

Year Ten Curriculum Booklet

2023



TABLE OF CONTENT

Introduction.....	i
-------------------	---

CURRICULUM SUBJECTS

Religious Education	1
English.....	3
Health Education	4
Humanities	5
Mathematics.....	6
Science.....	8

ELECTIVES

The Arts	11
Languages	18
Physical Education	21
Technologies Learning Area	23
Vocational Education & Training	35

INTRODUCTION

The Year Ten Curriculum comprises of both Compulsory and Elective subjects. Details of these follow in the lists below as well as descriptions in the rest of this handbook.

COMPULSORY SUBJECTS

Religious Education	Mathematics
English	Physical Education
Health Education	Science
Humanities	

All students must complete courses in each of the compulsory subjects. The placement of students into compulsory courses is based on their academic performance in Year 9 for English, Humanities, Mathematics and Science.

Movement from one course to another may occur, depending on an individual student's progress.

Parents are notified of course allocations for Year Ten prior to the commencement of the academic year. Year Eleven Courses will only be run if numbers permit.

Possible Pathways from Year Ten to Year Eleven

Due to the varying level of complexity of Year Eleven/Twelve Courses, a student's performance in Year Ten determines the degree of difficulty of the course they can undertake in Years Eleven/Twelve. Table 1 below demonstrates the level required in Year Ten to enrol in the subsequent Year Eleven/Twelve Courses. Along with those listed in Table 1, Table 2 is a list of the subjects currently on offer for 2020/2021. These subjects can change depending upon the preferences of particular year groups. Courses will only run should numbers permit.

Table 1

YEAR TEN COURSES	YEAR ELEVEN COURSES
Humanities	
Extension	ATAR Geography; ATAR Economics; ATAR History
General	ATAR Geography; ATAR Economics; ATAR History Options available
Skills	Options available
Mathematics	
Specialist	ATAR Specialist; ATAR Applications
Extension	ATAR Methods; ATAR Applications
General A	ATAR Applications; GENERAL Essential
General B	ATAR Applications; GENERAL Essential
Skills	GENERAL Essential; FOUNDATIONS

YEAR TEN COURSES	YEAR ELEVEN COURSES
English	
Extension	ATAR English; ATAR Literature
General	ATAR English; GENERAL English
Skills	GENERAL English; FOUNDATIONS English
Science	
Extension	ATAR Biology; ATAR Chemistry; ATAR Earthy & Environmental Science; ATAR Human Biology; ATAR psychology GENERAL Human Biology
General	ATAR Biology; ATAR Earth & Environmental Science; ATAR Human Biology; ATAR Psychology GENERAL Human Biology
Skills	RTO options available

Additional possible Courses available in Years Eleven and Twelve

Table 2

ATAR SUBJECTS	GENERAL SUBJECTS	CERTIFICATE SUBJECTS
Religion & Life	Religion & Life	Certificate III in Business
Accounting	Building & Construction	Certificate III in Early Childhood Education
Dance	Computer Science	Certificate II in Engineering Pathways
Drama	Chemistry	Certificate II in Film & Photography
Italian	Dance	Certificate II in Outdoor Recreation
Material Design Technology Wood	Design	Certificate III in Sport & Recreation
Music	Drama	Certificate IV in Preparation Health and Nursing
Physical Education Studies	Geography	Certificate III in Music
Visual Arts	Human Biology	
Indonesian	Marine & Maritime Studies	
	Material Design Technology Wood	
	Physical Education Studies	
	Workplace Learning	

RELIGIOUS EDUCATION

Religious Education at Bunbury Catholic College seeks to be educational, challenging and creative in its approach while being open to and supportive of the growth and enrichment of faith.

Year Ten is the fourth stage of the College's Year Seven to Year Twelve Religious Education Program. The course is designed to respond to the students' young adult status both in terms of expectations of quality of responses and of acknowledgement of students' growth towards adult faith. The modules and their sequence fulfil the expectations as laid down in the Archdiocesan Guidelines.

The Year Ten Religious Education course is a valuable preparation for Upper School where students choose to either study Religion and Life GENERAL or Religion and Life ATAR. Emphasis is placed on the gaining of knowledge and understandings in Year Ten, which helps facilitate a more adult response to the study of religion in the Religion and Life Courses in Years Eleven and Twelve.

Texts

- Come Follow Me
- Catholic Youth Bible

Content and Concepts Explored in Year Ten Religious Education

Vocation-we are called by God in every aspect of our life; what does this mean and how does an individual respond to God's call?

Living a Christian Life: Responding to Jesus' call to follow him...what does it mean to live a Christian life? What is required of each individual?

Conscience: Pope Francis has stated that the role of the Church is to help form consciences- what does this mean? What is the role of a person's conscience?

Church History: The Catholic Church has existed for over two thousand years- what are some key moments in the life of the Church?

Social Justice: Jesus came to restore original justice. What is social justice? How can the Church contribute to building a fair and just society?

Assessments

Students will complete two assessment tasks each term in Religious Education. A variety of assessment items will be used including source analysis; research investigations; tests, short answer explanations; extended answers(essay), oral presentations; multi-media presentations.

Assessment and Judging Standards. Year Ten Religious Education				
Judging Standards	Students are graded from A – E in relation to a set of Judging standards based in grade descriptors appropriate the expected standards required for each year.			
A	B	C	D	E
demonstrates excellent achievement of what is expected for Year Ten.	demonstrates high achievement of what is expected for Year Ten.	demonstrates satisfactory achievement of what is expected for Year Ten.	demonstrates limited achievement of what is expected for Year Ten.	demonstrates very low achievement of what is expected for Year Ten.

ENGLISH

Developing confident, literate and cultured citizens for the future.

The English Learning area provides opportunities for students to acquire the knowledge, skills, attitudes and values essential to their becoming active and literate citizens in a rapidly changing world.

The overall objective of the English Learning Area is to develop students' knowledge of English language, literature and literacy that can be successfully applied in authentic and increasingly complex settings.

Students will listen to, read and view an array of written, visual and multi-modal texts, and be required to demonstrate their understandings through speaking, writing and creating an array of text types. These texts range from narratives and poetry to persuasive texts and analytical essays. All programs are developed according to the requirements outlined by the School Curriculum and Standards Authority, in accordance with The Australian Curriculum.

Year Ten students will be placed in English Extension, General or Skills courses at the beginning of the year based on their level of achievement in Year Nine. Students may be moved from one course to another during the year depending on their performance.

EXTENSION

This is the most demanding of the English courses offered in Year Ten and therefore requires a very high level of motivation and a strong work ethic. Texts and concepts studied aim to challenge and extend students. Assessments and content are constructed to enable students to demonstrate increasingly complex understandings and increasingly sophisticated communication of their understandings.

GENERAL

In this course, students learn about the English language, how it works and how to use it effectively. Students are encouraged to develop and extend their functional and critical literacy skills by responding to and composing a range of text types.

SKILLS

This course is designed for students who find English challenging. The focus is on improving and developing students' functional literacy; including reading and comprehension skills, grammar, spelling and punctuation. Students are also encouraged to avoid being passive receivers of textual messages and develop critical reading skills. Students who complete the Skills English course receive ongoing support to give them the best opportunity to achieve literacy benchmarks for OLN, essential for completing the Western Australian Certificate of Education (WACE), awarded to senior students.

Assessment

Is composed of relevant and practical tasks which are designed to prepare students for ATAR, General and Foundation English courses (as required) in Years Eleven and Twelve.

HEALTH EDUCATION

The aim of the Health Education program at the College is designed to provide students with the knowledge and skills with which to be prepared to make decisions that may have long lasting repercussions. This course aims to allow students to make informed choices about their lifestyles, with an emphasis on being able to make the “right” choices.

The Year Ten program covers topics such as: coping with Fitness and Body systems (in preparation for Physical Education in Upper school), Drugs, Mental Health and driver education training through the Keys for Life Program.

The Focus Area is Concepts for a Healthy Lifestyle.

HUMANITIES

In Year Ten students will complete the same Humanities course, however, classes will be streamed by level of difficulty from Course One to Course Three (lowest level of difficulty). Results achieved in Year Nine will determine which course a student will study.

The course content is derived from the SCSA P-10 WA curriculum. The essential knowledge and skills covered will reflect the disciplines of Geography, Economics, History and Politics and Law.

The topics covered throughout the year include:

- Civics and Citizenship: Justice at home and overseas.
- Economics and Business: Economic performance and living standards.
- Geography: Environmental change and management, and human well-being.
- History: Investigating WWII, and rights and freedoms.

Assessments

Course outlines will provide information on assessment type and structure at the commencement of each topic. Assessments will be adjusted to suit the level of student ability ranging from Course One classes through to Course Three.

Students should try to achieve a minimum of a 'B' grade average in Course Two and a 'C' grade in Course One classes to qualify for selection of a Humanities and Social Science Year Eleven course of study: Economics, Accounting, Modern History and Politics & Law.

MATHEMATICS

Year Ten students will be placed into Extension, General or Skills courses in 2022 based on their performance in Year Nine. Student movement between classes is closely monitored to ensure students are taking a course which will provide the most appropriate pathway towards further study in Years Eleven, Twelve and beyond. At the commencement of the second semester of Year Ten, all students will be placed in courses that align with the subject choices they have made for Year Eleven. These classes are called Pre-Methods, Pre-Applications and General. If a student has not chosen a Maths course for Year Eleven, they will be placed in a General class. All courses cover the Number & Algebra, Measurement & Geometry and Statistics & Probability outcomes defined in the Western Australian Curriculum.

Extension A

This is the most demanding of the courses offered in Year Ten. Students will be expected to engage in activities that will challenge their mathematical thinking, as well as engaging in the Year Ten and Year Ten Advanced WA Curriculum. The course prepares students primarily for the ATAR courses Mathematics Specialist and Mathematics Methods in Years Eleven and Twelve.

Extension B

This course is based on the Year Ten WA Curriculum and also covers some aspects of the Year Ten Advanced WA Curriculum. Students will be expected to engage in activities that will challenge their mathematical thinking. The course prepares students primarily for Mathematics Applications in Years Eleven and Twelve.

General A

The students in General A will study many of the same topics as those in the Extension course, but will proceed at a more moderate pace, spending time consolidating general concepts in the Year Ten WA Curriculum. The General A course prepares students for the ATAR course Mathematics Applications or for the General course Mathematics Essential.

General B

Students in General B will study similar outcomes to the General A course but will focus on the basic concepts of each and apply them to familiar situations. The General B course prepares students for the General course Mathematics Essential.

Skills

This course will have a strong emphasis on mathematical skills needed for real life situations. Mathematics Skills will focus on the WA Curriculum with emphasis on the Australian Core Skills Framework in preparation for entry to TAFE or Workplace Learning opportunities and passing the OLNA test.

Assessment

Assessment will vary through the courses, and may include tests, examinations, investigations, and assignments. An assessment outline is included in each Maths program as well as the judging standards that are referred to when assessing and reporting on each course.

SCIENCE

Students in Year Ten will be allocated to one of three courses – Extension, General or Skills – based upon their academic results in Year Nine.

EXTENSION

Students must achieve at least a C grade in Year Nine Extension, or an A grade in Year Nine General Science to be considered for this rigorous course. Students will cover the four Science Understanding sub-strands from the Western Australian Curriculum, as well as developing Science Inquiry Skills and learning about Science as a Human Endeavour.

Biological Sciences

Students will study the nature of DNA and genes. They will be able to explain the cell division processes of mitosis and meiosis. They will be able to explain how genetic variation is created and how heritable characteristics are passed from one generation to the next. They will understand how variations within a species and environmental pressures can lead to a change in characteristics. They will study the theory of evolution by natural selection as an explanation for the diversity of living things, and be able to describe the range of scientific evidence that supports the theory. This will help to prepare students for the ATAR courses in Biological Science and Human Biological Sciences.

Chemical Sciences

Students will study the Periodic Table of elements in some detail and be able to describe how atomic structure and properties of elements are used to organise them. They will understand the concepts used to explain changes in systems and families of chemical reactions, as well as considering the factors affecting rates of reactions. Emphasis will be placed on the structure, properties and reactions of substances, as a preparation for the ATAR Chemistry. Students will be introduced to balancing chemical equations and will also be introduced to Year Eleven Chemistry content related to chemical calculations.

Physical Sciences

Students will describe energy transfers and transformations. They will investigate and learn about potential and kinetic energy forces and how the laws of physics can be used to describe and predict the motion of objects. Students will learn to use and manipulate mathematical formulae to solve problems related to motion and energy transformations. This will help prepare them for the ATAR Physics course.

Earth and Space Sciences

Students will learn that the universe contains features including galaxies, stars and solar systems and that the Big Bang Theory can be used to explain the origins of the universe. They will understand that climate (average temperature and rainfall) and global systems such as the carbon and nitrogen cycles rely on interactions involving the biosphere, lithosphere, hydrosphere and the atmosphere. This will assist in preparation for the ATAR Earth and Environmental Science course.

Assessment

Will be comprised of such items as exams and tests, open-ended tasks, research, investigating and reporting.

GENERAL

Students in this course will have achieved a B grade or lower in the Year Nine General Science Course. Students will cover the four Science Understanding sub-strands from the Western Australian Curriculum, as well as developing Science Inquiry Skills and learning about Science as a Human Endeavour.

Biological Sciences

Students will study how organisms grow and reproduce and understand how they change over several generations. They will understand how variations within a species and environmental pressure can lead to a change in characteristics. They will study the theory of evolution by natural selection, how it explains the diversity of living things and is supported by a range of scientific evidence. This will help to prepare students for General courses in Biology and Human Biological Sciences.

Chemical Sciences

Students will study the atomic structure and properties of elements and how they are used to organise elements in the Periodic Table. They will study how different types of chemical reactions are used to produce a range of products and can occur at different rates. This will prepare them for a General Chemistry course.

Physical Sciences

Students will describe energy transfers and transformations. They will investigate and learn about potential and kinetic energy, about forces acting on objects and that the motion of objects can be described and predicted using basic laws of physics.

Earth and Space Sciences

Students will learn that the universe contains features including galaxies, stars and solar systems and that the Big Bang Theory can be used to explain the origins of the universe. They will understand that global systems such as the carbon cycle rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. This will assist in preparation for both Biology and Earth and Environmental Science.

Assessments

Will include tests and exams, open-ended tasks, research, modelling, investigating and reporting.

SKILLS

The focus for this course is science in everyday life. Students will engage in practical activities that are relevant to them. By so doing they learn that the application of science is a process they can use to investigate their world. Emphasis is placed on the safe and responsible use of equipment as well as

the development of positive attitudes. Students learn that scientific knowledge is applied in everyday situations, such as when park rangers, electricians and gardeners do their work.

Students learn that scientists are people who work in our community to protect our environment, design new ways of doing things and produce new products to enhance our lives. They understand that science is used to make decisions concerning issues in our society such as conserving our environment or the quality of the food we eat.

Students will be involved in learning contexts that cover all three of the following areas:

- biological science
- physical/chemical science
- earth/environmental science.

Assessments

Will be comprised of such items as teacher-directed investigations, in which students contribute ideas, identify factors that affect the investigation (in discussion with the teacher and other students), carry out simple steps and record their observations; Practical tasks and/or exercises designed to develop and/or assess a range of laboratory related skills and conceptual understanding of science knowledge and skills associated with processing data. Students apply their understanding and skills in science to present responses to questions and solve practical problems in the classroom situation. Types of evidence may include: exercises requiring popular media and/or advertising; responses to specific questions based on individual experiences; portfolio of work addressing a specific topic; practical project; PowerPoint/video/audio presentations on a selected topic.

THE ARTS

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 Learning Area comprises five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts.



Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world. Students who participate in The Arts, become confident and inspiring individuals. They learn how to show initiative and take on responsibility and ownership of their education and therefore direction in life. Performing and Visual artists are highly sought after in today's employment climate as they are solution focused people.











Why should you choose an Arts Subject?

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories.

The Arts develops problem solving strategies and critical thinking.

The Arts contribute to the development of confident and creative individuals.

PATHWAYS FOR UPPER SCHOOL ARTS COURSES

Year Ten		Year Eleven		Year Twelve
Dance		Dance ATAR Or Dance General		Dance ATAR Or Dance General
Drama		Drama ATAR Or Drama General		Drama ATAR Or Drama General
Media Arts		General Media		General Media
Music		Music ATAR And/or Certificate III Music		Music ATAR And/or Certificate III Music
Visual Art		Visual Arts ATAR And/or Visual Arts General		Visual Arts ATAR And/or Visual Arts General

DANCE**General Information**

These units are intended to enrich skills and creative aspects of Dance. There will be an emphasis on students' choreography in addition to teacher/student collaborative choreography. Students will showcase their group pieces at Choreography Night, Performing Arts Night, Dance Festivals or Dance Eisteddfods. These units are suitable for students wishing to continue dance in Years Eleven and Twelve as well as those who simply wish to dance or try dance for the first time. Set work and dance genres will be different in each course enabling students, who wish to, the opportunity of participating in both semesters.

Performance Requirements:

As Dance is a performance based subject students will be required to perform.

Students may also be required to be available for after school rehearsals. (Maximum 2 per semester)

Assessment

The assessment in these courses is broken up into two elements:

Making

The creation of dance works developing skills in Choreographic Processes (Dance Elements, Devices, Improvisation, and group work practices); Skills and Technique (physical competencies, safe dance practices, warm-ups and cool downs) and Performance (rehearsal strategies and performance skills)

Responding

Responding to own dance works and the work of others including external performances. Understanding dance in context and its influences.

Dance for Performance (Semester One)

Two period elective

Students will learn technique in the contemporary dance genre as well as one other over the semester and perform a class routine in that style. They will also create a small group work in a genre of choice to be performed at the dance concert. In addition to this, students will view a live dance performance and develop their knowledge of backstage roles.

The second genre of dance studied in this course can be any of the following, depending on student area of interest:

Jazz, Tap, Ballet, Lyrical, Jazz/Funk/Hip Hop fusion, Cheerleading, Spanish, Irish, Bollywood.

Dance for Entertainment (Music Video) (Semester Two)

Two period elective

In addition to learning technique in one dance genre over the semester and performing a class routine in that style students will work in groups to choreograph, perform, film and edit a music video to a song of their choice. They will also create a small group work in a genre of choice to be performed at the dance concert. We will develop analysis skills through viewing a live dance performance.

The genres of dance studied in this course are: (choice will depend on student area of interest)

Contemporary, Ballet, Tap, Lyrical, Jazz, Jazz/Funk/Hip Hop, Cheerleading.

DRAMA**Drama Specialist**

Three period elective

Course Description

As part of the Specialist program students will be invited to present works to the school and wider community. They will be given the opportunity to view live theatre and visit professional performance venues. Students within this program follow a curriculum that is differentiated to best support individual learning needs and accelerate learning by extending their skills. Students are provided with additional extra-curricular activities to further their performance skills such as drama ensembles, workshops, excursions, guest artist workshops and opportunities for regular performances at school events. Specialist performance students will also be offered opportunities to showcase their talents in school productions, eisteddfods, community activities and local competitions. This course is strongly recommended for students wanting to select ATAR Drama in Year Eleven.

Semester One – Drama Specialist 1

In Semester one students present a Scripted Monologue for an external performance competition. There is a focus on realist theatre and the technique on which this form is based. Students will get the opportunity to view at least one professional performance and participate in at least one professional workshop.

Semester Two – Drama Specialist 3

In Semester two students look at a variety of non-realist Drama forms such as Epic Theatre, Theatre of Cruelty and Absurdist Theatre. They will get the opportunity to create a contemporary performance for an external audience based on these theories. They will get the opportunity to visit a professional theatre to participate in a Theatre Design workshop

Drama Enrichment

Two period elective

Course Description

As part of the Drama 1 program students focus on building confidence, resilience and bringing practical skills into everyday life. Students will look at public speaking skills, problem solving activities, mindfulness and perseverance. Students will be able to explore performance in a safe and nurturing environment. They will get the opportunity to explore a range of art forms including circus, mask making, yoga, physical theatre, comedy and melodrama.

Semester One – Drama Enrichment 2

In Semester one students will look at technical theatre elements including lighting, set, effects make up, sound and audio visual and will focus on using these elements in performance. They will get the opportunity to perform one of these roles as part of a performance event at least once during the Semester. Students will also be invited to present a duologue for class performance

Semester Two – Drama Enrichment 4

In Semester two students will look at a diverse range of Drama forms including circus, comedy and physical theatre. they will showcase the performance skills they have learnt over the course of the Semester that will culminate in a class performance in a variety of performance forms.

Assessment

The assessment in these courses is broken up into two elements

Making

The creation of theatre including development of Voice and Movement technique. Focus on Drama Elements, Conventions, Spaces, Improvisation and Design Technique

Responding

Responding to own drama works and the work of others including external performances

MEDIA ARTS

Media Arts enables students to analyse past technologies and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students learn to be critically aware of ways that media are culturally used and negotiated and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories through media artwork
- creative and critical thinking skills to explore different perspectives in media as producers and consumers
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

Semester One and Two

In Year Ten Media Studies, students develop skills in photography, film and desktop publishing. The students have the opportunity to use a range of cameras, lenses and microphones. They also experiment with studio lighting and editing suites such as Adobe Premiere Pro, Bridge and Photoshop. They will create their own videos and other photographic/film works of art. Students are encouraged to enter their work into a range of competitions.

Creative Filmmaking

Three period elective.

Designed for those students who would like to develop their current skills in filmmaking.

Introduction to Filmmaking

Two period elective.

Designed for those students who have no or little experience in filmmaking.

The program provides opportunities for students to respond to different design briefs and requests and to produce a range of media works. Past projects have included short films, mini-documentaries, advertisements, posters and other industry standard print productions.

This is a hands-on practical course and is strongly recommended for students thinking about studying Media or Photography in Years Eleven and Twelve.

Assessment

Students' creative productions will be assessed under the Arts strands Making and Responding.

MUSIC

Semester One

Contemporary Music (3 Period)

This is a semester long course that has a focus on contemporary music and performing. Students will learn the history of contemporary, starting from the 50's through to the present day. Students will complete performance tasks for each decade of music. Class members will create a band where they will rehearse their own repertoire for the Classroom Showcase, which is held at the end of each term. Although practical based, students will still be required to learn and complete music theory fundamentals.

Semester Two

Music Innovations (3 Period)

This is a semester long course that has a focus on innovations in music and performing. Students will learn about and investigate trends and innovations in music in a variety of genres. Students will complete performance tasks that explore a range of innovations from composition styles to technology. Class members will create a band where they will rehearse their own repertoire for the Classroom Showcase, which is held at the end of each term. Although practical based, students will still be required to learn and complete music theory fundamentals.

Assessment

Students will have small performance tasks for each style of music. These performances will be performed in class time with self and peer evaluations.

Students will complete a song writing based assessment. They will create unique melodies with associated chords.

As a class, students will perform at the Classroom Showcase that runs at the end of each term. Students will choose the repertoire to be performed.

VISUAL ARTS

Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Students will recognise and develop cultural appreciation of visual arts through exploring and responding to artists and their artworks.

Source: Western Australian Curriculum <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts>

Visual Arts 1 & 3

Three period elective

In Year Ten students will explore, research, document, design, create and evaluate in both practical and written work. Students will extend their knowledge and understanding of a variety of art styles and artistic influences. They will be encouraged to express greater individualism in their application of ideas and materials in the making of their 2D and/or 3D artworks. This course allows students to engage in traditional and contemporary art forms such as drawing, painting, printmaking, sculpture, mixed media, textiles or ceramics. Tasks will derive inspiration from one or several of the following Art styles: Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art, Postmodernism and international art. Students will be able to explore a larger variety of art techniques and processes in this 3 period course. Students may complete a Visual Arts course in Semester One and Two.

Assessment

Students' knowledge and skills to plan, produce, present, design and create will be assessed under the Arts strands Making and Responding. Tasks will include Drawing/Visual Inquiry, Production work and Investigation/Analysis.

Visual Arts 2 & 4

Two period electives

In Year Ten students will explore, research, document, design, create and evaluate in both practical and written work. Students will extend their knowledge and understanding of a variety of art styles and artistic influences. They will be encouraged to express greater individualism in their application of ideas and materials in the making of their 2D and/or 3D artworks. This course allows students to engage in traditional and contemporary art forms such as drawing, painting, printmaking, sculpture, mixed media, textiles or ceramics. Tasks will derive inspiration from one or several of the following Art styles: Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art, Postmodernism and international art. Students may complete a Visual Arts course in Semester One and Two

Assessment

Students' knowledge and skills to plan, produce, present, design and create will be assessed under the Arts strands Making and Responding. Tasks will include Drawing/Visual Inquiry, Production work and Investigation/Analysis.

LANGUAGES

Note: Students enrolled in Italian & Indonesian are committed for the year, three periods per cycle.

INDONESIAN

Year-long course in preparation for Year Eleven ATAR Indonesian Course.

Prerequisite

This is a year-long course therefore Semester One is a prerequisite for Semester Two. The Year Ten Indonesian course is a continuation of the Year Nine Indonesian, only students who studied Indonesian in Year Nine with a high C grade are advised to undertake this course.

Prescribed Text

Students should have Saling Silang 1 & 2 from the previous years.

Course Description

'Bahasa Indonesia' (the Indonesian language) is the language of our nearest neighbour. As our links with this neighbour continues to grow then hopefully our knowledge of their culture and country will also grow. By knowing a little about a person's language students gain a degree of knowledge about the Indonesia way of life and in a hope for developing empathy to associate with people from different cultural background. Understanding of other cultures will enable a person to critically view their own identity and leads to an appreciation of their own culture.

In Year Ten the study of the Indonesian language focuses on vocabulary building and practical language use and would explore all cultural areas such as history, art, and music. Students will regularly engages in a with Kolese Santo Yusup (St Joseph's College) in Malang East Java through Penpal Program, Zoom Exchange Lessons, as well as a collaborative Perth Zoo Excursion with Wesley College to enable students to practice their Indonesian with students from Indonesian school. Students may also be invited to attend Language for My Future Workshop by University of Western Australia to further enrich their Indonesian language learning.

Year Ten Topic

Semester One

- Indonesian Film & Media
- Health & Fitness

Semester Two

- Environment
- Career.

Pathway Benefits

Year Twelve students choosing Indonesian (second language) as an ATAR COURSE will be eligible to receive a % LOTE Bonus on Tertiary Entrance Aggregate. Please see the links for more information. <http://www.tisc.edu.au/static/guide/atar-about.tisc>

ITALIAN

Year-long course in preparation for Year Twelve ATAR Italian.

Prerequisite

Year Nine Italian and high C grade.

Prescribed Text

Oxford English – Italian Dictionary.

Semester One

The focus for this unit is Questo mio mondo (here and now). Students explore the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be Italian and Italian-speaking and compare their own lives to those of others in Italian-speaking communities.

Semester Two

The focus for this unit is Cose da fare, luoghi da visitare (things to do, places to go). Students have the opportunity to share information about their own sense of their personal, social and community environment. They begin to develop the skills to travel within Italy and learn more about Italian-speaking communities and cultures. Students examine popular free-time activities and share information about their 'space', from the more personal perspectives of home to the local neighbourhood, shopping, and leisure.

Assessments***Oral communication***

This assessment type involves participation in spoken activities including interviews, role-plays/skits, discussions, and conversations.

Response (Listening and responding)

This assessment type involves comprehension and interpretation of, and response to, a range of oral texts: announcements, conversations, speeches, interviews. Responses may be in Italian or English.

Response (Viewing, reading, and responding)

This assessment type involves comprehension and interpretation of, and response to, a range of written/visual/audio-visual texts: advertisements, articles, emails, brochures/leaflets, chart/table, film excerpts, TV program excerpts. Responses may be in Italian or English.

Written communication

This assessment type involves production of written/visual texts including narrative and personal accounts, emails, letters, invitations, diary/journal entries/web log (blog), reviews, applications/forms, personal profiles.

Standard College Assessment Policy applies to all assessment tasks.

Pathway Benefits

Students who are pursuing the tertiary pathway will be eligible to receive a 10% ATAR Bonus for studying Italian as Year Twelve ATAR subject.

For more information, click on the links below.

<http://www.tisc.edu.au/static/guide/atar-about.tisc>

PHYSICAL EDUCATION

The Physical Education Learning Area at Bunbury Catholic College is committed to empowering students with the knowledge and skills to make lifelong, positive, healthy lifestyle choices.

The focus areas are:

- Skills and Strategies for Physical Activities
- Interpersonal Skills
- Self-Management Skills
- Concepts for a Healthy Lifestyle and
- Attitudes and Values.

The vehicle for conveying these skills and knowledge will be a mixture of:

- personal striving and achievement in areas such as swimming, athletics, cross-country, or weight training
- team games like Australian rules football and volleyball
- student's design and invent their own games for informal play.

Assessment

Will be both formal and informal using both normative and self-evaluative methods. Examples are skills tests, rules tests, game play evaluations and SEPEP (Sport Education in a Physical Education Program) role analysis.

ELITE SPORT PROGRAM

The Elite Pathway will run with the same group for the entire year.

Students will nominate for selection into this course. It cannot be selected by students.

Three periods per week on the Elective timetable grid PLUS before/after school sessions.

Course Description

This course aims to extend student's knowledge and skills in an elite setting.

Students are challenged through a diversity of activities – at an appropriate level for participants - with a focus on the following areas:

- More specific skills and fitness testing
- Specific fitness sessions
- Specialised resistance programs

- Introduction to sports psychology strategies
- Introduction to nutrition
- Introduction to training planning and sport/study/work balance
- Introduction to coaching/officiating/playing pathways – as relevant to individual
- Guest speakers for specific content
- Local excursions to venues/specialists
- Camp based excursion for elite performance experiences.

OUTDOOR EDUCATION

Option A - Three periods per week

Option B – Two periods per week

Prerequisites

Must be able to swim 100m (three period course ONLY).

Course Description: Option A:

These courses allow students the opportunity to participate in activities beyond the normal range of the school physical education program. They build on the Year Nine programs and provide an opportunity for the development of the physical, theoretical and leadership skills necessary for use in the outdoor environment. The two period per week course will emphasise the preparation for expeditions.

The course includes:

- Navigation
- Orienteering
- Camp cooking
- Expedition Planning
- First Aid
- Body and hand boarding (three period only)
- Bronze star qualification (three period only)
- Cycling
- Kayaking (three period only).

Assessment

Theory and practical assessments on the above listed topics.

TECHNOLOGIES LEARNING AREA

WHY TECHNOLOGIES?

- Developing the creative and innovative minds of the future.
- Learning through making.
- The practical application of knowledge and skills.
- A problem-solving approach to learning.

Students are taught that technology is constantly changing and that understanding this will enable them to identify, embrace and respond to the challenges of our rapidly changing world.

The courses we offer are for students who have a real passion for creativity, inventiveness, “making and doing” and get excited by technology and exploring new ways of doing things.

Students become innovative, adaptable, and reflective as they select and use appropriate materials, information, systems and process to create solutions that consider the short- and long-term impact on societies and environments.

The Technologies Learning Area comprises many courses from

Design and Technology

Food Design; Metal Design; Wood Design; Engineering; Child Development; Jewellery & Glass Design; Computer Aided Design (CAD).

Digital Technologies

Data Science; Robotics.

LEARNING AREA PATHWAYS FOR SENIOR YEAR ELEVEN AND TWELVE COURSES AND BEYOND

















The Technologies Learning Area offers students a full range of options when it comes to future study pathway. These include:

- Full academic ATAR courses for students wanting direct or alternative University pathways.
- General courses for students wanting TAFE and Industry entry plus alternative University entry where relevant courses of study are preferred.
- Portfolio courses, both ATAR and General, allowing students entry to Universities like Curtin and ECU and TAFE based on their portfolio work.
- Certificate II & III courses for students wanting further TAFE or workplace entry.

For further enquiries regarding Technologies electives contact –

Mrs MaryAnne Ashby – Head of Learning Technologies

TECHNOLOGIES SENIOR PATHWAY COURSES

DESIGN AND TECHNOLOGIES				
YEAR TEN ELECTIVES		YEAR ELEVEN		YEAR TWELVE
CAFÉ FOOD SCENE 3p elective Sem 1		Work Ready/ Barista Off the grid (after school Course)		Work Ready/ Barista Off the grid (after school Course)
FOOD DESIGN & CATERING 3p elective Sem 2		Catering Course (Endorsed Program)		Catering Course (Endorsed Program)
CHILD DEVELOPMENT 2p elective each Sem		Certificate III Early Childhood Education		Certificate III Early Childhood Education
BUILDING & CONSTRUCTION 3p elective (Sem 2)		Building & Construction GENERAL		Building & Construction GENERAL
COMPUTER AIDED DESIGN 3p elective each Sem		Design GENERAL		Design GENERAL
JEWELLERY & GLASS DESIGN 2p elective		Materials Design Technology Metals GENERAL (Jewellery Focus)		Materials Design Technology Metals GENERAL (Jewellery Focus)
ENGINEERING METAL DESIGN 3p and 2p elective each Sem		Certificate II Engineering		Certificate II Engineering
WOOD DESIGN 3p elective each Sem		Materials Design Technology Wood (MDT) ATAR & GENERAL		Materials Design Technology Wood (MDT) ATAR & GENERAL
DIGITAL TECHNOLOGIES				
YEAR TEN		YEAR ELEVEN		YEAR TWELVE
Data Science elective Robotics elective		Computer Science GENERAL		Computer Science GENERAL

Café Food Scene (Semester One)

Three periods per week over the Semester

Course Description

This Course introduces the café culture we enjoy so much – including the preparation of varied café foods, both sweet and savoury small tasting plates. There will be emphasis on the importance of work, health and safety when working in the café environment.

A focus includes developing food preparation skills whilst learning about the traditional formal menu and how it has been modified in today's society. Throughout the course we create delicious contemporary café dishes from entrees to main courses and desserts.

A feature of this Course concludes with the Cup Cake Challenge. Cupcakes are so popular in cafes and used to celebrate many social occasions.

Assessment

A variety of assessment procedures will be used, including assessment of practical skills, design tasks and small group work. These tasks will reflect a balance between being able to use the skills to which they are introduced and their understanding of the course content.



Food Design and Catering (Semester Two)

Three periods per week over the semester.

Students can continue with this elective from Semester One.



Course Description

The focus of this unit is to examine the food service and catering industry. Through a variety of investigative and practical activities, students will develop a range of hospitality specialist skills and knowledge in the areas of food production and service, food presentation and recipe development. Students will also learn safe work practices and develop skills for working effectively with others, interacting with customers, and demonstrating social and cultural sensitivity. Students will also be provided with an opportunity to plan, prepare, and serve a variety of food items for small scale functions, demonstrating appropriate food handling and presentation skills.

Strong emphasis is placed on safety, hygiene, sustainable practices, and collaborative learning. It is expected that students will also contribute to events or local community initiatives.

Assessment

A variety of assessment procedures will be used, including assessment of practical skills, design tasks and small group work.

These tasks will reflect a balance between being able to use the skills to which they are introduced and their understanding of the course content.



Child Development 2

Two periods per week over Semester One



Course Description

Are you considering a child-related career, or do you have an interest in caring and learning about children? Focus areas in this Course include:

- Roles and responsibilities of parents and caregivers and Baby Simulation Program.
- Conception Pregnancy and Childbirth
- Needs of a newborn baby.
- Practical projects include diets and meals for pregnant mothers
- Foods for young babies
- Craft related projects for toddlers – hand puppets and storytelling.

This course leads directly to the Certificate III Early Childhood Education and Care course in Year Eleven.

Assessment

A variety of assessment procedures will be used, including assessment of practical skills, design tasks and small group work.

Child Development 4

Two periods per week over Semester Two.

Students can continue with this elective from Semester One.



Course Description

Students can select this unit after studying Semester One Child Development or select for the first time. In this unit we examine how a child grows and develops from birth to 5 years of age. Topics included in this unit:

- Child development - development
- Toy and play investigations for children
- Language development
- Play experiences to enhance development (playdough, cooking, craft activities)
- Children's Nutrition Issues and preparing healthy and appetizing meals suitable for preschool aged children.

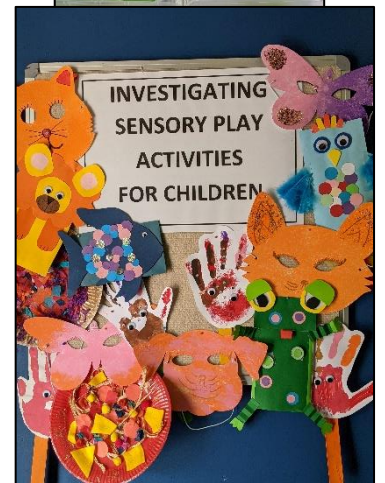
A feature of this Course concludes with the Childs Birthday Party Design Challenge.

Excellent course if you are interested in a child-related career or studying Certificate III Early Childhood Education in Year Eleven and Year Twelve.

Assessment

A variety of assessment procedures will be used, including assessment of practical skills, design tasks and small group work.

Child Development Semester One and Semester Two



Building and Construction Carpentry Focus [Semester Two]

2 periods

Students will be given instruction and complete a series of activities that focus on the core skills, knowledge and processes involved in the construction industry. The areas students will be exposed to are: carpentry, bricklaying, brick-paving, concrete work and metal construction. Wherever possible instruction will centre around actual construction and building projects, both within the classroom and around the school. The course leads into Year Eleven and Twelve Building and Construction.

Assessment

Design Projects

Class Project Work.

**Computer Aided Design (CAD) 1 (Semester One)**

This popular Course is repeated in Semester Two. Students will complete one semester only.

Three Periods per week over the semester.

Using the latest engineering software (Autodesk INVENTOR and REVIT), students learn to take a problem, think like a designer, and bring their ideas to life. This course covers both Architecture, and Industrial Design, and students will not only learn software and designing skills, but also have experience with 3D printing, and creating realistic visualisations for their designs.

This course is recommended for students considering the DESIGN Course in Year Eleven and Twelve.

Assessment

Design Process / Project Work / Portfolio.



Jewellery & Glass Design 2 (Semester One)

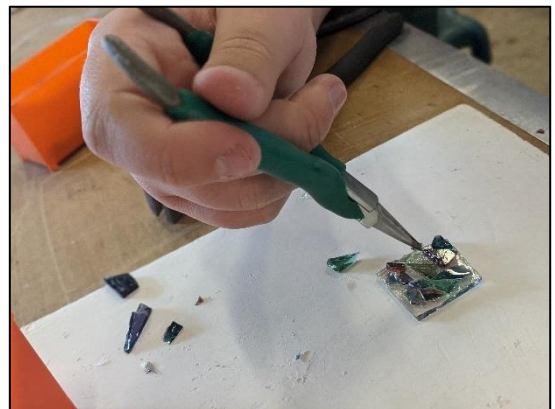
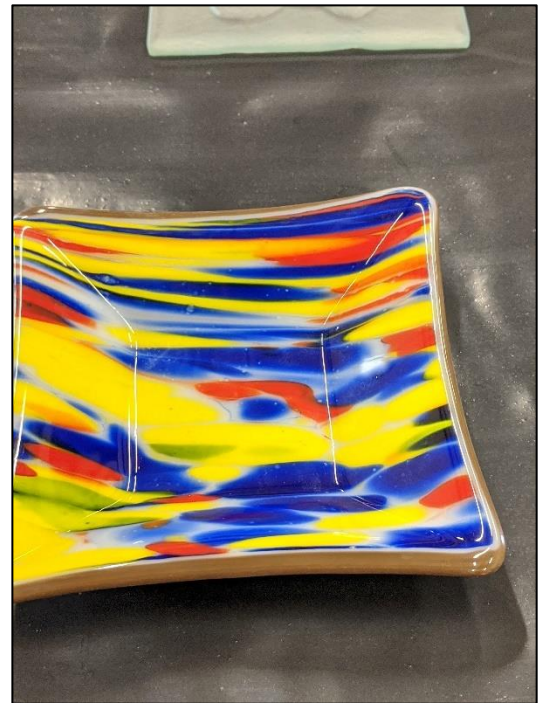
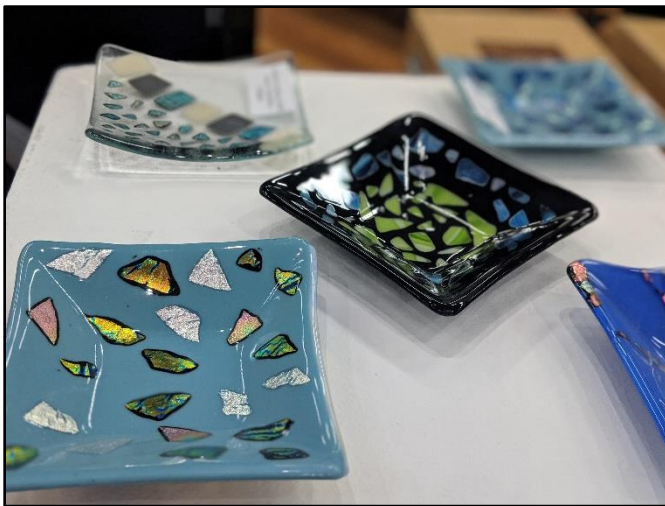
Two periods per week over the semester.

Course Description

This unit allows students to work in a variety of areas within the jewellery making Course. Projects will be based on a student's individual choice. Students will be able to design their own work and will be shown many techniques such as casting, soldering, engraving and forging precious metals. This course is recommended for students considering the DESIGN course in Year Eleven and Twelve.

Assessment

Design Process / Project Work / Portfolio.



Engineering Metal Design 1 & 3 (Semester One)

Three periods per week over the Semester.

Course Description

In this Course students will investigate a range of materials and techniques associated with metalworking. Students will complete tasks associated with the care and maintenance of mechanical equipment. They will also complete exercises and tasks involving a variety of welding and fabricating techniques. They will be able to use these skills, as well as those gained from other units in this area, to design and make projects. This Course provides skills for students who wish to pursue Building and Construction in Year Eleven and/or Certificate II Engineering.

Assessment

Design Process

Project Work Portfolio.

Engineering Metal Design 2 & 4 (Semester Two)

Two periods per week over the semester

Course Description

Students may elect to continue studying this Course into Semester Two but also available for new incoming students. In this Course students will investigate a range of materials and techniques associated with metalworking. Students will complete tasks associated with the care and maintenance of mechanical equipment. They will also complete exercises and tasks involving a variety of welding and fabricating techniques. They will be able to use these skills, as well as those gained from other units in this area, to design and make projects. This Course provides skills for students who wish to pursue Building and Construction in Year Eleven and/or Certificate II Engineering.

Assessment

Design Process

Project Work Portfolio.



Wood Design 1 (Semester One)

Three periods per week over the Semester.

Course Description

In this Course students will investigate a range materials and processes associated with manufacturing items from wood through the use of hand tools, power tools and machines related to the woodworking industry. Different equipment will be introduced with an emphasis on safety. Students are able to apply a range of strategies to join, shape and finish timber artefacts. Students will also be introduced to various woodworking joints through construction of functional projects. These joints will be applicable to furniture construction in later courses. Sketching skills will be expanded during this course to assist the student's ability to communicate graphically and convey their own design concepts. This course provides a sound base for all Materials Design and Technology Wood Courses in Year Eleven.



Assessment

Design Process

Class Project

Work WHS and personal Application/Ethic.

Wood Design 3 (Semester Two)

Three periods per week over the Semester

Course Description

Students may elect to continue studying this Course into Semester Two but also available for new incoming students. In this Course students will investigate a range materials and processes associated with manufacturing items from wood through the use of hand tools, power tools and machines related to the woodworking industry. Different equipment will be introduced with an emphasis on safety. Students are able to apply a range of strategies to join, shape and finish timber artefacts. Students will also be introduced to various woodworking joints through construction of functional projects. These joints will be applicable to furniture construction in later courses. Sketching skills will be expanded during this course to assist the student's ability to communicate graphically and convey their own design concepts. This course provides a sound base for all Materials Design and Technology Wood Courses in Year Eleven.



Assessment

Design Process

Class Project

Work WHS and personal Application/Ethic.



Data Science 1 & 3 (Semester One and Semester Two)

Are you a Mathematics or Science high achiever who wants to harness technology to make your life easier? Are you interested in Humanities and how technology can help you analyse map data or the global economy? Are you interested in Digital Technologies and learning how you can use data to make smarter apps?

Data Science is a quickly growing field used by mathematicians, scientists, journalists, and many others to deal with the huge amount of information found in the modern world. You will learn how to use tools like spreadsheets, databases, and coding to analyse information and spot trends in thousands or millions of pieces of data, or to extract just the right information that answers your questions.

Assessment

Data Analysis Projects



Robotics (STEM FOCUS) (Offered in Semester One and Semester Two)

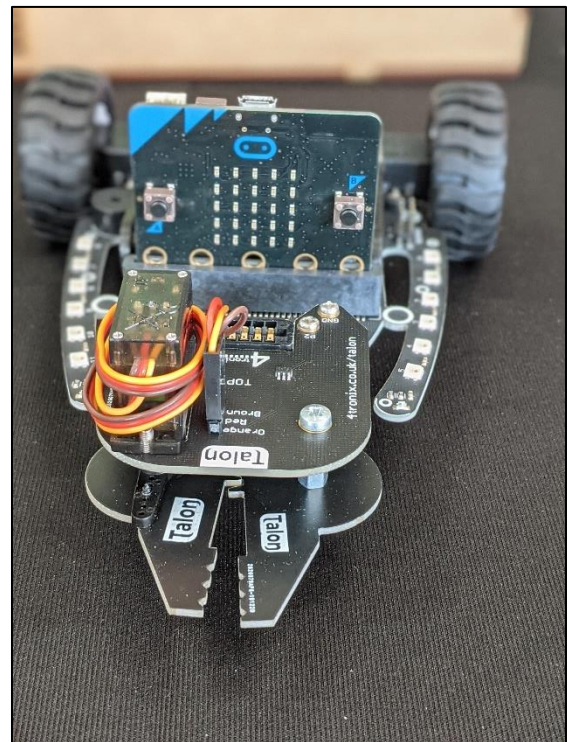
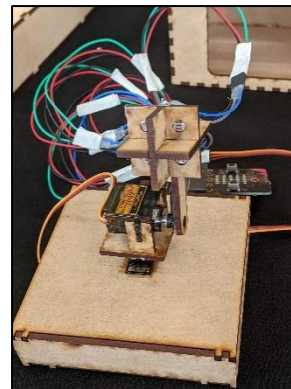
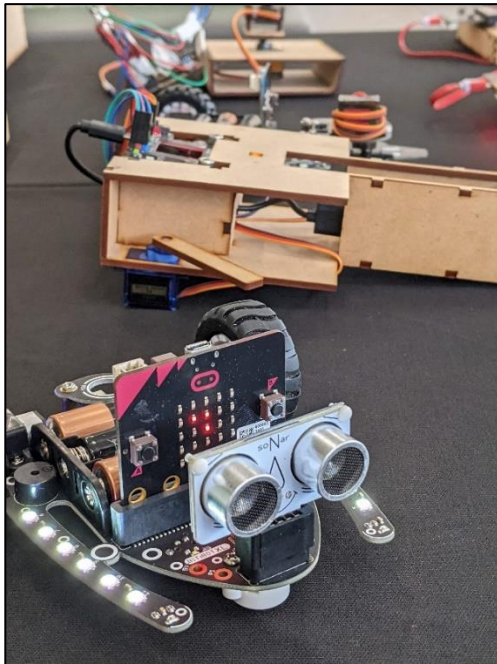
This popular Course is repeated in Semester Two. Students will complete one semester only.

Year Nine Robotics will introduce students to building electrical circuits and learning the programming required to turn these into robots that can affect the world around them. Students can work in groups to design, build, and program models and robots which address real world problems. Students will also learn how to analyse information that robots gather from many types of sensors to make decisions about their environment like temperature, sun and shade, noise, and water quality.

Students who follow this Course through from Year Eight will have the opportunity to further develop their skills in automation and programming to work on advanced robotics projects, whilst new students will get an introduction into the basics of programming and electronics.

Assessment

Design Based Project work & WHS application



VOCATIONAL EDUCATION & TRAINING

WORKPLACE LEARNING

Two periods

Prerequisite

This course is for students not looking to go to University at the end of Year Twelve, are not currently enrolled in Extension classes and have a strong work ethic in order to catch up on missed school work.

Course Description

Students will attend a workplace of their choice one day a week which is organised in conjunction with their Parents, their school timetable, the employer and the school. This course will allow students the opportunity to complete a logbook, develop a career portfolio and learn communication and conflict resolution skills. Organisational skills will be developed, and students will be given support in completing work missed whilst on work placement.

The Workplace Learning course aims to provide all students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment or for future Courses which may be provided internally or externally of Bunbury Catholic College.

Specific technical skills and knowledge learnt as a part of formal education help students gain and keep employment. However, in a world where technical skills and knowledge are constantly changing, employers are looking for more than technical skills from future employees. Employers also value generic work-related skills that are transferable and vital to all forms of employment. Employability skills are developed over the lifetime of an individual and are valued in education, training, workplaces and community environments.

Nine skill groupings are used to describe and define employability skills. These groupings are:

- Communication
- Teamwork
- Problem-solving
- Self-management
- Planning and organising
- Technology
- Learning
- Initiative and enterprise
- Workplace Health and Safety.

This course would be suitable to all students looking to gain entry into the VET Delivery to Secondary Students (VETDSS) program at South Regional TAFE (SRTAFE) or the Bunbury Regional Trade Training Centres (BRTTC), an Apprenticeship, Traineeship or Full-Time Employment.