase chain reaction as well as techniques for relative and absolute dating.

Minimum student numbers are required for the subject to proceed.

HUMAN BIOLOGY: GENERAL

Recommendation: To succeed in this course, students should have an average of least a B Grade in General Science, particularly in Science Inquiry Skills, and Biology related topics.

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

Career pathways: An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Healthy body

This unit explores how the human body systems are interrelated to sustain life.

Unit 2 – Reproduction

This unit explores the role of males and females in the process of reproduction.

Assessments: include an emphasis on the Science inquiry component that involves both Practical and Investigation tasks. Other assessments will include extended answers and tests.

Year 11 Human Biology General leads on to the Year 12 course. The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

Unit 4 – Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens.

Minimum student numbers are required for the subject to proceed.

MARINE AND MARITIME STUDIES: GENERAL

Recommendation: To succeed in this course, students should have an average of least a B Grade in General Science, particularly in Science Inquiry Skills, and have demonstrated competence in both biology and physical science related topics.

A significant relationship between the marine environment and humans has existed throughout history. Australia is an island nation, with Western Australia's mainland and islands having approximately twenty-one thousand kilometres of coastline. It is therefore relevant to Western Australians to study the sea and how people interact with it. The Marine and Maritime Studies General course provides students with the opportunity to understand and explore this relationship, and the importance of developing and maintaining a sustainable future. The Marine and Maritime Studies General course draws from a diverse range of disciplines, including science, technology and the humanities. It provides students with opportunities to engage in unique theoretical and practical learning experiences, and to equip them with a broad range of skills and knowledge.

Students investigate oceanography concepts to develop a strong understanding of the interdependence between elements of the marine environment; conduct research into the safe and sustainable management of the oceans' resources for conservation and commercialism.

Students apply theoretical knowledge through practical activities with a focus on active learning experiences both within and outside of the classroom. Students are given the opportunity to develop responsible and competent boat-handling and navigation skills, and in doing so to demonstrate an understanding of nautical concepts, and the basics of good boat design, construction and maintenance. Students will also be provided with the opportunity to develop personal water-based skills (swimming/ snorkelling/scuba) to allow them to engage directly with the marine environment.

The course will provide students with a solid foundation of skills and knowledge suitable for a wide range of vocational or recreational pathways in boating (commercial and recreational),

scuba, vessel design and construction (maritime engineering), resource management, maritime archaeology or marine science.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

The Marine and Maritime Studies General course is designed to facilitate achievement of the following outcomes.

Unit 1

This unit introduces students to marine science through the examination of water properties and methods used to conduct water testing. In oceanography, students learn about wind formation, tides, waves and currents, including Western Australian ocean currents. Students examine Western Australian recreational and commercial fishing issues and how they are managed through rules and regulations.

Students gain an understanding of maritime studies, including the properties, purposes and uses of maritime construction materials in relation to the challenges of a marine environment. Nautical terminology, including the basic parts of boats, will be introduced and students gain an understanding of aspects of small craft, such as buoyancy and design of pulley systems.

Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkelling or sailing. Science inquiry skills will be developed through the design process of investigate, devise and evaluate, in relation to marine construction materials. Students will also be involved in practical activities to collect and analyse data related to water properties, winds, tides, waves and currents.

Unit 2

This unit introduces students to the marine ecosystem, with a focus on the four main zones, and the adaptations of marine life to survive in each zone. Western Australian examples of marine life will be identified and classified into the major groups. Food webs for each ocean zone will be studied. Students examine the importance of marine protected areas, marine parks, reserves and sanctuary zones, and the role of Western Australian agencies and organisations in the protection and management of marine life.

Students gain an understanding of maritime studies, including the design features of marine or maritime equipment and methods of maritime construction. Features of small craft propulsion systems are studied and students gain an understanding of aspects of small craft, such as steering and gear systems.

Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkelling and diving or sailing. Science inquiry skills will be developed through the design process in relation to design features of marine or maritime equipment and methods of maritime construction. Students use ecosystem surveying techniques to collect and analyse data related to marine ecosystems, and classification keys to identify marine organisms found there.

Year 11 Marine and maritime studies leads on to the Year 12 course. The cognitive complexity increases from Year 11 to Year 12. The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – Marine ecosystems and resource management

This unit investigates Western Australian marine ecosystems, with a focus on estuaries, mangroves, coral reefs and seagrass meadows. Students identify the key species and food webs for each of these ecosystems, as well as examine adaptations of organisms living in mangrove ecosystems. Environmental and resource management will focus on aquaculture as a solution to declining fish stocks.

Unit 4 – Global systems and marine tourism

This unit examines global surface ocean currents, atmospheric circulation systems and the impact of climate change on global sea levels, thermohaline circulation and marine ecosystems. The process of coastal erosion and coastal engineering structures is studied. Students study types of marine tourism activities with a focus on the importance and impacts of ecotourism.

Minimum student numbers are required for the subject to proceed.

PSYCHOLOGY: ATAR

Recommendation: To succeed in this course, students should have achieved at least a C Grade in Extension Science or an A Grade in General Science, particularly in Science Inquiry Skills, and Biology or Biology related topics. The ability to complete the psychology course will also be dependent on English Recommendations – students attempting this course should also be studying ATAR English in Year 11. Psychology involves researching and writing reports based on investigations carried out by theorists and the students. Mathematics recommendations will also be considered, as a proportion of the Research Methods component which involves collecting and analysing statistical data to the level of correlation coefficients and a good understanding of graphical representations of data.

Psychology is the scientific study of how people think, feel and act. It involves the study of the brain, beginning with the structure and general function of its parts. Students study the effect of drugs on brain function, and the benefits of exercise and sleep on maintaining mental health. Psychology is concerned with the study of the behaviour of individuals and the ways in which people behave with others. Students will learn about human development, personality and the effects of the environment and genetics on individuals' behaviour. Psychology encompasses the behaviour of people in groups, their attitudes towards one another, how they communicate, and the origins and issues associated with prejudice. It is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and the world in which they live. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality. Skills developed in Psychology are invaluable when students navigate their way through job interviews, relationships and maintaining mental health.

This course is designed to develop an understanding of scientific principles, the acquisition of psychological knowledge, and the application of both in an enjoyable and contemporary way. Students have the opportunity to discuss scenarios, their own experiences, and to share opinions about the way people communicate with each other and behave in different situations.

Career pathways: The study of psychology is highly recommended as it is relevant to further studies in the health professions such as nursing, aged care, social work and medicine, education, human resources, social sciences, sales, media, marketing and management.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, levels of consciousness and attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics and use of statistical data in psychological research and carry out investigations.

Unit 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also study community behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Year 11 Psychology leads on to the Year 12 course. The Year 12 Psychology syllabus is also divided into two units which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 3

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

Unit 4

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

Minimum student numbers are required for the subject to proceed.

PSYCHOLOGY: GENERAL

Recommendation: To succeed in this course, students should have an average of least a B Grade in General Science, particularly in Science Inquiry Skills. Mathematics recommendations will also be considered, as a proportion of the Research Methods component involves computational skills for calculating percentages, using ratios and translating information between graphical, numerical and algebraic forms.

In the Psychology General course, students will be introduced to psychological knowledge which supports an understanding of the way individuals (themselves) function in groups. Much of the course relates to them, their level of learning (memory, how we learn, how the brain works, moods and relationships). Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 - This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined.

Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

Unit 2 - This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

Assessments: include an emphasis on the Science inquiry component that involves both Practical and Investigation tasks. Other assessments will include extended answers and tests.

Year 11 Psychology General course leads on to the Year 12 course. The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 - This unit expands on personality theories studied in Unit 1. Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution, are explored. Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles.

Unit 4 - This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students continue to develop and apply their understanding of psychological research and data collection methods.

Minimum student numbers are required for the subject to proceed.

PHYSICS: ATAR

Recommendation: To succeed in this course, students should have achieved at least a B Grade in Extension Science, particularly Science Inquiry Skills, and Chemistry and Physics. A very strong background in Mathematics is also considered essential.

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics provides the foundation of understanding upon which modern technologies and all other sciences are based.

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Students investigate how the concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Career pathways: Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. The Physics ATAR course will provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

Assessments: include an emphasis on the Science inquiry component that involves Experiments, Investigation and Evaluation and Analysis tasks. Other assessments will include extended answers and tests.

Year 11 Physics leads on to the Year 12 course. The Year 12 Physics syllabus is also divided into two units which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 3 – Gravity and electromagnetism

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4 – Revolutions in modern physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Minimum student numbers are required for the subject to proceed.

TECHNOLOGIES LEARNING AREA

TECHNOLOGIES

The Technologies learning has a range of Courses on offer for Year 11 students who may be considering General or ATAR pathways. Students may also consider combining a Certificate Course with their General or ATAR selections.

Participation in Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This Learning Area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions to design projects that meet current and future needs.

| YEAR 11 | YEAR 12 |
|--|--|
| Building & Construction General | Building & Construction General |
| Computer Science General | Computer Science General |
| Children, Family and The Community General | Children, Family and The Community General |
| Design General | Design General |
| MDT Wood ATAR (Materials Design & Technology Wood) | MDT Wood ATAR (Materials Design & Technology Wood) WACE External Exam |
| MDT Wood GENERAL (Materials Design & Technology Wood Focus) | MDT Wood GENERAL (Materials Design & Technology Wood Focus) |
| MDT Metal GENERAL (Materials Design & Technology Metal – Jewellery Focus) | MDT Metal GENERAL (Materials Design & Technology Metal – Jewellery Focus) |

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|---|--|
| <p>Certificate Courses on offer within TECHNOLOGIES LEARNING AREA</p> <p>(2-year Courses)</p> <p><i>Refer to VET section in handbook for Certificate description & pathways</i></p> | |
| <p>Certificate II Community Services</p> <p>and will also complete the following endorsed program: Catering / Hospitality Community Service Program (Endorsed Program ADCS)</p> | <p>Certificate II Community Services</p> <p>and will also complete the following endorsed program: Catering / Hospitality Community Service Program (Endorsed Program ADCS)</p> |
| <p>Certificate III Early Childhood Education & Care (Year 11 units)</p> | <p>Certificate III Early Childhood Education & Care (Year 12 units)</p> |
| <p>Certificate II Engineering (Year 11 units)</p> <p>This Certificate Course is delivered at the College by a BCC Teacher within school hours. The Course is delivered at the Trade Training Centre located at the College.</p> | <p>Certificate II Engineering (Year 12 units)</p> <p>This Certificate Course is delivered at the College by a BCC Teacher within school hours. The Course is delivered at the Trade Training Centre located at the College.</p> |
| <p>Work Ready - Barista Course – after school semester course available to Year 11 & 12 students.</p> <p>This will be advertised early each semester. Students will receive a direct message at the commencement of the school year to register their interest in the after school Work Ready Barista Course.</p> | |

CERTIFICATE II COMMUNITY SERVICES

Refer to the VET section for further details and description.

COMPUTER SCIENCE GENERAL**Recommended**

General Mathematics or higher in Year 10

The Computer Science General course gives students the opportunity to develop practical skills in coding and software design. Students will develop skills related to breaking down problems into pieces suitable for solving with a computer, understand how to manage and analyse large amounts of data, and learn technical skills for use in identifying and resolving hardware and software issues.

This course would suit students who are in a non-ATAR pathway and intending to pursue a computing-related field at TAFE, as well as ATAR students who may not wish to sit an exam, but are intending to study in a Science, Technology, Engineering or Maths related field in university.

Topics include:

Managing Data

Systems Analysis

Programming

Software Design

Networking and Communication.

These topics will be covered in more depth between the Year 11 and Year 12 courses.
Assessment Schedule

There are no examinations in the Year 11 or 12 General course.

Students will sit an Externally Set Task (EST) in Year 12 during Semester 1.

| TYPE OF ASSESSMENT | WEIGHTING |
|--------------------|-----------|
| Project | 60% |
| Theory | 20% |
| Practical tests | 20% |

As Technology is a rapidly evolving field, students will be expected to maintain a regular reading schedule of current topics and events throughout the year in addition to their study program.

Minimum student numbers are required for the subject to proceed.

BUILDING & CONSTRUCTION GENERAL

Recommendations

Nil

This course would suit students who want to:

Work in the Building and Construction Industry.

Work hands on developing a range of skills in the Building & Construction Industry

Assist to gain an Apprenticeship within the Building and Construction industry.

Attain course units toward your West Australian Certificate of Education (WACE)

Attain points towards entry into TAFE.

The course is designed to give you practical skills that can be of direct use to you in the work place. It is organised into a Year 11 syllabus and a Year 12 syllabus. The complexity of the syllabus content increases from Year 11 to Year 12.

This Course introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials. Their production, mechanical properties under direct loads (tension or compression) and use in construction is explored. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building. Skills are also developed in working with construction materials, spatial perception and computation and levelling. The units explore processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

Assessment Schedule Year 11

There are no exams for the Building & Construction Course

All General Courses: Students will sit an Externally Set Task (EST) in Year 12 during Semester One.

| TYPE OF ASSESSMENT | WEIGHTING |
|--------------------|-----------|
| Production | 70% |
| Design | 20% |
| Response | 10% |

Minimum student numbers are required for the subject to proceed.



CHILDREN FAMILY & COMMUNITY – GENERAL GECFC (LIST A)

Prerequisites or Recommendation

There is no prerequisite for this Course.

This General Course is suited for students who are interested in studying and learning about children, families, and the community. There is no Industry work experience required for this Course.

Course Outline

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families, and communities.

Pathways

This course caters progresses to the Year 12 course of the same name and is for students seeking career pathways in areas, such as education, nursing, community services, childcare, and health.

Practical activities may include:

Virtual Computerised Baby Experience

Toy / Play Assignment

Recipe Book Production

Cooking for Children.

The content of the Course focuses around:

Family types and structure, role of families

Understand growth and development and milestones of development.

Resources and services for children and families on selected community issues.

Needs of children and relate to development

Nutritional needs and requirements of children and families.

Social Issues and Trends affecting children and families

Community services available to individuals and families in Western Australia.

Art & Craft related projects for families / children.

As part of the Course, the teacher will organise excursions to Kindergartens and Preschools for students to interact with young children and implement activities.

Assessment Outline

Investigations 30%

Production 55%

Response 15%

There are no exams for the Children, Family and The Community Course.

All General Courses: Students will sit an Externally Set Task (EST) in Year 12 during Semester 1.



DESIGN GENERAL

Recommendations

Nil

This Design Technical Drawing Course will help the student achieve success in the Technical Drawing environment and give them an introduction and grounding in the modern drafting office. It will teach the fundamentals of Technical Drawing using CAD programmes such as REVIT as well as 3D Product Design using Autodesk INVENTOR. Students will also be exposed to the Graphic Design software package Adobe Illustrator. The student will learn how to communicate with clients and colleagues using a range of media.

Further education, training and employment opportunities within this industry are greatly enhanced for students completing this course.

The focus of this pair of units is Design Fundamentals & Personal Design. This course is aimed at introducing and developing the knowledge and skills that enable them to create useful and beautiful things... be it furniture, or houses. Understanding and being able to follow a design process is fundamental to this course, and is at the heart of all of the tasks. As the course progresses, students will develop their skills in being able to respond to a design problem, and create a solution.

Students understand that design is a discipline area with its own history, traditions, tools and techniques. Students are introduced to design elements and principles, as well as the design process and its application. Basic drawing skills are introduced, as well as a range of techniques to demonstrate control over the elements of design.

This Design Course will focus on:

Sketching and presentation techniques to include rendering skills, tone and line work

CAD and instrument drawing skills

2D/3D designs, study tools and equipment, drawing layout and conventions

Perspective drawing

Engineering drawing.

Assessment Schedule

| TYPE OF ASSESSMENT | WEIGHTING |
|--------------------|-----------|
| Production | 70% |
| Response | 30% |

There is no exam for the General Course.

All General Courses: Students will sit an Externally Set Task (EST) in Year 12 during Semester One.

Minimum student numbers are required for the subject to proceed.

ENGINEERING (CERTIFICATE II LEVEL)

You will find this in the VET section of this booklet.

EARLY CHILDHOOD STUDIES / EARLY CHILDHOOD EDUCATION (CERTIFICATE III LEVEL)

You will find this in the VET section of this booklet.

MATERIALS DESIGN & TECHNOLOGY (WOOD) GENERAL**Recommendations**

Nil

This is a practical subject designed to give students the opportunity to experience aspects of designing, construction, furniture making, appraising and marketing wooden projects of all descriptions. This course will focus on the application of technology in the woodworking industry. This Course would be suitable for students wishing to study at TAFE or who are moving into the workforce or as a general interest for students.



Materials Design & Technology (Wood) is primarily a hands-on subject which allows students to produce practical projects whilst developing a better understanding of materials and improving their designing skills. Working with various timbers, students develop a range of manipulative, processing, manufacturing and organisational skills. Students use the Technology Process (Design) to solve problems and then produce projects using appropriate timbers to test the success of their designs, in the workshops

Students are expected to adhere to safety compliance at all times in the workshop area, including wearing supplied Personal Protective Equipment.

Unit 1 - This course guides students to interact with a wide variety of timber artefacts that have been specifically designed to perform certain functions. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Unit 2 - This course guides student interaction with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

There are no exams for the General Materials Wood Course.

All General Courses: Students will sit an Externally Set Task (EST) in Year 12 during Semester One.

| TYPE OF ASSESSMENT | WEIGHTING |
|--|-----------|
| Design Students apply a design process to develop an original product or project that they will later manufacture. | 25% |
| Production Students create extended and manufactured projects where they control, evaluate and manage the whole process. | 60% |

| TYPE OF ASSESSMENT | WEIGHTING |
|---|-----------|
| <p>Response</p> <p>Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluations reports.</p> | 15% |

Minimum student numbers are required for the subject to proceed.

MATERIALS DESIGN & TECHNOLOGY (WOOD) ATAR

Recommendations

Nil

The Materials Design and Technology ATAR course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

Unit 1 - This course guides students in developing an understanding of the elements and fundamentals of design and to consider human factors involved in the design, production and use of their projects. They will develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of timbers and timber products, making informed and appropriate selections for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of their individual design project. They learn about risk management and ongoing evaluation processes.

Unit 2 - This component of the course guides students in learning about the nature of designing for a client, target audience or market. They will apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects.

Students learn about the nature, properties and environmental impacts and issues related to a variety of timbers, timber products and production techniques. They develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.

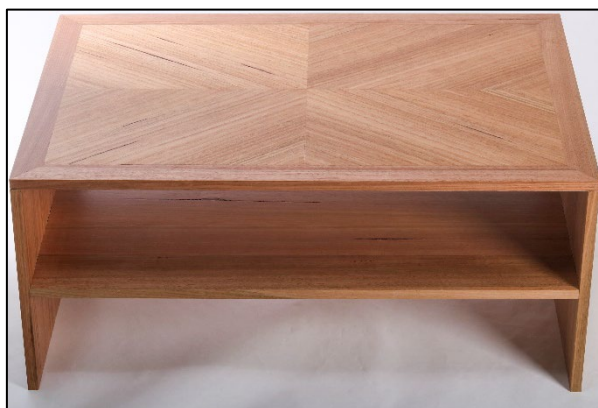


| TYPE OF ASSESSMENT | WEIGHTING |
|--|-----------|
| <p>Design (Practical portfolio)</p> <p>Research work in which students conduct and communicate an investigation and employ a Design process to create a plan for an individual timber artefact.</p> | 25% |
| <p>Production (Practical)</p> <p>The production of extended and manufactured projects where students control, evaluate and manage the entire process.</p> | 50% |
| <p>Response (Written)</p> <p>Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluation reports.</p> | 25% |

ATAR Pathway

There is an exam at the end of each semester in the ATAR MATERIALS DESIGN TECHNOLOGY WOOD Course.

Minimum student numbers are required for the subject to proceed.



MATERIALS DESIGN & TECHNOLOGY (METAL) GENERAL – JEWELLERY FOCUS**Recommendations**

Nil

This course will appeal to students interested in fine design and creative arts, both ATAR and non-ATAR.



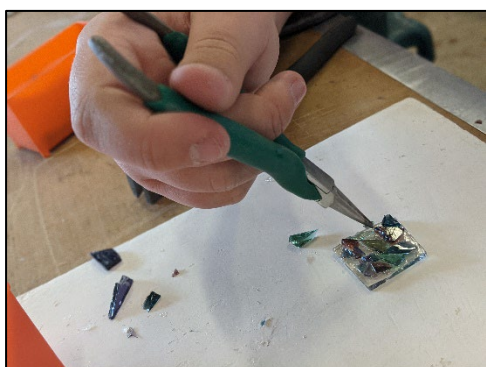
This course is well balanced with design development strategies leading to project construction within a highly practical course structure. Students are provided with the opportunity to design and construct unique and exciting pieces of jewellery. The use of ITC processes including 3-D printing and laser technology is available. Materials such as sterling silver, brass, copper and titanium may be used in conjunction with gemstones, pearls, dichroic glass and leather to produce items of jewellery. Wax is also used to form project work which is then cast into metal. Learning occurs in an Industry standard facility.

There are no exams for the General Materials Metal Course.

All General Course Students will sit an Externally Set Task (EST) in Year 12 during Semester 1.

| TYPE OF ASSESSMENT | WEIGHTING |
|--|-----------|
| Design (Practical portfolio) Research work in which students conduct and communicate an investigation and employ a Design process to create a plan for an individual jewellery artefact. | 25% |
| Production (Practical) The production of extended and manufactured projects where students control, evaluate and manage the entire process. | 60% |
| Response (Written) Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluation reports | 15% |

Minimum student numbers are required for the subject to proceed.



THE ARTS LEARNING AREA

DANCE, DRAMA, MEDIA ARTS, MUSIC, VISUAL ARTS

OVERVIEW

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all Arts subjects.

The Arts provide opportunities for students to learn how to create, design, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world. The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens.

A balanced education must include education in the Arts and it must be understood that the future of Australia is dependent, to a significant degree, upon the knowledge, skills and experiences an education in the Arts provides.

There is widespread international consensus that the future of work will be driven by creativity and innovation. The skills and capabilities central to the work of artists have been identified as those that may be increasingly sought in workforces of the future. Technological change is expanding opportunities for artists to create art in new ways and in diverse industries. A willingness to gain new skills is considered essential for preparing workforces for jobs yet to be imagined.

Reference: Australia Council for the Arts Submission to the Select Committee on the Future of Work and Workers, February 2018

Arts Courses on Offer

| YEAR 11 | | YEAR 12 | |
|------------------|-------------|------------------|-------------|
| Dance ATAR | Units 1 & 2 | Dance ATAR | Units 3 & 4 |
| Dance GENERAL | Units 1 & 2 | Dance GENERAL | Units 3 & 4 |
| Drama ATAR | Units 1 & 2 | Drama ATAR | Units 3 & 4 |
| Drama GENERAL | Units 1 & 2 | Drama GENERAL | Units 3 & 4 |
| Music ATAR | Units 1 & 2 | Music ATAR | Units 3 & 4 |
| VISUAL ARTS ATAR | Units 1 & 2 | VISUAL ARTS ATAR | Units 3 & 4 |



| YEAR 11 | | YEAR 12 | |
|--|----------------|--|----------------|
| VISUAL ARTS GENERAL | Units 1 & 2 | VISUAL ARTS GENERAL | Units 3 & 4 |
| Certificate Courses on offer within THE ARTS LEARNING AREA – (2 year Courses) Refer to VET section in handbook for Certificate description & pathways | | | |
| Certificate II FILM & PHOTOGRAPHY (Year 11 units) | | Certificate II FILM & PHOTOGRAPHY (Year 12 units) | |
| Certificate III MUSIC | | Certificate III MUSIC | |

DANCE

Dance ATAR

Year 11 (Units 1 & 2); Year 12 (Units 3 & 4)

This is the University Entrance pathway and is designed for students who are strong in both practical dance ability and English.

It is recommended that Year 10 Dance has been completed and that students are studying the ATAR Course in English. It is also recommended for students who have studied dance at private dance schools in the community.

Rationale

Through the dance course students will gain an understanding of the physical competencies specific to dance, including experiential anatomy, strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression. Students will also reflect on, respond to and evaluate how dance styles and forms are historically derived and culturally valued. There is the opportunity to present dance to an audience which enables students to understand and undertake in a wide range of production and design concepts, skills and roles.

Through the participation in the Dance ATAR course, students develop transferrable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills as well as the ability to organize, investigate, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields as well as many other areas.

Unit 1 - The focus for this unit is Popular Culture

Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre and etiquette which will be improved through increased opportunities for performance of popular styles.

Unit 2 - The focus for this unit is Australian dance

Students use their knowledge and understanding of dance language to reflect on the development of their ideas and concepts and examine how the language of movement in Australia is unique. Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence.

The unit content is divided into three areas:

1. Choreography
2. Performance
3. Contextual knowledge.

Students will sit semester exams. Details of the examination in this course are prescribed in the examination design briefs. The weighting for practical to written content/assessment is summarised below:

Performance/production =50%

Response (written) =30%

Written examination =10%

Practical (performance) examination =10%

Dance genres to be studied are Contemporary, and others chosen from the following: Jazz, Tap, Irish, Ballet, or Bollywood.

Additional Course Requirements: Some after school rehearsals, performances and excursions will occur and must be attended.

Minimum student numbers are required for the subject to proceed.

Dance General

Year 11 (Units 1 & 2); Year 12 (Units 3 & 4)

This is the TAFE/Work pathway and is designed for students who enjoy their dance, want to develop their communication, teamwork skills and confidence and who don't want to study a course with the rigor of ATAR.

It is recommended that Year 10 Dance has been completed and/or students have an interest in dance.

This is a course designed for students who are not on a tertiary pathway in Year 11 and 12 or would like a less rigorous course to balance out their ATAR workload. It would be suitable for students wishing to study at TAFE or who are moving into the workforce. This course for Year 11 students will likely run concurrently with the ATAR and Certificate courses.

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields as well as many other areas.

Unit 1 - The focus for this unit is Exploring the Components of dance

The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

Unit 2 - The focus for this unit is Dance as entertainment

Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance. Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Dance genres to be studied are Contemporary, and two others from the following: Jazz, Ballet, Irish, Bollywood and Tap.

The unit content is divided into three areas:

1. Choreography
2. Performance
3. Contextual knowledge.

Assessment in the General Course is weighted as follows:

| | |
|------------------------|-----|
| Performance/production | 70% |
| Response | 30% |

Additional Course Requirements: Some after-school rehearsals, performances and excursions will occur and must be attended.

Minimum student numbers are required for the subject to proceed.



DRAMA

ATAR and General

Dramatic skills are highly underrated in today's modern world as it becomes increasingly challenging to get along in a changing society. Drama allows us to explore our vulnerabilities and fears and helps us to overcome the challenges and pressures of everyday life. Drama helps us build confidence and allows us to engage with our peers and colleagues in a thoughtful and insightful way. It helps to prepare us for the world outside of schooling. It is a valuable pathway for many career choices, not just acting.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires them to develop and practice problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgments using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

Students will have the opportunity to view live theatre at least once per semester and will attend workshops when available.

Drama ATAR: Performance/Production 50% Response 50%

All candidates will be considered after discussion with the Drama teacher.

Unit 1 - Representational/Realist Drama

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

Unit 2 - Presentational/Non-Realist Drama

The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

Minimum student numbers are required for the subject to proceed.

Drama: General – Performance/Production 70% Response 30%

Open to ALL students

This is a course designed for students who are not on a tertiary pathway in Year 11 and 12 and would be suitable for students wishing to study at TAFE or who are moving into the workforce. This course for Year 11 students will run concurrently with the ATAR course. Students will not be required to complete any examinations as part of this course.

As part of the General Course students have the opportunity to participate in the College's Technical Course which is run at the Bunbury Regional Entertainment Centre. This course allows students hands on experience in technical elements such as Lighting, Sound, Audio

Visual and Stage Management. It also focuses on other Theatre elements such as Box Office and Front of House Duties.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Unit 1 – Dramatic storytelling

This unit engages students with the skills, techniques and conventions of dramatic storytelling.

Unit 2 – Drama performance events

This unit focuses on drama performance events for an audience other than their class members.

Minimum student numbers are required for the subject to proceed.



MEDIA ARTS

Media is a central part of our modern world. We are all drawn towards the media for a multitude of reasons: as entertainment, to keep abreast of news and increasingly for social interaction. Social media has turned us into media producers as well as consumers. Technological developments have allowed a very high quality of media works to be produced by us all and disseminated across the world. The Media course offered at Bunbury Catholic College allows students to harness their talents as amateur film makers, desk top publishers and photographers. Our industry-standard software enables students to develop editing skills which are relevant in their world.

The Media courses encourage students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students study traditional media works as well as experimental works which are cutting edge and innovative.

CERTIFICATE II IN FILM AND PHOTOGRAPHY

(See the Vocational Education Section for more information)

MUSIC

ATAR Units 1 and 2

For success in this subject, a student should have basic theory knowledge, including the ability to read and notate music. Students will also need to be a confident performer on a preferred instrument. Students are required to have individual tuition for their chosen instrument or voice. An audition and interview may be required.

Unit 1 and 2 Music looks at the development of the musical elements and narratives throughout the history of music. In each unit there are three set works, one each from Western Art, Contemporary and Jazz music.

Across the two units, students apply their understanding of music to create, communicate and evaluate music ideas. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied when listening, performing, composing and analysing music. Students explore how social, cultural and historical factors shape music in our diverse cultures and communities today. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing the songs that are the tapestry of our society. Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently perform both individually and in a group or ensemble.

Students will study two components.

1. Practical 50%
2. Written 50%

Practical Component

Students can choose to perform on an instrument or voice in one of four contexts:

Contemporary

Jazz

Western Art

Music Theatre.

Written Component

The written component includes the application of theory skills in order to analyse and deconstruct passages of music. Historical and cultural research of different musical pieces and the development of aural skills also forms part of the written component.

Students may study ATAR Music in conjunction with a Certificate III in Music.

Minimum student numbers are required for the subject to proceed.

CERTIFICATE III MUSIC

(See the vocational education section for more information.)

VISUAL ARTS

Visual Art courses place value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts courses engage students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice, perseverance and resilience, all of which are essential life skills.

Within contemporary society, there is increasing demand for visual literacy: the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts courses enable students to develop their visual literacy and communication skills and become discriminating in their judgements.

The Visual Arts courses encourage students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, printmaking, collage, ceramics, installations, textiles and multimedia.

Through their art experiences, students come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

The Visual Arts courses aim to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

VISUAL ARTS GENERAL

Recommendations: Nil

This is a course designed for students who are not on a university pathway in Year 11 and 12 and would be suitable for students wishing to study at TAFE or who are moving into the workforce.

In the Visual Arts General course, students engage in traditional and contemporary media and techniques of art, craft and design, promoting innovative practice. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They analyse and evaluate their own works and the works of others and develop an appreciation of the role of art in the community and their daily lives.

For each of the following units students must complete a Visual Diary and Studio Production for the practical component of the course and an Analysis and Investigation Task for the written component. Please note the written component in Year 11 will prepare students for the Externally Set Task in Year 12.

Unit 1 – Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Unit 2 – Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

The course is divided into two content areas and their related assessment types:

| TYPE OF ASSESSMENT | | | WEIGHTING |
|---|---|---|-----------|
| Art Making (Practical Component) | Production (Visual Diary and Production) | A body of work that incorporates resolved artwork and documentation of thinking and working practices. | 70% |
| Art Interpretation (Written Component) | Analysis | Response to analysis and evaluation of artwork sourced from a variety of forms, periods, times and/or cultures. | 15% |
| | Investigation | Case studies involving research and visual analysis focused on Australian and/or international visual artists | 15% |

Minimum student numbers are required for the subject to proceed.

VISUAL ARTS ATAR

Recommendation: Art studied in Years 9 & 10 is recommended but not compulsory. A 'C' Grade or better in General English.

Year 11 ATAR Course units provide opportunities for applied learning, however, the focus is more on academic learning and may be suitable for students who are looking towards university entrance after Year 12.

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

Unit 1 – Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision.

Unit 2 – Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation. They become aware that self-expression distinguishes individuals as well as cultures.

Students develop understandings of the personal and/or public functions of art in the expression of identity, such as narrative – telling personal stories or exploring myths.

The course is divided into two content areas and their related assessment types:

| TYPE OF ASSESSMENT | | | WEIGHTING |
|--------------------|---------------|---|-----------|
| Art Making | Production | A body of work that incorporates resolved artwork and documentation of thinking and working practices. | 50% |
| Art Interpretation | Analysis | Response to analysis and evaluation of artwork sourced from a variety of forms, periods, times and/or cultures. | 15% |
| | Investigation | Case studies involving research and visual analysis focused on Australian and/or international visual artists | 15% |
| | Examination | Conducted at the end of each semester and/or unit. | 20% |

Minimum student numbers are required for the subject to proceed.

VOCATIONAL EDUCATION AND TRAINING (VET)

| WORKPLACE LEARNING WPL | CERTIFICATE COURSES OFFERED ON CAMPUS AT BCC | VET IN SCHOOLS COURSES EXAMPLES ONLY | SCHOOL BASED TRAINEESHIP AND SCHOOL BASED APPRENTICESHIP |
|---|---|---|--|
| <p>YEAR 11: WORKPLACE LEARNING UNITS 1 & 2</p> <p>YEAR 12 UNITS: WORKPLACE LEARNING UNITS 3 & 4</p> <p>YEAR 11 and 12 WORK READY BARISTA (After school program)</p> <p>WORKPLACE LEARNING PLACE OF YOUR CHOICE 1 DAY A WEEK OR DURING THE SCHOOL HOLIDAYS IN THE WORKPLACE.</p> | <p>CERT III in EARLY CHILDHOOD EDUCATION AND CARE CERT III in BUSINESS CERT III in SPORT & RECREATION CERT II in COMMUNITY SERVICES CERT II in OUTDOOR EDUCATION CERT II in ENGINEERING CERT III in MUSIC CERT II in FILM & PHOTOGRAPHY CERT IV in PREPARATION FOR HEALTH AND NURSING STUDIES (On-Line delivery/Cost/ Mentored) ONLINE CERT COURSES INDIVIDUAL STUDENT CHOICE EXAMPLES: HORSEMANSHIP/ANIMAL SCIENCE/TOURISM</p> <p>NATIONALLY RECOGNISED CERTIFICATE COMPLETED WITHIN THE NORMAL SCHOOL PROGRAM</p> | <p>OVER 30 COURSES AVAILABLE</p> <p>1 to 2 DAY A WEEK OUT OF SCHOOL WITH A REGISTERED TRAINING ORGANISATION</p> <p>3 to 4 DAYS OF SCHOOL TO MEET ALL WACE REQUIREMENTS.</p> <p>PLEASE REFER TO THE EXTERNAL CERTIFICATE COURSES 2023 AT THEN END OF THIS SECTION OUTLINING ALL CERTIFICATE COURSES OFFERED THROUGH THE SOUTH REGIONAL TAFE AND/OR THE BUNBURY REGIONAL TRADE TRAINING CENTRES</p> | <p>MULTIPLE INDUSTRY AREAS COMBINING</p> <p>NATIONALLY ACCREDITED QUALIFICATIONS</p> <p>PAID WORK</p> <p>1 DAY A WEEK IN THE WORKPLACE IN BOTH PAID WORK AND TRAINING</p> <p>INDUSTRY AREAS MAY INCLUDE</p> <ul style="list-style-type: none"> BUSINESS RETAIL PHARMACY WAREHOUSE OPERATIONS |

Certificate Courses will only commence in 2023 if student numbers make it viable, State Government support and funding is available and the right RTO to deliver exists.

Certificate IV in Preparation for Health and Nursing Studies as well as online certificate courses do come at an additional cost. Industry placement may be a requirement for some of the above Certificate Courses in order to obtain full completion of the Certificate. For more details on any of the above information, contact Michael Downes in the VET/Careers Centre.

VOCATIONAL EDUCATION AND TRAINING (VET)

Year 11 and 12 students who are interested in pursuing a pathway which includes University, TAFE, an apprenticeship, traineeship or employment either during or when they leave school, have the opportunity to participate in a number of vocational programs. (Refer to the VET structure page).

WORKPLACE LEARNING: YEAR 11 & 12

There could be no more important choice for a young person than that of their career. So much of our lives involve working, and often where we live, the direction our lives take and our standard of living are dependent on that initial choice of career.

This course is holistic - it encompasses life, work and learning. Students explore a world of work that is constantly changing. Working independently and in collaboration with others, they develop an understanding of what is possible, and develop a set of "career skills". It's about pursuing one's dreams – wisely.

WORKPLACE LEARNING: (ENDORSED PROGRAM)

Students who are studying a vocational pathway have the option of selecting Workplace Learning as part of their six courses in year 11 and 12. Students will combine school learning with experience in industry/commercial work placements and represents a partnership between schools and the business sector. The aim is to develop competence in the Generic Skills area. These are the skills employers consider vital as a base from which one can develop industry specific skills. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career pathway options.

Workplace Learning is available in Years 11 and 12. In each year students must complete at least two placements with a minimum of fifty-five hours per work placement.

Benefits for Students:

Workplace Learning develops responsible work skills and assists in career planning and/or employment/apprenticeships/traineeships.

Increases self-esteem and confidence and develops broader communication skills.

Complements and reinforces school courses and increases awareness of the link between school, work and further education.

Provides a realistic understanding of the expectations of specific industries.

Provides students with a 'Skills Profile' which enhances their employment prospects.

TAFE entry points are awarded on successful completion.

Contributes towards The Certificate of Secondary Education.

CERTIFICATE III IN BUSINESS – BSB30120

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

Course Outline

Certificate III in Business is a two-year course, offered in partnership with Bunbury Catholic College and IVET Institute Pty Ltd (RTO ID 40548) which you will start in Year 11 and complete in Year 12. The certificate is a nationally recognised Vocational Education Training qualification that will help you should you want to:



Gain a business-related job role, including administrative assistant, clerical worker, data entry operator, information desk clerk, office junior or receptionist.

Gain a Traineeship within the Business industry.

Gain skills that can be applied and transferred to any industry.

Attain points for entry into any competitive certificate course at TAFE.

Attain course units toward your West Australian Certificate of Education (WACE).

This course aims to provide you with the practical skills and knowledge required in areas of business and office administration. Core skills will include: work health & safety, customer service, working in a business environment, interpersonal communication, IT use (keyboarding, word processing, spreadsheets, electronic communication), workplace effectiveness (using office technology and working effectively with others) and environmentally sustainable work practices.

Course Structure

The Certificate III in Business course is delivered over two years and is made up of 13 Units of Competency. To achieve the full Certificate III in Business qualification, you must demonstrate competency in all 13 Units of Competency.

Learning and assessment activities will include a variety of practical and theory based tasks.

Assessments: There are no semester exams or grades, students will be judged Competent or Not Yet Competent. Students are given sufficient opportunities to demonstrate competencies.

Minimum student numbers are required for the Course to proceed.



CERTIFICATE II COMMUNITY SERVICES CHC22015

This Course will introduce you to the community services industry. You will gain the essential theoretical knowledge and practical skills by completing this qualification.

Start on your path to a career in Community Services, Aged Care, Children's Services or Disability Sector.

Gain these skills:

Communication and working in health or community services

Organisation and completing daily work activities

Working with diverse people

Workplace health and safety

Students who select this Certificate II Community Services may also complete the following endorsed program offered and run at Bunbury Catholic College 'Catering / Hospitality Community Service Program' (Endorsed Program ADCS)

Content: To achieve the Certificate II Community Services Qualification, competency must be demonstrated in 9 Units of Competency.

There are 5 Core Units and 4 Elective Units for the Certificate II Community Services:

Core Units

CHCCOM001 Provide first point of contact

CHCCOM005 Communicate and work in health or community services

CHCDIV001 Work with diverse people

HLTWHS001 Participate in workplace health and safety

BSBWOR202 Organise and complete daily work activities

Elective Units (4 units will be selected and may include): Be an effective volunteer; Use digital technology for routine workplace tasks; Identify and respond to children and young people at risk; Promote Aboriginal and/or Torres Strait Islander cultural safety; Promote and provide healthy food and drinks.

Important Information Occupational Outcomes

Assistant Community Services Worker, Personal Care Assistant, Front Desk Officer/ Receptionist, Support Worker, Youth Worker or a Residential Support Worker.

Study Pathway

Certificate III in Community Services. Certificate IV in Community Services. Diploma of Community Services.

Assessments

Assessment is based on practical and theory-based exercises that will allow a student to demonstrate their competency in units.

Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Further Information: <https://training.gov.au/Training/Details/CHC22015>

Minimum student numbers are required for the Course to proceed.

CHC30121 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (EDUCATOR)

Any student who is completing a General Pathway OR ATAR Pathway can select this Course.

There are no entry requirements for this qualification.

Costs for this Certificate III Course for students and families is kept to a minimum as the Course is delivered at Bunbury Catholic College by a qualified teacher during normal class times. The Course is offered in partnership with Bunbury Catholic College and Fremantle Education Centre (RTO ID 50354).



Students will complete the Certificate III Course over Years 11 and 12.

This course is an introduction to the field of Early Childhood Studies and is aimed at students who wish to work with children. This nationally accredited qualification is the current industry minimum standard to become a qualified assistant and educator in a child care centre. This Course will teach you a range of skills designed to help you give young children the best start in life. You will learn how to ensure children's health and safety is maintained, promote healthy eating, how to support the physical and emotional wellbeing of children, provide experiences of play and learning to support children's development plus many other child caring and work based skills.

Careers / future pathways

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

Alternatively, students interested in Early Childhood Teaching can complete further studies and gain an alternative entry pathway into a teaching university.

Completion of this Certificate III Qualification is a pre-requisite (requirement) if you are planning to continue your education into the Diploma of Early Childhood Education and Care.

Consider the following:

Students will complete a First Aid as part of this Certificate Course.

Students will complete a Food Safety Program relevant to Early Childhood Centres – as well as preparing a variety of meals and snacks.

Visits and excursions to local Kindergarten and Early Childhood Centres will provide some hands-on experience with young children in an education care setting.

Art & Craft Portfolio of craft & play activities suitable for working with children will be produced during this Course.

Asthma & Allergy Training is included in this Course.

Industry Placements

Opportunities to observe and interact with children of a variety of ages are an important component of this Course. To successfully complete your Cert III in Early Childhood (Child Care), you will need to complete workplace experience in an Early Education & Care Centre and Kindergarten Centre. This will help you solidify your practical experience and skills in working with children and allow you to demonstrate your practical competencies in a real workplace.

Students will attain Course units towards the Western Australian Certificate of Education. (WACE) and attain points for entry into any Certificate Course at TAFE.

Assessments: All assessments are based on completing and passing 15 Units of Competency. To achieve the full Certificate qualification, you must demonstrate competency (pass) in each of the units of competency.

There are no semester exams or grades for this Course.

Minimum student numbers are required for the Course to proceed.

CERTIFICATE II IN ENGINEERING PATHWAYS – MEM20413

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

The Certificate II in Engineering Pathways course is offered in partnership with Bunbury Catholic College and Cartec Training Solutions (RTO ID 52502). By successfully completing the course requirements delivered over two (2) years, you will attain a Certificate II in Engineering Pathways. The certificate is a nationally recognised Vocational Education Training qualification that will help you should you want to:



Work in the Metals and Engineering industry.

Gain employment as a trade's assistant or an apprenticeship within the engineering industry.

Attain points for entry into any competitive certificate course at TAFE.

You also attain course units toward your West Australian Certificate of Education (WACE).

The course is designed to provide you with the skills that can be of direct use to you in the workplace. The Metals and Engineering industry work closely with government bodies to assist training groups to equip their future employees with the skills, industries wants and needs. Therefore, the course develops 'real world' skills that are very relevant to you and your future. You will learn about safety and quality control as well as skills in using tools, measuring and calculating, drawing and interpreting sketches, mechanical cutting, thermal cutting, arc, oxy and MIG welding.

You will practise the skills you have learned in the workshop environment and undertake supervised workplace learning within the industry area in order to see the connection with what is learned at school and the workplace.

Course Structure

The course is structured into 12 units of competency. To achieve the full certificate qualification, you must demonstrate competency in each of the 12 units of competency. There are no semester exams or grades, you will be assessed Competent or Not Yet Competent. You will be given sufficient opportunities to demonstrate competencies.

Minimum student numbers are required for the Course to proceed.

CERTIFICATE II IN FILM AND PHOTOGRAPHY (CREATIVE INDUSTRIES: MEDIA) – CUA20220

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

Certificate II in Creative Industries (Media) is a two-year course, which students will start in Year 11 and complete in Year 12. It is offered in partnership between Bunbury Catholic College and North Metropolitan TAFE (RTO ID 52786). This certificate is a nationally recognised Vocational Education Training qualification that will help students qualify for possible direct entry into:



Certificate III or IV in Creative Industries (Media).

Qualify for possible direct entry into North Metropolitan TAFE.

Attain points for entry into any competitive certificate course at TAFE.

Attain course units towards the West Australian Certificate of Education (WACE).

Attain experience and industry contacts to enable them to pursue a career pathway in one of the creative industries, such as film, television, journalism, advertising, design and photography.

The course will give students practical skills that can be of direct use in the workplace. It has been designed by the media industry to equip its future employees with the skills that the industry wants and needs. Therefore, the course develops relevant skills and experience that will benefit students in their future studies and careers.

Course Structure

The course is designed into 10 units of competency. To achieve the full certificate qualification, students must demonstrate competency in each of the 10 units of competency. There are no semester examinations or grades; students will be judged Competent or Not Yet Competent. Students will be given sufficient opportunities to demonstrate competencies. In this course, students will:

Learn how to use a DSLR camera and various industry-standard microphones.

Study lighting design in our school studio, which includes professional backdrops and green screen capabilities.

Make short films in a variety of genres.

Perform vision and sound editing using the latest Adobe software.

Study design processes.

Learn about the creative arts industry.

Master critical thinking techniques.

Develop group work skills.

Benefits of the Certificate II in Creative Industries (Media)

There are many benefits in completing the Certificate II in Creative Industries (Media). These include:

Underpinning knowledge and skills in various media disciplines.

Exposure to creative industries professionals, through various incursions and excursions.

Opportunities to enter competitions for cash prizes and to have work exhibited.

Minimum student numbers are required for the Course to proceed.

CERTIFICATE III IN MUSIC INDUSTRY – CUA30920

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

An audition may be required.

Students must be receiving private tuition in their instrument of choice. e.g. Voice, percussion, piano, guitar etc.



The Certificate III in Music Industry is offered in partnership with Bunbury Catholic College and The College of Sound and Music Production (RTO ID 41549). By successfully completing the course requirements you will attain a Certificate III in Music Industry. This certificate is a nationally recognised Vocational Education Training qualification that will help you should you want to:

Work in the music industry – band member, songwriter, solo artist etc.

Qualify for direct entry into a Certificate IV in music

Attain points for entry into any competitive certificate course at TAFE

You also attain course units toward your West Australian Certificate of Education (WACE).

The course is designed to give you skills that can be of direct use to you in the workplace and have been designed by the music industry to equip their future employees with the skills, industries want and need. Therefore, the course develops, ‘real world’ skills that are very relevant to you and your future. You will be expected to mix sound, perform and assist in school music events as part of your industry experience.

Course Structure

The course is structured into 11 units of competency and allows for specialisation in music performance. To achieve the full certificate qualification, you must demonstrate competency in each of the 11 units of competency. There are no semester exams or grades, you will be judged competent or not yet competent. You will be given sufficient opportunities to demonstrate competencies. Students are encouraged to participate actively in live performance, studio recording, song-writing, sound mixing, making music demo’s and working in the music industry locally.

Possible units of study include perform as a soloist or group. making a music demo, composing music, working effectively in the music industry and operating sound systems.

Minimum student numbers are required for the Course to proceed.

CERTIFICATE II IN OUTDOOR RECREATION – SIS20419

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

Certificate II in Outdoor Recreation is a two-year course, which students will start in Year 11 and complete in Year 12. It is offered in partnership with Bunbury Catholic College and IVET Institute Pty Ltd (RTO ID 40548). Upon completion of this course, students will attain a full Certificate II, this certificate is a nationally recognised Vocational Education Training qualification.

Through interaction with the natural world, Outdoor Recreation aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of this course is to contribute towards a sustainable world.

Outdoor Recreation outcomes:

Understanding the principles of Outdoor Recreation

Skills for safe participation in outdoor activities

Understanding of the environment

Self-management and interpersonal skills in outdoor activities

Attain course units toward your West Australian Certificate of Education (WACE).

Future employment opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many unforeseen areas evolving in the outdoors industry.



Learning Contexts

Young people have an instinct for adventure and a need to express themselves physically. This course provides the balance of physical, emotional and mental experiences to help maximise their potential. Outdoor activities are excellent educational tools because they engage the whole self: the physical, mental/emotional and social.

Course Structure

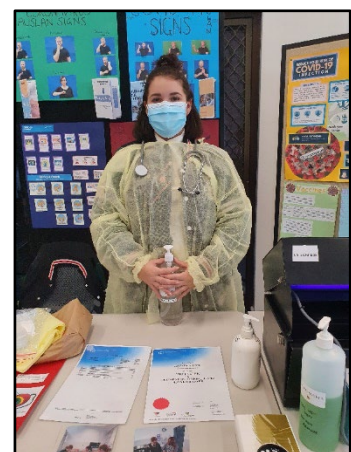
The course operates on one pathway where students will complete a Certificate II in Outdoor Recreation over the 2 years. The course is designed into 11 units of competency. To achieve the full certificate qualification, students must demonstrate competency in each of the 11 units of competency. Students will also complete a Provide First Aid qualification, Bronze Medallion, Recreational Skippers Ticket, Basic Skills Award for Surfing and Sea Kayaking. This course is for students who enjoy the Outdoors and have an appreciation and interest in the environment.

Minimum student numbers are required for the Course to proceed.

CERTIFICATE IV IN PREPARATION FOR HEALTH AND NURSING STUDIES – 52831WA

ONLINE – ADDITIONAL COST – MENTORED – A PART OF THE STUDENT'S COLLEGE TIMETABLE.

If you're interested in studying health science at university - then this is a great starting point for your career goals. As this course has been designed to give you a foundational knowledge of your first-year university subjects, you will be guided through science subjects like human biology, chemistry, and physics. You'll also be taught about diseases across the world and use this knowledge to help identify human body imbalances through the use of case studies and scenarios. Finally, you will add to your skill level by learning about communicating at the university level with skills such as referencing, improving study habits, and creating your university schedule.



This being a Certificate IV level qualification, students wishing to be successful in completing the whole Cert should have had at least recommendations for ATAR Human Biology, Application Mathematics, and have shown success in Year 10 Chemistry. This qualification may make students eligible for entry into nursing programs. Please note that there are additional requirements for entrance into the HLT54115 Diploma of Nursing qualification.

The Certificate will be a part of a student's normal Timetable and will have an experienced ATAR Human Biology mentor teacher to help and guide them through the information and assist them in their preparation of assessments. The course will be fully on-line and run through Health Science Hub (RTO Code 52806).

The Certificate will come at a cost to individual students, which will need the first instalment paid shortly after enrolment. The remaining total will need to be paid in full in term 1, 2023. The final cost and parent/school contributions will be known during the latter part of Term 3 in 2022. Payment plans are also available.

Minimum student numbers are required for the Course to proceed.

CERTIFICATE III IN SPORT AND RECREATION SIS30115

As well as other certificates. For example: First Aid Certificate and an opportunity to also gain an Austswim Qualification.

These certificates prepare students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.



Students who enrol in this course are working towards completing a national recognised qualification (Certificate III Sport and Recreation) which will be completed over two years in Year 11 and Year 12. A great opportunity to gain this Certificate while still at school. This course is for students who enjoy and have an interest in sport, coaching, umpiring and sport administration.

You will practise the skills you have learned in the school environment and undertake supervised workplace learning within the sports industry area in order to see the connection with what is learned at school and the workplace as well as completing units of competency that requires work-based skills.

Students may have to complete a minimal number of VOLUNTEER hours outside of school time to complete this course. They will also participate in Excursions such as help run the South West Netball High Schools Cup, helping at Winter Carnivals & OLMC Athletics Carnival. They will participate in coaching and umpiring sessions of their peers and younger children, such as in primary schools during class time. They will also facilitate events for their peers and for others.

By completing a Certificate III in Sport and Recreation, you will:

Qualify to apply and put you in good standing, skills and knowledge for entry into Certificate IV in Sport and Recreation at South Regional TAFE.

Have the skills and knowledge for entry level into the Fitness Sport and Recreation Industry. (For example, assisting with dry court duties at a Recreation Centre)

Attain points for entry into any competitive certificate at South Regional TAFE or other TAFE.

Obtain unit equivalence towards WACE.

The Certificate III in Sport and Recreation course is offered in partnership with the Bunbury Catholic College and IVET Institute Pty Ltd (RTO ID 40548). The course is structured into 15 units including areas such as Work Health and Safety, Customer Service, Coaching, Officiating, First Aid, to achieve the full certificate qualification you must demonstrate competency in each of these 15 units of competency. There are no semester exams or grades, you will be judged Competent or Not Yet Competent. You will be given sufficient opportunities to demonstrate competencies.

Minimum student numbers are required for the Course to proceed.

VET IN SCHOOLS (VIS)

What is Vocational Education and Training in School?

The VETiS (VIS) program is a fantastic opportunity for students in Years 11 and 12 who are enrolled in the Western Australian Certificate of Education (WACE), to be one step ahead of other young people who want to undertake an apprenticeship/traineeship/certificate course. It is a school-based program and is intended as a transition from school to the workplace/TAFE/University.

Training commences in a number of selected industry areas for interested students and if successful will end with a Certificate II, III and/or IV. Students must attend school, undertake Units of Competency within the VETiS program at a Registered Training Organisation (RTO) participating in the program and participate in units of Workplace Learning.

Currently Bunbury Catholic College students can access either South Regional TAFE or Bunbury Regional Trade Training Centres to complete their chosen course.

Fees and Charges

VET in Schools Courses offered are dependent on Government funding, an RTO to deliver and the number of enrolments each year and cannot be guaranteed.

Students who participate in any of these courses may also be required to pay a course fee, administration fee, purchase textbooks and/or trade equipment/tools. Some of the courses available do not attract fees according to the particular industry area and if it falls within the States Skill Shortage List.

Who to Contact for More Information?

More information can be obtained from the VET/Careers Centre at Bunbury Catholic College.

CERTIFICATE COURSES OFFERED IN 2023

External Certificate Courses 2023
 Offered off Campus 1 or 2 days per week
 through external Registered Training Organisations

Name: _____

Homeroom: _____



Place a number from 1 - 3 in the box for the course/s you are interested in, with 1 being your first preference.

| | |
|--|---|
| Certificate III in Animal Care Services <input type="checkbox"/> | Certificate II in Automotive Servicing Technology (Light Vehicle Pre-Apprenticeship) (PAIS) <input type="checkbox"/> |
| Certificate II in Automotive Electrical Technology <input type="checkbox"/> | Certificate II in Automotive Servicing Technology (Heavy Vehicle Pre-Apprenticeship) (PAIS) <input type="checkbox"/> |
| Certificate II in Autonomous Workplace Operations <input type="checkbox"/> | Certificate II in Building and Construction (PAIS) (Pathway - Trades) [Bricklaying and Blocklaying] <input type="checkbox"/> |
| Certificate III in Aviation (Remote Pilot) <input type="checkbox"/> | Certificate II in Building and Construction (PAIS) (Pathway - Trades) [Carpentry & Joinery] <input type="checkbox"/> |
| Certificate II in Building and Construction (Trades Pathway) <input type="checkbox"/> | Certificate II in Building and Construction (PAIS) (Pathway - Trades) [Painting & Decorating] <input type="checkbox"/> |
| Certificate II in Building and Construction (Para Professional Pathway) <input type="checkbox"/> | Certificate II in Conservation and Land Management <input type="checkbox"/> |
| Certificate II in Civil Construction <input type="checkbox"/> | Certificate II in Electrotechnology (PAIS) <input type="checkbox"/> |
| Certificate III in Community Services <input type="checkbox"/> | Certificate II in Horticulture <input type="checkbox"/> |
| Certificate II in Data and Voice Communications <input type="checkbox"/> | Certificate II in Hospitality <input type="checkbox"/> |
| Certificate IV in Dental Assisting <input type="checkbox"/> | Certificate II in Information, Digital Media and Technology <input type="checkbox"/> |
| Certificate II in Electrotechnology (Career Start) <input type="checkbox"/> | Certificate II in Kitchen Operations (PAIS) <input type="checkbox"/> |
| Certificate III in Health Services Assistance <input type="checkbox"/> | Certificate II in Retail Cosmetics <input type="checkbox"/> |
| Certificate II in Medical Service First Response <input type="checkbox"/> | Certificate II in Retail Services <input type="checkbox"/> |
| Certificate II in Plumbing <input type="checkbox"/> | Certificate II in Salon Assistant <input type="checkbox"/> |
| Certificate III in Retail <input type="checkbox"/> | Certificate II in Tourism <input type="checkbox"/> |
| Certificate III in School Based Education Support <input type="checkbox"/> | |
| Certificate IV in School Based Education Support <input type="checkbox"/> | |

- Courses will only commence in 2023 if student numbers make it viable, State Government support and funding is available, and the right RTO is available to deliver the course.
- There is a cost associated with undertaking some of the above courses and these costs for 2023 will be available at the time of Year 11 Subject Selection.
- For more details on any of the above information, contact Michael Downes in the VET/Careers Centre on 9721 0000.

VIRTUAL SCHOOL NETWORK (ViSN)

ViSN is a network of Catholic Education Western Australia (CEWA) secondary schools who work together to deliver online courses to Year 11 and Year 12 students.

ViSN provides students with the opportunity to engage in studies not available at their own school.

HOW DOES VISN WORK?

Students remain enrolled at their own school but register for a ViSN online course, taught by a teacher (usually) in another WA Catholic school.

ViSN courses are compliant with SCSA requirements and can be used towards the calculation of WACE. In other words, they are no different to the courses delivered in a face-to-face classroom. If a student is enrolled in a ViSN course, it becomes one of the 5 or 6 courses that are a part of the student's total study program.

AT BCC, WHICH STUDENTS STUDY THROUGH VISN

At Bunbury Catholic College, a comprehensive range of ATAR courses is on offer through normal, face-to-face classes. As a result, very few students need to study courses via ViSN. However, if the number of students who elect to study a particular course in Year 11 is too low for a normal face-to-face class to be viable, then these students can elect to study the course via ViSN. Alternatively, if the number of students studying a Year 11 course in a face-to-face class progressively drops to the point where the class becomes unviable, then in Year 12, the remaining students may be required to continue the course via ViSN.

Other instances in which students may choose to study a ViSN course include:

- Travelling with family
- Too unwell for school
- Away for competition.

ViSN courses are not for every student. Experience has shown that to succeed, students studying via ViSN need to be independent, self-motivated learners.

COSTS

The cost is undertaken by the College if a student has enrolled in the ViSN allocated subjects; outside this the family pays for the course.

ENROLMENT

Please refer to the [ViSN online Learning Handbook](#)