INDEX

Year 9 Curriculum .................................................. 1
Compulsory Subjects .................................................. 2
Religious Education ................................................... 2
English ................................................................. 3
Health Education ....................................................... 3
Humanities ............................................................... 4
Mathematics .............................................................. 4
Physical Education ..................................................... 5
Science ................................................................. 5

Elective Subjects Page
Art (Visual) ............................................................. 7
Basketball ................................................................. 9
Business Studies ....................................................... 10
Dance ................................................................. 11
Design & Technology .................................................. 13
Drama ................................................................. 18
Football AFL .......................................................... 20
Home Economics ...................................................... 21
Languages .............................................................. 23
Music ................................................................. 24
Netball ................................................................. 25
Outdoor Education .................................................... 25
PE Elite Program ...................................................... 26
YEAR 9 CURRICULUM

The Year 9 course is comprised of both Compulsory and Elective subjects. Details of these follow in the lists below, as well as details of each subject, in the rest of this handbook.

Compulsory Subjects

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Health Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Humanities</td>
<td>Science</td>
</tr>
</tbody>
</table>

All students must complete a course of study in each of the compulsory subjects. The placement of students into classes is based on their academic performance in Year 8 for the Mathematics, Science, Society and Environment and English Learning Areas.

Student movement from one course to another is at the discretion of the relevant Head of Learning Area who consults with subject teachers and the Deputy Principal. Movement from one course to another usually only occurs when students have demonstrated that they are either coping comfortably with the level of work or they are experiencing difficulty.

Parents are notified of course allocations for Year 9 prior to the commencement of the academic year. In instances where there are changes made during the year, parents will be notified by the relevant Head of Learning Area.
Part 1 – COMPULSORY SUBJECTS

RELIGIOUS EDUCATION

Year 9 is the third stage of the College’s Year 7 to Year 12 Religious Education Program. The modules and their sequence have been based on the needs and readiness of the students and aim to fulfill the expectations as laid down in the Archdiocesan Guidelines. 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.

Christian Service Learning is supervised by Year Nine teachers and takes place throughout the four terms.

The Year 9 program is as follows:

<table>
<thead>
<tr>
<th>TERM</th>
<th>UNIT</th>
<th>ASSESSMENT TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Human Search for the Truth</td>
<td>Exploration of early Christianity and Church teachings.</td>
</tr>
<tr>
<td>Term 2</td>
<td>People grow stronger Spiritually</td>
<td>Application of Gospel teachings to today’s world.</td>
</tr>
<tr>
<td>Term 3</td>
<td>People can achieve Emotional Peace</td>
<td>Bishops Religious Literacy Test CEO Investigation of the concept of forgiveness and of the Sacrament of Reconciliation</td>
</tr>
<tr>
<td>Term 4</td>
<td>Christian Love and Sexuality</td>
<td>Research of religious, social and personal attitudes towards sexuality. Study of Catholic teachings on human sexuality</td>
</tr>
</tbody>
</table>
ENGLISH

English
Year 9 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 8. Students may be moved from one course to another during the year depending on their performance. Students will listen, read and view an array of written, visual, hybrid and multi-modal texts, and be required to demonstrate their understandings through speaking, writing and creating an array of text types. All programs are developed according to the requirements outlined by the School Curriculum and Standards Authority, in accordance with The Western Australian Curriculum.

Extension
This is the most demanding of the English courses offered in Year 9 and therefore requires a very high level of motivation and commitment. Texts and concepts studied aim to challenge and extend students. Assessments and content are structured to develop purposeful and effective expression of critical understandings.

General
Students in this course learn about English language, how it works and how to use it effectively. Students are encouraged to develop an appreciation for and enjoyment of language by responding to and composing a range of text types in a variety of situations.

Skills
This course is designed for students who experience difficulties in English. The focus is on improving and developing students’ functional literacy including reading and comprehension skills, grammar, spelling and punctuation.

Assessment: Is composed of relevant practical tasks designed to develop and extend students’ ability while allowing them to experience success.

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 Nine program covers the following topics: nutrition, sexual health, drugs and alcohol (with a focus on harm minimisation), fitness programs, roles and responsibilities in sport and first aid.

Focus areas are: Knowledge and understanding concepts for a healthy lifestyle
**HUMANITIES**

In Year 9 students will complete the same Humanities course, however, the level of difficulty will range from Extended to Skills (lowest level of difficulty). Results achieved in Year 8 will determine which course a student will study.

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

The topics covered throughout the year include:
- History: The Making of the Modern World
- Consumer Society
- Law and Government
- Geography

**Assessments:** Course outlines will provide information on assessment type and structure at the commencement of each topic.

At the conclusion of Year 9, students will be placed into one of three Year 10 courses according to their achievement: Extended, General or Skills (lowest level of difficulty).

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**MATHEMATICS**

**Introduction:** Year 9 students will be placed into Specialist, Extension, General or Skills Mathematics courses at the beginning of 2014 based on their performance in Year 8. Students may be moved from one course to another during the year depending on their needs and/or performance. All courses cover Outcomes in Number & Algebra, Measurement & Geometry and Statistics & Probability as defined in the Western Australian Curriculum.

**Extension**
This is designed for mathematically able students and provides a strong basis for courses in Years 11 and 12 that require significant mathematical understanding.

**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 with fewer extensions. This will enable mobility between courses for those students who demonstrate the ability to achieve at a higher level.

**General B**
Students in General B will study the fundamental concepts of each outcome, with routine applications. This course is linked closely to the General A course to allow movement between classes when student achievement suggests this is appropriate.
Skills
Students in the Skills course will consolidate areas in which they experienced difficulty in Year 8, and study a selection of the topics covered in the General Course to facilitate mobility between courses if students demonstrate significant improvement.

Assessment: Assessment will vary through the courses, and may include tests, projects, investigations, assignments and examinations.

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
- Attitudes and Values

The vehicle for conveying this skill and knowledge will be a mixture of:
- personal striving and achievement in areas such as swimming, athletics, cross-country or weight training and
- team games, like touch, softball and basketball.

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

SCIENCE

Most Year 9 students will complete the same science content but in one or two courses it will be taught to a different level of difficulty. 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.

Students in Extension will have achieved at least a B Grade in all areas of Science in Year 8. Most other students will be studying General Science. Students with extreme literacy difficulties may complete Science Skills, where they will be given the opportunity to learn basic Science concepts and skills at a more appropriate rate and level.

Movement between the courses may take place at the end of each semester and will be at the discretion of the Head of Learning Area and will be based entirely on academic performance.
Biological Sciences
The students will study the interdependence of systems. They will learn about systems of plants and animals, including humans. The interactions that exist in ecosystems, for example, how non-living and living factors can affect the living organisms in an area will be studied. They will consider the consequences of change in the environment, and about the flow of matter and energy through these systems.

Earth and Space Sciences
The students will learn about the structure of the Earth with the emphasis on the theory of Plate Tectonics. Students will use this to explain global patterns of geological activity and continental movement, and will study volcanoes and earthquakes as a consequence of this movement over time. They will also consider the key earth cycles and their significance to humans and earth resources.

Physical Sciences
The students will study how types of energy can be described in terms of waves. Sound, Light and electricity will be covered in some detail particularly in the Extension course, whilst the transfer of heat and electricity will be dealt with in the General course. Students will develop an understanding of how these forms of energy can be used to perform specific tasks. They will explore methods of energy transfer through a variety of mediums, and recognise that energy is conserved.

Chemical Sciences
The students in Extension will develop an understanding of atomic and molecular structure, conservation of mass and the origin of natural radiation. General students will describe the structure of an atom and how it relates to the characteristics and properties of the elements. They will apply this to explain the properties of materials and relate these properties to their everyday uses. They will also study the nature of chemical reactions and their role in environmental, industrial or biological processes. Extension students will learn to write basic chemical equations.

Assessment: Will be comprised of mini tests, end-of-unit tests, open-ended questions and tasks, investigations, research and reporting.

At the conclusion of Year 9, students will be placed into one of three Year 10 courses according to their achievement.
ART
Semester One

VISUAL ART

In Year 9, students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create unique artworks. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artworks.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work.

Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

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

Visual Art 1
3 periods

Course Description: The environment and its influence on artists provides a focus for students to learn how artists use the environment in the development of their work. Students are encouraged to generate and express ideas as a response to the environment through activities in drawing, painting, printmaking, sculpture or mixed media. Students will be able to explore a larger variety of art techniques and processes in this 3 period course.

Assessment: In this course students will complete tasks in Drawing and Visual Inquiry, Studio work, Art Appreciation and Art History. These will be assessed under the four Arts Outcomes.

Arts Ideas – Students generate arts works that communicate ideas.
Arts Skills & Processes – Students use the skills techniques and processes, conventions and technologies of the arts.
Arts Responses – Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.
Arts & Society – Students understand the role of arts in society.
Visual Art 2
2 periods

Course Description: The environment and its influence on craftspeople provides a focus for students to learn how craftspeople use the environment in the development of their work. Students are encouraged to generate and express ideas as a response to the environment through activities in textiles, ceramics, printmaking or mixed media. This unit is designed for those students who have an interest in art which is both functional and decorative.

Assessment: In this course students will complete tasks in Drawing and Visual Inquiry, Studio work, Art Appreciation and Art History. These will be assessed under the four Arts Outcomes.

- Arts Ideas – Students generate arts works that communicate ideas.
- Arts Skills & Processes – Students use the skills techniques and processes, conventions and technologies of the arts.
- Arts Responses – Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.
- Arts & Society – Students understand the role of arts in society.

Semester Two

Visual Art 3
3 periods

Course Description: Society influences artists and it is also true that artists influence society. Societies differ in history, cultural background and ethnic influences. As an individual within a society, students are influenced by it. Students also have the opportunity to make some choices and comments based on their personal experiences.

Students will be required to produce a Visual Diary. To be included are drawings, designs and other inquiry developed in relation to studio projects in drawing, painting, printmaking, sculpture, or mixed media.

Assessment: In this course, students will complete tasks in Drawing and Visual Inquiry, Studio work, Art Appreciation and Art History. These will be assessed under the four Arts Outcomes.

- Arts Ideas – Students generate arts works that communicate ideas.
- Arts Skills & Processes – Students use the skills techniques and processes, conventions and technologies of the arts.
- Arts Responses – Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.
- Arts & Society – Students understand the role of arts in society.
Visual Art 4  
2 periods  

Course Description: No society, past or present, has been without its craft objects. Our present society is geared to mass production techniques and mass marketing. Society has influenced the way craft workers use materials and develop their ideas. In this course students will explore some of these influences through experiences in ceramics, textiles, printmaking or mixed media.  

Assessment: In this course students will complete tasks in Drawing and Visual Inquiry, Studio work, Art Appreciation and Art History. These will be assessed under the four Arts Outcomes. 

Arts Ideas – Students generate arts works that communicate ideas.  
Arts Skills & Processes – Students use the skills techniques and processes, conventions and technologies of the arts.  
Arts Responses – Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.  
Arts & Society – Students understand the role of arts in society.

BASKETBALL

Basketball (Course only runs in Semester 2)  
2 periods  

Suitability: Students who have an interest in the game  

This unit is offered to provide students the opportunity to further develop their practical skills and knowledge of the game. 

This elective would aim to cover the following objectives:  
- Increase the depth of learning relating to rules, skills and game strategies  
- Improve the level of technical skill acquisition and repertoire of drills and practices  
- Integrate related peripheral aspects to the sport, such as fitness, nutrition, training methods, time management, psychology.  

This course is practically based, however there are theoretical aspects.  

Focus Areas are:  
Skills for physical activities  
Interpersonal skills  
Self-management skills  
Concepts for a healthy lifestyle
Enterprise Education 2 & 4 (Course repeated in Semester 2)
2 periods

Course Description:
Business Enterprise Education introduces students to the world of Business. The world of business is ever-changing and provides new and exciting opportunities to continue to learn about the impact of business at a local and international level. It is important for students to engage and understand how business operates around them and its role in their lives.

In business, an enterprising person is often referred to as an entrepreneur, someone who is able to turn new ideas into a successful business venture. Students will examine how business works; the risks, opportunities, initiative, hard work and innovation that enables enterprises to be successful.

Course Content:
- Investigate business entrepreneurs, focussing on their traits and characteristics.
- Identify, respond and participate in enterprising opportunities and challenges using entrepreneurial skills.
- Understand the workings and environments of business organisations.
- Work and communicate effectively within a team.
- Investigate the importance of marketing and market research.
- Use information technologies.

Assessment:
In this unit, numerical marks are used. The students will complete tasks (individual assignments and group projects). Students will be given a Grade A-E at the end of the unit.

Upper School Pathways:
Business Management & Enterprise, Accounting and/or Certificate II in Business.

Digital Technology 2 & 4 (Course repeated in Semester 2)
2 periods

Course Description:
This course is designed for students who want to take their use and understanding of computers past the basic skills they will have picked up in Years 7 and 8. The course focuses on both theory and practical applications of computers and technology, but with a very strong emphasis on developing skills that will be useful in other subjects and generally. This course is for students who want to go beyond just using computers and who want to develop an understanding of these technologies.
**Course Content:**
- Components of a home computer
- Digital media
- Interactive game design and development
- Authoring and multimedia
- Networks and the Internet

**Assessment Information:**
In this unit, numerical marks are used. The students will complete tasks (individual assignments and group projects). Students will be given a Grade A-E at the end of the unit.

**Upper School Pathways:**
Applied Information Technology and/or Certificate II in Business.

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**DANCE**
**Semester One & Two**

**General Information:**
Set work and dance genres will be different for each unit of dance enabling students who wish to, the opportunity of participating in all courses in either/both semester(s).

All Dance units provide students with the opportunity to collaboratively create and develop dance works and associated design elements for performance in a variety of forms. This may include: Dance Festivals, Performing Arts Nights, Choreography Night, Bunbury Eisteddfod and others depending on planned events in the Performing Arts calendar for that particular semester.

**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 of 2 per semester).
- A **black leotard** and **black jazz** shoes are required for these courses.

**Course Objectives:** During all units of Dance students will develop and further refine their skills in the following areas:

- Familiarisation with the rhythm, tempo and diversity of music and how this relates to Dance.
- Introduction to the themes of shapes, levels, travel, balance and elevation.
- Choreography.
- Dance technique (specific to the genre of the unit)
- Performance presentation
- Communication and teamwork skills.
- Dance Safety & Injury Prevention.
**Assessment:** Students will be assessed in the following areas during class time and/or at performances.

- Performance ability
- Creative contribution
- Participation and application
- Completion of set work

**Semester One**

**Musical Theatre Dance Styles**
3 Periods

**Course Description:**
Students will learn technique in 2 different genres and perform a class routine for each. They will also create a group dance work in a genre of their choice to be performed at the dance concert. In addition to this students develop their design skills in costume, lighting, set, make-up and hair.

The two genres of Dance offered in this unit are:

- Tap
- Jazz/Disco

**Jazz Dance**
2 periods

**Course Description:**
Students will learn technique in one dance genre and perform a class routine in that genre. They will also choreograph a group dance in a genre of their choice to be performed at the dance concert. In addition to this students will develop their dance appreciation skills through reviewing a professional dance performance.

The genre studied in this unit is:

- Jazz

**Semester Two**

**Dance of the Stage**
3 periods

Students will learn technique in two dance genres and perform class routines for each of them. They will also choreograph a group dance in a genre of their choice to be performed at a year 9 choreography night. In addition to this students will develop their knowledge of safe dance practices and dance appreciation skills through reviewing a professional dance performance.
The two genres studied in this unit are:
- Classical ballet/lyrical
- Jazz

**Bollywood Dance**

2 periods

Students will learn technique in one dance genre and perform class routine in that style. They will also choreograph a group dance in a genre of their choice to be performed at a year 9 choreography night. In addition to this students will develop and extend their knowledge of gender issues in dance.

The genre studied in this unit is:
- Bollywood

**DESIGN AND TECHNOLOGY**

**Building and Construction 1**

3 periods

**Course Description:** This course is the first in 4 lower school courses that lead into Year 11 and Year 12 Building and Construction. Students will be given instructions and will complete a series of activities that focus on the core skills, knowledge and processes involved in the construction industry. The areas covered in this course will be carpentry, bricklaying, brick-paving, concrete work, tiling and metal construction. When possible, instructions will centre round actual construction and building projects, both within the classroom and around the school.

**Assessment:** Design
Class Project Work
Portfolio

**Computer Aided Design (CAD) 1**

3 periods

**Course Description:** In Computer Aided Design, students learn how to take ideas for buildings and products and develop them into realistic final designs. The course is taught with the latest industry standard software (Autodesk, AutoCAD and REVIT), and introduces students to how buildings and products are designed in the real world. Computer Aided Design leads directly into Year 11 and Year 12 Design courses.

**Assessment:** Project class-work
Portfolio
Computer Graphics 2  
3/2 periods

**Course Description:** in Computer Graphics, students learn how to take an idea, design it, and then create it in other forms, possibly as a model. The course is taught with the latest industry standard software (Autodesk AutoCAD, INVENTOR), and modelling is done with both traditional techniques, and modern 3D printing. Computer Graphics leads directly into Year 11 and Year 12 Design course.

**Assessment:**  
- Project class-work  
- Portfolio

Creative Metals Design 2  
2 periods

**Course Description:** Students learn how to manipulate bending, welding, and shaping tools to create specific design tasks. In this course the students learn the basics of gas welding and metal inert gas welding (MIG), to create products that allow them to express design elements using metal as a medium. Students will complete projects such as metal-framed mirrors, candleholders and wall plaques made from recycled materials. This is a new course, the first of four on offer in Design and Technology that gives the students an opportunity to create a pathway into Materials Design Technology Courses in Year 11 and 12.

**Assessment:**  
- Design  
- Project, class-work  
- Portfolio

Creative Wood 2  
2 periods

**Course Description:** This unit is a great course for students, both male and female, who would enjoy making a wide range of artefacts. Project work in this introductory course focuses on the creative processes used in timber design, processes such as turned construction, carving and bent construction. Students will be shown how to go about setting out, cutting and assembling materials for the artefacts chosen for the course, and how to apply suitable finishes to their products.

**Assessment:**  
- Design  
- Project work  
- OHS and Personal Application/Ethic
Furniture Wood Design 1
3 periods

Course Description: This is the first of 4 lower school Furniture Wood Design courses. Students are introduced to a range of woodworking equipment, skills and knowledge as well as beginning the development of designing skills, the basis of all good manufacture. There is a hierarchy of equipment use, hence students will learn a lot of hand tool usage as well as begin to use a number of the smaller power tools. All knowledge and skills students learn is through the design and manufacture of interesting artefacts.

Assessment: Design
Projects, class-work
OHS and Personal Application/Ethic

Jewellery Design 2
2 periods

Course Description: In this unit students will be shown how to make small pieces of jewellery. In addition to looking at individually designed pieces of jewellery, the student will learn new techniques for working with both metal and glass. When working with metal they will learn hammering, shaping, soldering and casting techniques. For glasswork they will learn glass slumping and fusing techniques and will produce several items of their own design. This unit is equally suited to both boys and girls.

Assessment: Design
Projects, class-work
Portfolio

Metal Design 1
3 periods

Course Description: Students learn how to operate a metalwork lathe, use oxy-acetylene equipment to weld metal together, and work with metals such as brass, steel and copper. The course covers a wide range of activities in gas welding and machining of metals. The work is very interesting and challenging.

Assessment: Design
Project, class-work
Portfolio
Semester Two

Building and Construction 3
3 periods

Course Description: This course is the second in 4 lower school courses that lead into Year 11 and Year 12 Building and Construction. Students will be given instructions and will complete a series of activities that focus on the core skills, knowledge and processes involved in the construction industry. The areas covered in this course will be carpentry, bricklaying, brick-paving, concrete work, tiling and metal construction. When possible, instructions will centre around actual construction and building projects, both within the classroom and around the school.

Assessment: Design
Class Project Work
Portfolio

Computer Aided Design (CAD) 3
3 periods

Course Description: In Computer Aided Design, students learn how to take ideas for buildings and products and develop them into realistic final designs. This course builds on the knowledge and skills of the first unit, and is taught with the latest industry standard software (Autodesk AutoCAD and REVIT). Students develop an understanding of how buildings and products are designed in the real world. Computer Aided Design leads directly into Year 11 and Year 12 Design courses. There is no pre-requisite for this course.

Assessment: Project class-work
Portfolio

Computer Graphics 4
2 periods

Course Description: in Computer Graphics, students learn how to take an idea, design it, and then create it in another form, possibly as a scale model. This course builds on the knowledge and skills of the first unit, and is taught with the latest industry standard software (Autodesk AutoCAD and INVENTOR). Modelling is done with both traditional techniques, and modern 3D printing. Computer Graphics leads directly into Year 11 and Year 12 Design course. There is no pre-requisite for this course.

Assessment: Project class-work
Portfolio
Creative Metals Design 4
2 periods

Course Description: Students learn how to manipulate bending, welding, and shaping tools to create specific design tasks. In this course the students learn the basics of gas welding and metal inert gas welding (MIG), to create products that allow them to express design elements using metal as a medium. Students will complete projects such as metal-framed mirrors, candleholders and wall plaques made from recycled materials. This is a new course, the first of four courses on offer in Design and Technology that gives the students an opportunity to create a pathway into Materials Design Technology Courses in Year 11 and 12.

Assessment: Design
Project, class-work
Portfolio

Creative Wood 4
2 periods

Course Description: This unit is a great course for students, both male and female who would enjoy making a wide range of artefacts. Project work in this introductory course focuses on the creative process used in timber design, processes such as turned construction, carving and bent construction. Students will be shown how to go about setting out, cutting and assembling materials for the models chosen for the course, and how to apply suitable finishes to their products.

Assessment: Design
Project work
OHS and Personal Application/Ethic

Furniture Wood Design 3
3 periods

Course Description: This is the second of 4 lower school Furniture Wood Design courses. Students are introduced to a range of woodworking equipment, skills and knowledge as well as beginning the development of designing skills, the basis of all good manufacture. There is an hierarchy of equipment use, hence students will learn a lot of hand tool usage as well as begin to use a number of the smaller power tools. All knowledge and skills students learn is through the design and manufacture of interesting artefacts.

Assessment: Design
Projects, class-work
OHS and Personal Application/Ethic
Jewellery Design 4
2 periods

**Course Description:** In this unit students will be shown how to make more refined pieces of jewellery than in the previous unit. In addition to looking at individually designed pieces of jewellery, the student will learn new techniques for working with both metal and glass. When working with metal they will learn hammering, shaping, soldering and casting techniques. For glasswork they will learn glass slumping and fusing techniques and will produce several items of their own design. This unit is equally suited to both boys and girls.

**Assessment:**
- Design
- Projects, class-work
- Portfolio

Metal Design 3
3 periods

**Course Description:** Students learn how to operate a metalwork lathe, use oxy-acetylene equipment to weld metal together, and work with metals such as brass, steel and copper. The course covers a wide range of activities in gas welding and machining of metals. The work is very interesting and challenging.

**Assessment:**
- Design
- Project, class-work
- Portfolio

**DRAMA**
*Semester One*

**Advanced Improvisation and Play-building**
3 periods

**Course Description:** The focus of this course is to develop and extend students’ use of the skills and processes of improvisation with an emphasis on comedy, including the history of this art form. Students will study the process of play-building which will extend their understanding of how plays are shaped and their purposes. The course will involve a small scale performance of a play created by the students. The course will involve a small scale performance of a play created by the students to be presented at the Year 9 Drama evening.

**Assessment:**
- Four Arts Outcomes will be assessed:
  - Drama Ideas
  - Drams Skills and Processes
  - Drama Responses
  - Drama in Society
Improvising
2 periods

Course Description: The major focus of this course is on developing the skills and processes of improvisation as personal expression and as a foundation for further studies in drama and theatre. Students will come to understand and experience the use of the skills and elements of Drama to create roles and characters both spontaneously and through discussion and workshop. As well as improvisation skills, emphasis in this course is given to developing creativity, risk taking, working co-operatively, developing confidence and building trust. Students will develop a folio of work throughout the semester, which will be assessed along with their practical performance tasks.

Assessment: Four Arts Outcomes will be assessed:
Drama Ideas
Drama Skills and Processes
Drama Responses
Drama in Society

Semester Two

Theatre Studies
3 periods

Course Description: This course will explore theatre production and performance through scripted drama and its origins. Students will extend their skills in improvisation and characterisation and will gain an understanding of basic stagecraft and the technical aspects of theatre. This course culminates in the performance of a scripted one act play for an external audience. This unit is recommended for students with a strong interest in public performance. Students will develop a folio of work throughout the semester, which will be assessed along with their practical performance tasks.

Assessment: Four Arts Outcomes will be assessed:
Drama Ideas
Drama Skills and Processes
Drama Responses
Drama in Society

Starting Theatre
2 periods

Course Description: This course is designed for students to extend their understanding of Drama, through theatre work. Students will learn to recognise, understand and use the elements of theatre in practical ways. Emphasis is on the conventions and structure of scripted drama as well as understanding the links between technical support structures, performer and audience. The course will include a small scale performance of a scripted play. Students will develop a folio of
work throughout the semester, which will be assessed along with their practical performance tasks.

Assessment: Four Arts Outcomes will be assessed:
Drama Ideas
Drama Skills and Processes
Drama Responses
Drama in Society

FOOTBALL (AFL)

AFL Football (Course only runs in Semester 1)
2 periods

Suitability: Students who have an interest in the game

This unit is offered to provide students the opportunity to further develop their practical skills and knowledge of the game.

This elective would aim to cover the following objectives:

- Increase the depth of learning relating to rules, skills and game strategies
- Improve the level of technical skill acquisition and repertoire of drills and practices
- Integrate related peripheral aspects to the sport, such as fitness, nutrition, training methods, time management, psychology.

This course is practically based, however there are theoretical aspects.

Focus Areas are: Skills for physical activities
Interpersonal skills
Self-management skills
Concepts for a healthy lifestyle
HOME ECONOMICS

Students are to select ONE Foods Elective per semester, i.e. a 3 period elective or 2 period elective, not both each semester.

Food Decisions 1
3 periods

Course Description: This is a practical foods course. Students will explore and experience making food items. A study of nutrition will focus on food choices for healthy living and will involve students preparing a variety of delicious, quick, tasty snacks and meals. A great course for students wanting to expand their food preparation skills.

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 Decisions 2
2 periods

Course Description: This is a practical foods course. Students will explore and experience making food items. A study of nutrition will focus on food choices for healthy living and will involve students preparing a variety of delicious, quick, tasty snacks and meals. A great course for students wanting to expand their food preparation skills.

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.

Semester Two

Food Decisions 3
3 periods

Course Description: This is a practical foods course which examines the importance between nutrition, fitness and leisure during the adolescent years. Students will relate food, fitness and dietary needs to themselves and others by producing delicious meals, lunches and snacks.
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 Decisions 4
2 periods

Course Description: This is a practical foods course which examines the importance between nutrition, fitness and leisure during the adolescent years. Students will relate food, fitness and dietary needs to themselves and others by producing delicious meals, lunches and snacks.

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.

LANGUAGES

INDONESIAN

Note: Students enrolled in languages are committed to a year-long course.

Indonesian (Year-long course)
3 periods

Prerequisite
This is a year-long course, therefore Semester 1 is a prerequisite for Semester 2. The year 9 Indonesian course is a continuation of the Year 8 LOTE Indonesian course and only students who studied Indonesian in Year 8 and received a minimum of C grade for their most recent Year 8 Indonesian result.

Prescribed Text
Students should have Saya Bisa Workbook 1 from the previous years of study. Students should also purchase Saya Bisa Workbook 2 for Year 9 Indonesian.

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 9 the study of the Indonesian language would ideally be studied for three periods a cycle for the entire year. It would focus on vocabulary building and practical language use and would explore all cultural areas such as history, art, and music through Perth Indonesian Film Festival and Indonesian Study Tour.
Year 9 Topic
In Year 9, students are suggested to undertake following topics of studies. The individuals (Clothing & Shopping), Diversity in Indonesia, Village & City life, Healthy lifestyle, restaurants & cuisines.

Pathway Benefits
Students who are pursuing the tertiary pathway will be eligible to receive a 10% ATAR Bonus for studying Indonesian / Italian at Bunbury Catholic College in Year 12. It is strongly advisable to undertake Year 8, 9, 10, and 11 Indonesian unit to complete the Year 12 course.

For more information, click on the links below.
http://www.studyat.uwa.edu.au/undergraduate/requirements/wace/lote

Assessment: Assessments consists of 4 main outcomes. These outcomes are; oral communication, listening and responding, viewing and reading, and written communication. The format of these assessments may consist of the traditional test, speech, presentation, diction, role play, project, etc.

Expectations: Students undertaking Year 9 Indonesian is expected to complete the entire duration of the course should they wish to participate on a Study Tour.
Italian (Year-long course in preparation for Yr 12 TEE Italian)
3 periods

This is a year-long course, therefore Semester 1 is a prerequisite for Semester 2. The Year 9 Italian course is a continuation of the Year 8 Italian experience, and only those students who studied Italian in Year 8 or have studied at least five years of Italian in Primary school are eligible to do this course.

Objectives of the course:
To facilitate an appreciation of the Italian language and culture and its significance within the Australian community.
To assist in the student’s development from basic written and spoken Italian to more complex texts and verbal structure. This takes place within a variety of structure contexts.
Students are also provided with a wide range of opportunities to enable them to explore and extend their language skills both in English and Italian.

Prerequisite: Completion of the Year 8 course.
The Italian Course is a very dynamic course designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning. Students may also have the opportunity to participate in the study tour to Italy in later years. In the Italian course, students will be given opportunities to develop the necessary understandings and values to communicate effectively in Italian in order to enjoy and appreciate Italian culture through art, travel, film, music, fashion, cuisine and sport.

The topics covered during the year will focus on:
- La Moda – Shopping and Fashion.
- Il Cibo – Food.
- La Casa – My House and Daily Routines.
- Persi in Citta’ – My City and Directions.

Assessment
A variety of assessment procedures will be used to allow students to demonstrate their own learning styles and strengths and achieve the relevant outcomes of the Language Learning Area: Listening, Responding and Speaking: Viewing; Reading, Responding and Writing.
MEDIA

Media
2 Periods

Students in the Year 9 Media course will cover an area that dominates many teenagers’ lives, the realm of music. More specifically students will cover all aspects of music videos. We explore stereotypes, representations and conventions by watching, responding to and deconstructing music videos of students’ favourite artists. Students get the opportunity to create, film and edit their own music videos. Aspects of marketing also come into the course as we dabble in some photography and create magazine covers for students own music magazines.

MUSIC

Note: Students enrolled in 3 period Music are encouraged to commit to a year-long course.

Music (Year-long course)
3 periods

Prerequisites: Students need a basic knowledge of a musical instrument or voice and be engaged in tuition through our instrumental music program or a private provider. Students must be willing to learn to read and write music notation and perform in groups. Students will be expected to do a solo performance by the end of the course.

Course Description: This course aims to develop music skills in performance, musicianship, theory, analysis, literature and historical and cultural perspectives. The course is designed as a prerequisite to Year 10 Music and is a pathway to Certificate III in Music and WACE Stage 2 Music.

This course involves a fun journey of four specific areas of music:

World Music – Africa, China, Ireland, Aboriginal, Polynesian, Caribbean are just some of the countries visited
Music Theatre – Showboat to the Addams Family
The Pioneers of Rock – Rock ‘n’ Roll to Hip Hop
Movie Soundtracks – Jaws to the Maze Runner

Assessment: Performing, song writing, listening, responding
Music
2 periods

**POP STAR PERFORMANCE** – Semester 1
**ROCK GRUNGE RAP & BEYOND** – Semester 2

**Prerequisites:** Students need a keen interest in music and preferably are willing to take on or are already involved in individual music tuition on an instrument or voice. Students must be willing to learn to read and write music notation and to work towards a group performance. The focus of this course is music appreciation through listening, song writing and performing. Students who excel in this course may join the year-long course.

**Course Description:** Both courses aim to develop music skills in performance, song writing, listening and responding to modern music genres. Music software applications will be explored including beat boxing, drum kit composition, notation software, and other fun and interactive music applications.

**Assessment:** Performing, song writing and listening

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**NETBALL**

Netball (Course only runs in Semester 1)
3 periods

**Suitability:** Students who have an interest in the game

This unit is offered to provide students the opportunity to further develop their practical skills and knowledge of the game.

This elective would aim to cover the following objectives:
- Increase the depth of learning relating to rules, skills and game strategies
- Improve the level of technical skill acquisition and repertoire of drills and practices
- Integrate related peripheral aspects to the sport, such as fitness, nutrition, training methods, time management, psychology.

This course is practically based, however there are theoretical aspects.

**Focus Areas are:**
- Skills for physical activities
- Interpersonal skills
- Self management skills
- Concepts for a healthy lifestyle
OUTDOOR EDUCATION

Please Note: Semester 1 and 2 are similar courses, and students can only pick ONE three or two period elective for the whole year.

Outdoor Education (Course repeated in Semester 2)
3 & 2 periods

Course Description: This course is designed to develop competence in dealing with the natural environment in a safe manner and to introduce students to the impact of outdoor recreation on the environment. The student will gain an understanding of the concepts involved in outdoor safety through the development of team building initiative skills with aquatic survival skills. Students are introduced to compass, map work and rope-work as the foundation for developing land based skills. Snorkelling and kayaks provide the basis for developing safe water based survival skills. This provides the opportunity for the development of the physical, theoretical and leadership skills necessary for those wishing to use the outdoor environment.

In Semester 1 there will be a one day climbing excursion. In Semester 2 there will be a one day snorkelling excursion (weather permitting).

Focus Areas are: Skills for physical activities
Interpersonal skills
Self-management skills
Concepts for a healthy lifestyle

PE ELITE PROGRAM

PE Elite Program (Course only runs in Semester 2)
3 periods

Course Description: This course aims to extend student’s knowledge and skills of physical activity in preparation for Upper School Physical Education Studies. Students are challenged through a diversity of activities with a focus on “training programs and methods” for fitness, recovery and rehabilitation. This course is suited to students who are prepared to work on development of a training/fitness regimen toward the elite level.