Lake Joondalup Baptist College
2016
Year 11&12
Course Handbook
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Introduction

Welcome to the Year 11 and Year 12 Curriculum Handbook

This booklet contains information regarding the course opportunities within the curriculum suite at Lake Joondalup Baptist College. Details are provided on the West Australian Certificate of Education, various post school alternatives and Year 11 and Year 12 courses.

It is essential that when selecting your courses you select a program that provides you with:

- Opportunities for academic success
- Opportunities to enter employment, training or higher education in your preferred career field.

Note: While every effort has been made to ensure that the information in this handbook is current and correct, it is ultimately the student’s responsibility, in consultation with parents, to ensure that the entry requirements for Technical and Further Education (TAFEs) and University courses are met. University information is available through the Tertiary Information Service Centre (TISC) website. The School Curriculum and Standards Authority website will offer information on course content and other relevant details. The TAFEs’ (Polytechnic) websites will also offer information on courses available. Please be advised of the name change from TAFE to Polytechnic West, with the exception of the local Joondalup West Coast TAFE and the Central TAFE which is now referred to as the Central Institute of Technology.

NB: Polytechnic West Campuses: Armadale | Balga | Bentley | Carlisle | Midland | Thornlie

Before selecting courses of study for next year, students in association with their parents should:

1. seek advice from their teachers and consider their recommendations
2. check the Tertiary Information Service Centre (TISC) Summary of Undergraduate Admission Requirements to identify prerequisites for certain courses at universities
3. study Australian Tertiary Admissions Rank cut-offs for entry into courses at the various Western Australian universities and be aware of bonus increments to some courses such as LOTE (see Selecting Courses for Year 11 and 12)
4. be fully aware of TAFE/Polytechnic requirements for entry into TAFE/Polytechnic courses
5. carefully consider the degree of personal satisfaction and enjoyment you obtain from the various courses, in order to achieve success through courses you enjoy
6. be aware of your capabilities, since choosing a course beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it, new rules from the Schools Curriculum and Standards Authority governing changes of courses began in 2015 and will make it difficult to change courses except very early in year 11 and 12
7. remember that Year 11 and 12 is a two year educational package and meeting the requirements for graduation starts with satisfactory achievement from the beginning of Year 11.

It is important that students know they can seek advice from appropriate staff at our College before deciding on a course of study for next year. Additionally, students seeking to enter ATAR Courses without meeting the required prerequisites for that subject will be required to meet with either Mrs Houghton – Dean of Studies, Mrs Eyre – Secondary Curriculum Manager or Mr Lynton Smith – Head of Careers as well as receiving permission from the appropriate Head of Learning.

For Course/Career advice, please speak with any of the following staff:
Dean of Studies – Mrs Penny Houghton, Secondary Curriculum Manager – Mrs Kimberly Eyre, Head of Career Education – Mr Smith, Heads of Learning Areas and Teachers.

For timetabling, web preferences issues and examination enquiries please see Mr Limpie van Aswegen – Learning Technologies Manager and Secondary Curriculum Administration or Mr Daniel Theunissen – Head of Learning Area and Secondary Curriculum Administration in the Student Services Office.

For most students there is no short cut to career choices. They must spend time and effort in assessing their own abilities, interests and values, seeking accurate, up-to-date information and examining alternatives. We wish our students every success as they embark on the challenge and enjoyment of their senior years in Years 11 and 12 at Lake Joondalup Baptist College.
Course Selection Process

Once a student completes an online course selection form, the form must be printed and signed by the parent/guardian and student. This must be taken to the Curriculum Office. Please note that the selection will not submit online unless all fields for course choice and reserves are entered. Course selections online must be completed by 24 August 2015. For students who did not achieve a prerequisite for course entry online, but still want to enrol in a course, a form must be sought from the Curriculum Office and signatures from the Heads of Learning must be obtained before making an appointment with Mrs Houghton, Mrs Eyre or Mr Smith to discuss individual course choices.

This procedure is necessary to avoid, unrealistic course choices, changes of courses during the academic year and to facilitate best outcomes to ensure graduation. Students need to consider their options and not narrow their field of expectations. Once students have selected their courses and/or had any change requests approved, it is expected they will study them for the full year. At Lake Joondalup Baptist College we do not run courses as single units of study.

Any queries regarding change will need to be directed to the Curriculum Office.
School Curriculum and Standards Authority Certificates

Year 12 students 2016

Folio of achievement
At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:

- WACE (Western Australian Certificate of Education)
- WASSA (Western Australian Statement of Student Achievement)
- WACE course report (Australian Tertiary Admission Rank – ATAR courses only)
- Award certificates achieved.

The WACE indicates that you have satisfied the requirements for WACE achievement (see page 6).

The WASSA formally records, where appropriate:
- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- endorsed programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:
- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units.

A course that has a practical examination component will have the written and practical marks reported separately.

Exhibitions and Awards
Exhibitions and awards are granted to students in recognition of academic excellence. The names of the award winners are published through the media in early January.

Exhibitions and awards include:

a) Beazley Medal – WACE – Awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions.

b) Beazley Medal – VET – is awarded for excellence in studies that include training qualifications and School Curriculum and Standards Authority courses. It is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

c) General Exhibitions – Forty awards, known as general exhibitions, are awarded to eligible students who obtain the highest WACE award score. The WACE award score is based on the average of five scaled examination scores in ATAR courses, calculated to two decimal places, with at least two from each of List A and List B.
d) Awards for Outstanding Achievement in a Course:
   - Subject exhibitions (ATAR courses)
     A subject exhibition may be awarded to the eligible student obtaining the highest
     examination mark for each ATAR course, provided that at least 100 candidates sat the
     examination. To be eligible for a subject exhibition, the student must have completed the
     pair of Year 12 units in the course in the year of the award and have not previously sat
     the ATAR course examination for that course.
   - A VET Exhibition may be awarded to the eligible student who has demonstrated the most
     outstanding performance in an AQF VET Certificate II or higher and in their other course
     achievements.

e) Certificates of Excellence
   ATAR – Certificates of excellence are awarded to eligible candidates who are in the top 0.5
   per cent of candidates in each ATAR course examination, based on the examination mark,
   or the top two candidates (whichever is the greater) in a course where at least 100
   candidates sit the ATAR course examination. Subject certificates of excellence (ATAR
   courses).
   - Certificates of excellence are awarded to eligible candidates who are in the top 0.5 per
     cent of candidates in each ATAR course examination, based on the examination mark, or
     the top two candidates (whichever is the greater) in a course where at least 100
     candidates sit the ATAR course examination.
   - VET - Certificates of excellence may be awarded to eligible Year 12 students who
     complete an AQF VET Certificate II or higher in one of the 13 training package industry
     areas and who are in the top 0.5 per cent of candidates.

f) Certificate of Merit and Certificates of Distinction
   Certificates of merit and certificates of distinction recognise student achievement in the
   WACE and are dependent on the degree of difficulty of the courses and programs
   undertaken together with the student’s level of achievement. These awards will be based
   solely on the grades awarded to students by their schools.
   A certificate of merit or a certificate of distinction is to be awarded to each eligible student
   who obtains:
   - Certificates of merit.............................................................. 150 – 189 points
   - Certificates of distinction...................................................... 190 – 200 points

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<th>ATAR courses</th>
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<th>Foundation courses</th>
<th>VET qualifications</th>
<th>Points (per unit)</th>
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<td>9</td>
<td>B</td>
<td></td>
<td></td>
<td>Cert IV+</td>
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<td></td>
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<td>Replaces two Year 11 and four Year 12 units</td>
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<td>8</td>
<td>A</td>
<td></td>
<td></td>
<td>Cert III</td>
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<td></td>
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<td>Replaces two Year 11 and four Year 12 units</td>
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<td>Cert II</td>
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<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
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# WACE Requirements for 2016

These are the minimum requirements for students to receive a Western Australian Certificate of Education (WACE)

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<th>WACE requirements 2016</th>
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<td>General requirements</td>
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<td>• demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy</td>
</tr>
<tr>
<td>• complete a minimum of 20 units or equivalents as described below</td>
</tr>
<tr>
<td>• complete four or more Year 12 ATAR courses or complete a Certificate II or higher.</td>
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<table>
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<th>Breadth and depth requirement</th>
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<td>Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:</td>
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<td>• a minimum of 10 Year 12 units or the equivalent</td>
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<tr>
<td>• two completed Year 11 English units and one pair of completed Year 12 English units</td>
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<tr>
<td>• one pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).</td>
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<tr>
<th>Achievement standard requirement</th>
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<tr>
<td>Students will be required to achieve 14 ‘C’ grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six ‘C’ grades in Year 12 units (or equivalents).</td>
</tr>
</tbody>
</table>

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence by completing up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.

<table>
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<th>Literacy and Numeracy requirement</th>
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<td>There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units. Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work. You can demonstrate the minimum standard:</td>
</tr>
<tr>
<td>• through the Authority’s Online Literacy Numeracy Assessment (OLNA), or</td>
</tr>
<tr>
<td>• if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy.</td>
</tr>
</tbody>
</table>
**ATAR Examinations 2016**

Each ATAR course has an ATAR examination.

Year 12 students who are enrolled in Year 12 ATAR course units will be required to sit the examination in that course.

External examinations are not held for General and Foundation courses.

Each enrolled examination candidate receives a personalised ATAR written examination timetable. This timetable provides information about the time, date and location of each written examination in which they are enrolled. The timetable is used by candidates as proof of identification when they sit examinations.

**Overarching Learning Outcomes**

These thirteen overarching outcomes are embedded in the WACE curriculum delivery outcomes.

<table>
<thead>
<tr>
<th>1. Students use language to understand, communicate ideas and information and interact with others.</th>
<th>2. Students select, integrate and apply numerical and spatial concepts and techniques.</th>
<th>3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Students select, use and adapt technologies.</td>
<td>5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.</td>
<td>6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.</td>
</tr>
<tr>
<td>7. Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.</td>
<td>8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.</td>
<td>9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.</td>
</tr>
<tr>
<td>10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.</td>
<td>11. Students value and implement practices that promote personal growth and wellbeing.</td>
<td>12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.</td>
</tr>
<tr>
<td>13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.</td>
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</table>
WACE breadth-of-study list

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at least one Year 12 course from each of List A and List B.

(Note: courses listed in light grey are not currently offered at LJBC)

<table>
<thead>
<tr>
<th>List A (arts/languages/social sciences)</th>
<th>List B (mathematics/science/technology)</th>
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<tbody>
<tr>
<td>Aboriginal and Intercultural Studies</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>Aboriginal Languages of Western Australia</td>
<td>Animal Production Systems</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Arabic</td>
<td>Automotive Engineering and Technology</td>
</tr>
<tr>
<td>Business Management and Enterprise</td>
<td>Aviation</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Biological Sciences</td>
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<tr>
<td>Children, Family and the Community</td>
<td>Building and Construction</td>
</tr>
<tr>
<td>Chinese language courses</td>
<td>Chemistry</td>
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<td>Dance</td>
<td>Change to grey</td>
</tr>
<tr>
<td>Drama</td>
<td>Design</td>
</tr>
<tr>
<td>Economics</td>
<td>Earth and Environmental Science</td>
</tr>
<tr>
<td>English</td>
<td>Engineering Studies</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>French language courses</td>
<td>Health, Physical and Outdoor Education Foundation</td>
</tr>
<tr>
<td>Geography</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>German language courses</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Marine and Maritime Studies</td>
</tr>
<tr>
<td>Hebrew</td>
<td>Materials Design and Technology</td>
</tr>
<tr>
<td>Indonesian language courses</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Italian</td>
<td>Mathematics: Specialist</td>
</tr>
<tr>
<td>Japanese language courses</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Literature</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Malay language courses</td>
<td>Physics</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>Plant Production Systems</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>Psychology</td>
</tr>
<tr>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Ethics</td>
<td></td>
</tr>
<tr>
<td>Politics and Law</td>
<td></td>
</tr>
<tr>
<td>Religion and Life</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>
Post Year 12 Options

<table>
<thead>
<tr>
<th>Employment</th>
<th>Training</th>
<th>TAFE/Polytechnic (restricted entry)</th>
<th>Senior School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>Private organisations (e.g. business college, health clubs, nanny school, hospitality and tourism colleges, golf management etc.)</td>
<td>Part time (full time)</td>
<td>Completion of Year 12 leading to:</td>
</tr>
<tr>
<td>Part time</td>
<td></td>
<td></td>
<td>Employment</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td></td>
<td></td>
<td>TAFE/Polytechnic study</td>
</tr>
<tr>
<td>Traineeships</td>
<td></td>
<td></td>
<td>Apprenticeship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Traineeship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(UWA, Curtin, Murdoch, Edith Cowan, Notre Dame)</td>
</tr>
</tbody>
</table>

Overall structure of Year 11 and 12 studies

The paths of study for Year 11 and Year 12 students at Lake Joondalup Baptist College are:

University directed students

a) Study in Year 12, a minimum of five courses with at least four ATAR courses (paired units) including ATAR English or ATAR Literature. Students entering Year 12 will be guaranteed the subject they chose to study in Year 11 as long as it is a subject that contributes to their ATAR and as long as the student also meets the prerequisite grade for follow on in that Course in Year 12. In Year 11, students choose a total of six courses with at least four ATAR courses including ATAR English or ATAR Literature.

b) Achieve a scaled mark of at least 50 in specified ATAR courses.

Please note:
To gain entrance to university, students must achieve a ‘C’ grade in ATAR English or ATAR Literature. Students who choose to study any ATAR course will sit University entrance examinations for that course at the end of Year 12.

The WACE is required by all universities for entrance.

TAFE/Polytechnic directed students

a) TAFE/Polytechnic directed students not participating in a workplace learning program (VET in schools units of competency embedded).

b) Year 12 TAFE directed students participating in Workplace Learning and attending the workplace have the option of accessing training courses through CareerLink for 1 day per week throughout the year (VET in schools program) during semester 1 for 15 weeks after which they return to experiencing 1 day a week in the workplace. Students who do not wish to access the CareerLink training courses may opt to only experience the workplace for one day a week. Please see Mr Lynton Smith for various other certificate opportunities apart from those provided through CareerLink.

c) Year 11 students involved in the program experience 2 semesters of 1 day a week in the workplace.

d) TAFE/Polytechnic directed students who will be attending the workplace will do so from approximately Week 3 of Term 1.

e) Students in this pathway generally choose a selection of General courses.

NB: Students must be aware that not achieving the prerequisite standard will jeopardise their eligibility to enrol in that subject in Year 12.

Students who decide to change courses in Year 12 cannot be guaranteed entrance to a different course if the enrolment numbers for the course make the course not viable to run.
Multiple pathways to achieve the WACE

The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of 10 Year 12 units or equivalents. Students may use ATAR courses, General courses, VETiS courses, Foundation courses (but not Preliminary courses), VET programs, or endorsed programs to meet this requirement.

There are limits to the number or VET programs (not VETiS) and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET programs and endorsed programs but a maximum of four units from endorsed programs.

The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which are previously described.

Examples of Study Options

<table>
<thead>
<tr>
<th>Student</th>
<th>Courses studied (with minimum C grade achievement)</th>
<th>Eligibility for WACE certification</th>
<th>Eligibility for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Six Year 11 ATAR courses</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Five Year 12 ATAR courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Four Year 11 ATAR courses</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Two Year 11 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four Year 12 ATAR courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Year 12 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Four Year 11 ATAR courses</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Two Year 11 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Year 12 ATAR courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Year 12 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Four Year 11 ATAR courses</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Two Year 11 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One Year 12 ATAR course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two Year 12 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VET Cert II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Four Year 11 General courses (excluding Preliminary)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>VET Cert I</td>
<td>(22 units, 10 Year 12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four Year 12 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VET Cert II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Four Year 11 General courses (excluding Preliminary)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>One Year 11 General VETiS*</td>
<td>(20 units, 10 Year 12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three Year 12 General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One Year 12 General VETiS*</td>
<td>*Cert II completed as part of course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Year 11/12 Course Selection 2016

You will be asked to select your courses through the Internet using Web Preferences. All students will be issued with a sheet explaining the process and the minimum requirements with regards to access to the site. This sheet of paper is specific to each student and will give them their individual student access code and password. It is important that this sheet be kept safely and students should choose their courses in conjunction with their parents or guardians. A copy of the selections must be returned to the school with the signatures of both student and parent or guardian (There will be a box in the Curriculum Office reception area in which to leave your form).

If you do not have the required capacity to enrol at home then students may do this at school in the Library at lunch time. If you have problems with your password please see Mr van Aswegen or Mr Theunissen in their office in the Student Services building, otherwise all other enquiries must be presented to the Curriculum Office. A copy of the printed form must be signed by the student, parent/guardian and then returned to the courses box in the Curriculum Office. Students should not attempt to enrol in their courses during class time.

**Cut-off date:**
Monday 24 August 2015

**Course selection**
- You must select a total of **six (6)** courses plus **two (2)** reserve options by the above date.
- One of the chosen courses must be English as it is compulsory for WACE graduation requirements.
- You will only be able to select courses that you have met the prerequisites for. Please consult the Course Handbook for more information regarding this.
- You may not select more than one VET stand-alone course if you intend to select such a course.

** Reserve options**
While every effort will be made to accommodate your course options, it may happen that some students will miss out on some of their course selections because there are not sufficient numbers to run a course or other issues regarding resources or staffing. Therefore some thought should go towards reserve options so that a place can be reserved in that class in the case of a student missing out on any of their chosen courses.

**Please note:**
There are only five (5) attempts permitted for course selection on Web Preferences before the cut-off date. You will need to consult the Course Handbook and discuss your selections with your parents before entering your selections.

**Student check list for consideration as you complete your online selections:**

**ATAR pathway**
- Have I selected at least four ATAR Courses including English?
- Have I selected at least one course off the List A set of Courses and at least one course off List B?
- Have I achieved a 3 in all my OLNA components, particularly literacy?
- As a Year 12 student and if I have selected a Private Study do I meet the eligibility requirements to do so?

**General Pathway**
- Have I preferably selected at least four General Courses including English?
- Have I selected at least one course off the List A set of Courses and at least one course off List B?
- Am I on track to achieve all my OLNA requirements by the end of Year 12?
- As I will need to achieve a Certificate II by the end of Year 12 to graduate with a WACE, have I (a) selected to enrol in a Certificate II which will run at the College or (b) decided to enrol in a Careerlink option which will allow me to access a Certificate II or higher off campus?
Compulsory Subjects

Christian Education

At LJBC we meet all students where they are at with their faith and we endeavor to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated of the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8 is ‘Seek Wisdom, act Justly and love Mercy’.

Christian Education during upper secondary years focus on the teachings of Jesus and what we can learn from his dealings with people and his reactions to a variety of circumstances. Students have the opportunity to discuss complex ethical and life issues and are introduced to different world religions and how they compare to Christianity. Social justice carries into the senior secondary years where students explore issues like ethical trading and injustice in the world.

Associated fees/subject levy
$20.

Health and Wellbeing

Health and Wellbeing is compulsory for all senior secondary students and aims to provide the knowledge and skills to live a healthy lifestyle and enhance the wellbeing of those around them. Students will consider risks, analyse decision making processes, learn how to promote positive mental health and explore aspects of healthy relationships.

Associated fees/subject levy
$25.
Terms you should be familiar with

**Accredited courses**
These are courses which contribute towards Secondary Graduation. They include ATAR and General and Foundation courses, VETiS courses but not registered courses.

**ATAR courses**
These are Schools Curriculum and Standards Authority Accredited courses which contribute towards Secondary graduation and also towards the calculation of the ATAR.

**Australian Tertiary Admissions Rank (ATAR)**
An ATAR will be calculated using a Tertiary Entrance Score (TES) which is calculated using the best average (mean) mark of four ATAR courses. The ATAR is a number between 99.5 and zero that reports a student’s ranked position relative to all other students.

**Average Marks Scaling System**
The Australian scaling Test (AST) was replaced by the Average Marks Scaling System (AMSS) in 1998. This system means that students no longer have to sit for a separate scaling test. The AMSS is used to modify scores on Examinations thus cancelling the advantage that would occur if only the easiest courses are taken. The use of the AMSS means that the scaling of marks is on the basis of actual performance in WACE (COS) courses and not on a separate measure.

**General Courses**
These are Schools Curriculum and Standards Authority Accredited courses which contribute towards Secondary Graduation.

**Schools Curriculum and Standards Authority**
This body sets the requirements for Secondary Graduation and issues the Western Australian Statement of Student Achievement (WASSA) and the Western Australian Certificate of Education (WACE).

**Secondary Graduation**
Successfully completing the Schools Curriculum and Standards Authority requirements for study in Year 11 and Year 12, results in Secondary Graduation and the award of the WACE – Western Australian Certificate of Education.

**Tertiary Entrance Aggregate (TEA)**
Sum of four best scaled marks – TEA out of 400.

**Tertiary Institutions in Western Australia**
University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, University of Notre Dame.
Western Australian students are also eligible to apply for University admission in other States. For other Australian Universities, see guides ‘Universities in Australia’ or ‘Good Universities Guide’, Technical and Further Education (TAFE), Colleges in the Business and Government Telephone Directory.

**Tertiary Institutions Service Centre (TISC)**
100 Royal Street EAST PERTH 6004
Telephone 9318 8000
Facsimile 9225 7050
TISC On-Line [www.tisc.edu.au](http://www.tisc.edu.au)
TISC Line 1901 191 091

**University admission**
Details of conditions that a Year 12 student must satisfy, in order to qualify for Secondary Graduation and achieve a satisfactory performance, may be found through the Tertiary Institutions Service Centre (TISC). Please access the TISC website for more details on specific University entrance requirements some Universities also offer entrance through the Portfolio System such as ECU and Murdoch (Media course) and Notre Dame University.
University Study

Requirements for university admission

Entry to public universities

The University of Western Australia, Curtin University, Edith Cowan University and Murdoch University

There are basic criteria for students to satisfy in order to obtain entry into the public universities:

1) **Secondary Graduation** for which a Western Australian Certificate of Education (WACE) is awarded. This is required by all universities.

2) **Competency in English** for which students are required to achieve a scaled score of at least 50 in Year 12 English with at least a ‘C’ grade in ATAR English or ATAR Literature. Some universities have alternative tests and other conditions also apply to eligible overseas students. Enrolment in either ATAR English or ATAR Literature at Year 12 level is compulsory. Those students who do not achieve this may still be considered for tertiary entry if the TER is above a certain level which is determined by the individual tertiary institution. Applicants may meet the competence in English requirement by sitting English or Literature on a private basis in which case a scaled mark of 50% or greater in the exam will be required.

3) **Preferred or Prerequisite courses** may be required in different University courses. In considering a university course, students should be aware of such preferred or prerequisite courses. (This information is available in the specific university handbooks).

4) **Entry Requirements for Medicine and Dentistry** at the University of Western Australia include the Undergraduate Medicine and Health Sciences Admission Test (UMAT) which students attempt in August. On the basis of results in this test, a number of students will then be selected for interviews in November. The final criteria will be that students achieve an Australian Tertiary Admissions Rank (ATAR) of approximately 96 or higher.

5) **Attainment of the Australian Tertiary Admissions Rank (ATAR)** Access to study at public universities in WA is decided by a student’s Australian Tertiary Admissions Rank (ATAR). The Tertiary Entrance Aggregate (TEA) will be calculated and will form the basis for the determination of the ATAR. Students will be informed of their ATAR as well as their TEA. Information relating to cut-offs for various university courses provided by universities, and reported in the newspapers, will refer to the (ATAR).

The ATAR is a number out of 100 which indicates a student’s relative position compared with all other students who graduated from Year 12. The student cohort includes students aiming for university entrance as well as those who are not. An ATAR of 89.50, for example, would mean that this student was in the top 10.50% of all Year 12 students. For more information about ATARs access the TISC website on [www.tisc.edu.au](http://www.tisc.edu.au).

Calculation of the TEA will occur using the best sum of four WACE courses plus 10% of the student’s best Language Other Than English (LOTE) course. All of these courses must be studied at Year 12 level. No Year 11 or General Year 12 course can be used to calculate the TEA. Certain course combinations are not acceptable in relation to the calculation of the TEA. Both courses may be taken but the result in only one may be used to calculate a TEA. Please see unacceptable combinations for the TEA below.
Unacceptable combinations for TEA

<table>
<thead>
<tr>
<th>Chemistry</th>
<th>with</th>
<th>Integrated Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese: Advanced</td>
<td>with</td>
<td>Chinese: Second Language</td>
</tr>
<tr>
<td>English</td>
<td>with</td>
<td>English as an Additional Language/Dialect</td>
</tr>
<tr>
<td>English</td>
<td>with</td>
<td>Literature</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect</td>
<td>with</td>
<td>Literature</td>
</tr>
<tr>
<td>French: Background Language</td>
<td>with</td>
<td>French: Second Language</td>
</tr>
<tr>
<td>Japanese: Advanced</td>
<td>with</td>
<td>Japanese: Second Language</td>
</tr>
<tr>
<td>Physics</td>
<td>with</td>
<td>Integrated Science</td>
</tr>
</tbody>
</table>

No more than two mathematics scaled scores can be used in the calculation of the TEA

**Note:** these courses/courses may be studied together but only one of them can be counted towards the TEA

ii. A score of each TEA course comprises a school based component (50%) which is added to the Tertiary Entrance Examination component (50%) to form a combined score. There are several statistical procedures which are applied to the school based score (moderation), exam score (standardising) and the combined score (scaling). Scaling means a course will be scaled according to the marks that all students in the state doing that course achieved in their other three, four or five courses.

iii. Cut off scores and the ATAR and TES required to gain entry in the first round of offers made by the Universities can be found by checking the TISC website: www.tisc.edu.au.

Entry to the University of Notre Dame Australia

The University of Notre Dame admission process considers school results from Years 11 and 12, ATAR, a personal statement, references from school and work contacts. Once this process identifies a student as a potential candidate for admission, he/she is invited to an interview.

The minimum entry requirements for admission to the University of Notre Dame are:

1) **Secondary Graduation** for which students should have fulfilled the Schools Curriculum and Standards Authority’s Secondary Graduation requirements

2) **English Language competency** for which students are required to have achieved at least a ‘C’ grade in Year 12 ATAR Literature or ATAR English

3) **Minimum grades** for which students should have achieved at least a ‘C’ average throughout Year 11 and 12 studies in at least four courses in each year

4) **Australian Tertiary Admissions Rank** minimum of 70.00 (ATAR)

Offers of admission to Notre Dame will be made in mid-January to students who have fully demonstrated through Year 11 and 12 results, their capability to succeed.

Alternative entry programs exist for students who do not meet the minimum entry requirements.
University Admissions 2017: for Year 12, 2016 Graduates

- A TEA, which is converted to an ATAR will be calculated using the best four courses
- Students must receive a WACE
- Schools will submit a result out of 100 for the courses studied at the College to the Schools Curriculum and Standards Authority, so the mark can be included as part of a student’s TEA.

Scenario guidelines

Relating Year 11 to likely Year 12 Performance

<table>
<thead>
<tr>
<th>Marks in Year 11 best four courses</th>
<th>Approximate grade</th>
<th>Likely ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Averaging about 80</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Averaging about 75</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>Averaging about 70</td>
<td></td>
<td>85</td>
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<tr>
<td>Averaging about 65</td>
<td>B</td>
<td>79</td>
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<tr>
<td>Averaging about 60</td>
<td></td>
<td>72</td>
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<tr>
<td>Averaging about 55</td>
<td>C</td>
<td>64</td>
</tr>
<tr>
<td>Averaging about 50</td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>Averaging about 45</td>
<td>D</td>
<td>49</td>
</tr>
</tbody>
</table>

ATAR examples from 2014

<table>
<thead>
<tr>
<th>ATAR</th>
<th>TEA (avg mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.00</td>
<td>188.3 (47%)</td>
</tr>
<tr>
<td>70.00</td>
<td>223.6 (56%)</td>
</tr>
<tr>
<td>75.00</td>
<td>235.4 (59%)</td>
</tr>
<tr>
<td>80.00</td>
<td>247.9 (62%)</td>
</tr>
<tr>
<td>85.00</td>
<td>263.1 (66%)</td>
</tr>
<tr>
<td>90.00</td>
<td>280.3 (70%)</td>
</tr>
<tr>
<td>95.00</td>
<td>305.2 (76%)</td>
</tr>
<tr>
<td>99.95</td>
<td>392.9 (98%)</td>
</tr>
</tbody>
</table>

Courses studied on a private basis

Students wishing to study courses on a private basis must enrol with the Schools Curriculum and Standards Authority. Marks for courses undertaken on a private basis will be based on the ATAR mark only (out of 100) and may be used in the calculation of the TEA. Results in English or Literature taken on a private basis may be used to meet the Competence in English requirement.
Selecting Courses for Years 11 and 12

Before selecting courses for study in Year 11 or Year 12, students must note the following:

1) Christian Education is a compulsory course in both Year 11 and Year 12.
2) Health and Wellbeing is a compulsory course in both Year 11 and Year 12.
3) Students must observe the minimum entry standards (prerequisites) for Year 11 and 12 courses.
4) At universities, some courses have prerequisite courses, whilst at others certain courses are strongly recommended. Students should be aware of these requirements before making their choice of Year 11 courses (Information may be obtained from individual universities).
5) Students intending to study at TAFE should be aware of the pathways they intend to follow as this will guide their choice of courses. (Information is available from TAFE counsellors or the Career Skills Information Centre).
6) Students who contemplate staying until the end of Year 12 should have a clear idea of the courses they intend to take over the two year period. In some learning areas e.g. Mathematics, Japanese, Music, Physics and Chemistry, it would not be recommended for students to study the Year 12 course without having studied the Year 11 course.
7) In developing a timetable grid, the courses offered and the number of classes in a particular course is dependent upon the number of staff and rooms available at any one time, and student selection.
8) Students need to consider that they may not be permitted to study a course in Year 12 if their Year 11 achievement in that course was not satisfactory.
9) Students should note that ATAR units will require examinations to be attempted in order to attain graduation (not just for tertiary entrance), unless exempt.
10) At the time of writing, TISC is still determining what consideration will be given to students studying ATAR Mathematics Specialist and/or ATAR Mathematics to acknowledge the higher level of difficulty of these subjects when compared to ATAR Mathematics Applications.

Note
When students make unwise choices of courses and then desire to change courses, difficulties may arise as classes may be full or there may be no other suitable option on the same grid line. It is important, therefore, that students and parents give the most serious consideration to the recommendations made by teachers regarding the courses that students should study in Year 11 and Year 12.
Selecting Courses for Years 11 and 12

Students for whom university study is a realistic consideration
Year 12 students who desire to undertake university study and who are reasonably capable academically should consider taking five or six ATAR courses and one or none of the General courses. Students must choose to do ATAR English or ATAR Literature. Students should also note points 8 and 9 under ‘Selecting Courses for Years 11 and 12’. Students should select at least one course from each of List A and List B. Students should also check the TISC website to note any prerequisites required for entry into a University course.

Students with doubtful university intentions
Students might take four ATAR courses including English or Literature and two General courses in Year 11. Depending on ability and interests, such students might otherwise take five COS directed courses and one TAFE (VET) directed course in Year 11.

Students with no university intentions
Students should take mainly General courses and should only take ATAR courses if they have the appropriate ability and interest in these courses. Such students should take five or six General courses. These students may wish to seek places in the Workplace Learning programs available for Year 11 and Year 12 students. TAFE/Polytechnic directed students are advised to study the highest mathematics course they are capable of achieving.

Students intending to apply for TAFE diploma or advanced diploma courses
Students should check the requirements for the course before selecting their Years 11 and 12 courses as they may require the study of particular courses. (Note that TAFE/Polytechnic does not take into account the external Schools Curriculum and Standards Authority assessment for ATAR courses). Check TAFE/Polytechnic courses carefully to see if mathematics is a required course.

Note

Private Study

Year 12 students who study at least five ATAR courses may choose to study six courses or the sixth course time becomes a private study period.

Private study will also be granted for students who have very specific needs and where extra time in the day would be beneficial. Please see Mrs Houghton or Mrs Eyre in the Curriculum Office if you require assistance in this area.

Eg. State sporting commitments or medical needs.

OLNA (Online Literacy and Numeracy Test)

Where a student is identified at risk in terms of not passing the Online Literacy and Numeracy Test it is essential to arrange a meeting to discuss pathway options for study in Year 11 and Year 12. Please arrange to meet with either Mrs Houghton – Dean of Studies or Mrs Eyre – Secondary Curriculum Manager.
TAFE/Polytechnic Study

In today's world, vocational education and training has become increasingly important to school leavers who are either seeking to join the workforce or continuing with further education. TAFE programs are wide ranging. They provide a balance of theoretical and practical study which offers ideal preparation for employment and/or further education. Students planning to study at TAFE can choose from approximately 800 formal courses covering some 5500 different subjects.

These courses are available in the following areas of study: Arts, Entertainment, Sport and Recreation, Automotive, Banking, Building and Construction, Business and Management, Clothing, Textiles, Footwear and Furnishings, Communications and Printing, Community Services, Health and Education, Computing and Information Technology, Electrical, Electronic, Refrigeration and Air Conditioning, Engineering and Mining, Finance, Insurance and Property Services, Food Processing, Hospitality, Travel and Tourism, Languages, Primary Industry, Sales and Personal Services, Science, Technology and Process Manufacturing and Transport and Logistics.

As well as bridging and preparatory courses and subjects, TAFE offers six levels of award courses: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, and Advanced Diploma. Award courses are accredited, ensuring consistency in the standards and titles of courses at all TAFE institutions across Australia. They are widely recognised by employers, licensing bodies and professional institutions.

Many TAFE award courses can also lead to acceptance to university courses, often with advanced standing at Edith Cowan, Curtin and Murdoch Universities. Completion of certain full Certificate IV, Diploma and Advanced Diploma courses satisfy the general entry requirements.

School qualifications
Applicants who have successfully graduated from school may apply for admission to Certificate IV and Diploma level courses on the basis of their school based qualifications. Many certificate level courses require Years 10 or Year 11 academic merit levels for minimum entrance requirements and selection criteria scoring purposes. However, applicants who possess only the Year 10 or Year 11 academic background will be competing for course places with other applicants who will have Year 12 or higher academic merit. Consequently, such applicants may find it difficult to gain a course place offer if competition for places in that course is great.

Folio requirements
A number of courses in the Arts, Entertainment, and Sport and Recreation courses require submission of a folio and/or auditions. Applicants will receive folio requirement information (folio content and themes, date and location for folio submission) upon submission of their application.

How are students selected?
To gain entry to TAFEWA courses, students need to meet the entrance requirements, and for some courses, address selection criteria. Entrance requirements are either:

A lower level qualification e.g. To enrol in a Certificate IV in Disability Work you will need a Certificate III in Disability work or Communication and Mathematics Skills.

These are measured according to a scale (see www.tafe.wa.edu.au)
- basic
- developed
- well developed
- highly developed.

The selection criteria are based on three main categories which add up to 100 points.
What are selection criteria?
Selection criteria are academic and other criteria, which are used to score applicants, competing for entry into courses which have more applicants than places. These include, among other things:

- work experience
- industry involvement
- current and previous employment
- voluntary work
- community service obligations

Selection criteria have a maximum 100 points available
1) Qualification Pathway maximum 29 points (other TAFE or University qualifications)
2) Work experience or employment maximum 29 points – scored at 0.002 points per hour worked including part-time work, WPL
3) Secondary education maximum 42 points.

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Maximum score = 100 points</th>
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<tr>
<td>Qualification Pathway</td>
<td>Maximum score = 29 points</td>
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<tr>
<th>AQF qualification</th>
<th>Points</th>
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<tr>
<td>Complete qualification in the same field of study</td>
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<td>Complete qualification in other field of study</td>
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<td>Incomplete qualification in the same field of study</td>
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<td>Incomplete qualification in other field of study</td>
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<td>Certificate I</td>
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<td>Certificate II</td>
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<td>Certificate III</td>
<td>24.5</td>
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<tr>
<td>Certificate IV</td>
<td>26</td>
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<td>Diploma</td>
<td>27.5</td>
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<tr>
<td>Advanced Diploma, Associate Degree, Graduate Certificate, Graduate Diploma, Bachelor or degree or above</td>
<td>29</td>
</tr>
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| Work Experience/Employment Maximum score = 29 points |
| Scoring is based on 0.002 points per hour worked. |

| Secondary Education/Skills Development Maximum score = 42 points |
| Scoring is based on the best three ** unit combinations. One of these combinations must be from English, English Literature or English as an additional language/dialect course of study. OR Portfolio demonstrating evidence of skills development. |

Further information can be obtained from:
www.tafe.wa.edu.au
Program managers at every TAFE Campus.
http://www.training.wa.gov.au (old)
http://www.trainingwa.wa.gov.au (new)
WA Training Information Centre on (08) 9325 9322 (for part-time courses)(old)
Training WA on 13 23 98 for all TAFE course information.
Year 11/12 Course Information

Courses, tasks and assessment

General courses
General courses comprise of outcomes and tasks within each unit. Outcomes are statements of what a student should know, understand, value and be able to do as a result of their learning. Tasks are the means by which students apply learning to demonstrate their progress and achievement of outcomes. Tasks encompass the content and skills of a course in a variety of contexts and are designed to enable and show progress towards the achievement of outcomes.

Year 12 General Course grade will be based on a combination of internal school assessments and one externally set and moderated task. For General Courses assessment will be recorded as a mark out of 100 with corresponding Grade.
At the end of the year a grade of A, B, C, D, or E will be awarded unless a student has not attempted a task.

ATAR courses
Assessment details for each of the Year 11 ATAR courses are summarised in the relevant course outlines in the following pages. For each course, assessment comprises a variety of assessment types and content. For ATAR courses assessment will be recorded as a mark out of 100 with corresponding Grade.
At the end of the year a grade of A, B, C, D or E will be awarded for Year 11 ATAR courses.

Year 12 course grades will be based solely on combinations of internal school assessment, including school based examinations. The external exam score has no effect on a school awarded grade, but it is used in the final calculation of the student score for the course.

In Year 12 each ATAR course assessment comprises 50% of the final mark derived from the internal school based assessment. The other 50% of the final mark comes from the final external WACE Examination set in that particular subject. Only marks gained for Year 12 ATAR courses contribute to the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admissions Rank (ATAR).

The rest of this handbook provides information about courses offered in Year 11 and Year 12.
Curriculum Team

The following people will be able to help with enquiries regarding curriculum decisions

Dean of Studies
Mrs Penny Houghton

Secondary Curriculum Manager
Mrs Kimberly Eyre

Learning Technologies Manager and Secondary Curriculum Administration
Mr Limpie van Aswegen

Head of Learning Area – Technologies and Secondary Curriculum Administration
Mr Daniel Theunissen

Learning Areas/Departments

Head of Learning Areas/Departments

The Arts
Ms Tracy Pender

Career Education
Mr Lynton Smith

Christian Education
Ms Talita van Tonder

English
Mrs Jane Ward

Health & Physical Education
Mr Casey Ellery

Humanities
Mr Ryan Verge

Languages
Mrs Catherine Campbell

Library
Mr Stephen Sampson

Mathematics
Mrs Lynne Smith

Science
Mr Peter Wong

Secondary Learning Enhancement
Mrs Sonja van Aswegen

Technologies
Mr Daniel Theunissen
The Arts

Year 11 Dance ATAR Course – AEDAN

Course description
Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives. The Dance ATAR course provides a unique way in which to express our cultural view and understanding of the world. Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works. Students experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. They gain an understanding of the physical competencies specific to dance while learning to use the body as a medium for artistic expression. Students develop communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Unit 1 – A1DAN
This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

Unit 2 – A2DAN
This unit focuses on the diverse range of functions and contexts of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

Prescribed genre
In this course, students must work in the contemporary genre. This requirement is preparation for Year 12 studies where Performance 2 in the Western Australian Certificate of Education (WACE) Practical (performance) examination for the Dance ATAR course is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.

Suggested genres
Examples of other genres that may be studied in addition to contemporary include, but are not limited to: ballet, jazz, hip-hop, tap, ballroom and/or cultural dance, for example, Spanish, Indian.

Paired unit combination – AEDAN
Two semester units running concurrently.

Assessment
Performance/production 50%
Response 30%
Written examination 10%
Practical (performance) examination 10%
**Recommendation**
Strongly recommend regular participation in dance classes outside of school and a minimum ‘C’ grade in Year 10 English or by permission of the Head of Learning Area.

**Homework and study expectations**
A self-motivated study program/practice routine of approximately 2-3 hours per week in this course, as well as keeping up-to-date with set tasks and homework.

**Associated fees/course levy**
$100 – includes cost of incursions and workshops with visiting performing artists but excludes excursion fees.

**Pathways**
Leads to Year 12 Dance ATAR Course.
Possible career pathways: dancer, choreographer, arts and event management, event coordinator, fitness and personal trainer, health industry, production designer (sound, lighting, costume, set), stage management, front of house management, marketing and promotions, dance teacher, university lecturer, arts education.

**Time off campus**
Students will attend a range of dance performances off campus throughout the year.

**Enquiries**
Ms Tracy Pender – Head of Learning Area – The Arts
Year 11 Design – Photography General Course – GEDESP

Course description
The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. The context of this course is photography. Students will be working with DSLR cameras to take their own photos then working with these in photo-imaging and design software, such as Photoshop and InDesign.

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of design is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual’s ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Unit 1 – G1DESP
The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design. Students will produce photography based designs such as: calendar design (the seasons), photography magazine design, poster design, tourism brochure, photography masters book cover.

Unit 2 – G2DESP
The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies. Students will produce photography based designs such as: scrapbook design, exhibition invitation or poster, portfolio website, book cover, advertising photography, fashion model z card, alternative printing techniques, book/magazine cover, Polaroid collage.

Paired unit combination – GEDESP
Two semester units running concurrently.

Assessment types
Production 70%
Response 30%

Prerequisite
None.

Associated fees/course levy
$100 – includes costs of workshops.
Pathways
Leads to Year 12 Design General Course.
Possible career pathways: photographer, photographer’s assistant, graphic design, advertising, marketing and promotions, multimedia designer, website designer, lighting assistant.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 11 Drama ATAR Course – AEDRA

Course description
With a combination of theory and practise, this course provides students with an invigorating experience in making and appreciating drama. This course is designed for students who have a keen interest and aptitude for the creative and the theoretical aspects of drama. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Drama ATAR course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms. In this course, students engage in both Australian and world drama practice. While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course will enhance students study in English as well as build confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Unit 1 – A1DRA
The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources. In this unit, students will learn about theatre from various angles:
- How to create original plays with specific styles, conventions and devices
- Developing the use of voice, movement and characterisation in performance
- How to interpret existing plays from various critical perspectives and frameworks
- How to appreciate and critique theatre in its various forms and styles
- How various production and design elements help make meaning in drama.

Unit 2 – A2DRA
The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives. Students will engage in practical activities such as:
- Reading, interpreting and analysing two full length texts and a range of script excerpts, from both Australian and international playwrights.
- Creating and performing original and established plays
- Participating in production experiences from behind the scenes
- Viewing and critiquing the performances of others
- Researching the historical and theoretical aspects of theatre.

Paired unit combination – AEDRA
Two semester units running concurrently.

Assessment types
- Performance/Production 40%
- Response 40%
- Written exam 10%
- Practical exam 10%

Recommendation
Minimum ‘C’ grade in Year 10 English and a minimum ‘C’ grade in Year 10 Drama or by permission of the Head of Learning Area.

Associated fees/course levy
$100 – includes costs of visiting performing artists but excludes theatre excursions.
Pathways
Leads to Year 12 Drama ATAR Course.
Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politician, diplomat.

Time off campus
Students will attend a range of performances and workshops off campus throughout the year.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 11 Media Production and Analysis General Course – GEMPA

Course description
Media Production and Analysis reflects the importance of media skills and understandings to so many aspects of contemporary life. The media are central to entertainment, information dissemination, communication and education and so they are of fundamental importance in defining the ways we see ourselves and others. The media both reflect and shape the culture and values of their society; thus, media analysis can provide critical insights into the culture and values of one’s own society as well as an appreciation of the values of other cultures.

Media Production and Analysis aims to prepare students for a future in a digital and global world by providing the foundation for lifelong learning about the media. Creative challenges, problem-solving, using technology and working in teams are major components of the course, assisting students in developing as twenty-first century learners, with skills valued by employers. The course will enhance the student’s study of English and help improve critical and creative thinking and confidence, whether working individually or as a team.

Unit 1 – G1MPA
Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values.

Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Students will work in a range of media, including film, TV and video games.

Unit 2 – G2MPA
In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

Students will work in a range of media, including photography, internet and radio.

Paired unit combination – GEMPA
Two semester units running concurrently.

Assessment
Assessment types for both units:
Production 70%
Response 30%

Prerequisite
None.

Associated fees/course levy
$100.
**Pathways**
 Leads to Year 12 General Media Production and Analysis and TAFE entry.
 Possible career pathways: marketing and promotions, public relations, management and personnel services, event coordinator, multimedia designer, game designer, photographer, music video director, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, radio producer, actor.

**Enquiries**
 Ms Tracy Pender – Head of Learning Area – The Arts
Year 11 Media Production and Analysis ATAR Course – AEMPA

Course description
Media Production and Analysis reflects the importance of media skills and understandings to so many aspects of contemporary life. The media are central to entertainment, information dissemination, communication and education and so they are of fundamental importance in defining the ways we see ourselves and others. The media both reflect and shape the culture and values of their society; thus, media analysis can provide critical insights into the culture and values of one’s own society as well as an appreciation of the values of other cultures. Media Production and Analysis aims to prepare students for a future in a digital and global world by providing the foundation for lifelong learning about the media. Creative challenges, problem-solving, using technology and working in teams are major components of the course, assisting students in developing as twenty-first century learners, with skills valued by employers. The course will enhance the student’s study of English and help improve critical and creative thinking and confidence, whether working individually or as a team.

Unit 1 – A1MPA
This focus involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions. There are many aspects of popular culture that can be used to provide students with interesting and relevant learning contexts, and an opportunity to explore how audiences consume popular media. In contexts related to popular culture, students have the opportunity to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions. Students will study feature film and make a music video.

Unit 2 – A2MPA
In this unit students will further their understanding of journalistic media that are of contemporary relevance and related to students’ interests. In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions. Students extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions. Students will produce a documentary and may choose to specialize in media forms such as photography, internet-based media, radio or journalism.

Paired unit combination – AEMPA
Two semester units running concurrently.

Assessment
Assessment types for both units:
Production 50%
Response 30%
Examination 20%

Recommendation
Minimum ‘C’ grade in Year 10 English and minimum ‘C’ grade in Year 10 Media or by permission of the Head of Learning Area.

Associated fees/course levy
$100.
Pathways
Leads to Year 12 Media Production and Analysis ATAR Course.
Possible career pathways: marketing and promotions, public relations, management and personnel services, event coordinator, multimedia designer, game designer, photographer, music video director, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, radio producer, journalist, press secretary, advertising copywriter, actor, media teacher, university lecturer.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 11 Music General Course – GEMUS

Course description
The Year 11 Music General Course will be following an exciting new pedagogical approach called Musical Futures. Musical Futures is an approach to teaching and learning. It is a new way of thinking about music-making in schools that brings non-formal teaching and informal learning approaches into the Music classroom. Music can have a life-changing impact and students will experience the thrill and immediacy of playing in bands. Whilst it is important to absorb the nuts and bolts of music theory, and learn to play under direction, there are few things as spontaneously creative as a group of friends, a set of instruments, and seeing where the music takes you.

Students will learn to play informally and may not go on to become professional musicians but they’ll begin to understand music from the inside out and will be able to transfer the confidence they gain from working in groups to other aspects of their learning and their lives. This course is for students who love music and who want to “give it a go”.

Students in this class are provided with exciting opportunities to mix with professional musicians in the industry, go on excursions to music related venues and attend a weekend away at a music festival. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

The course syllabus is designed around four key outcomes: Performing, Listening and Response, Culture and Society and Composing/Arranging.

Paired unit combination – GEMUS
Two semester units (G1MUS/G2MUS) running concurrently).

Assessment
Assessment types for both units:
Performance 40%
Investigation and Analysis 15 - 20%
Composition and Arranging 15 - 20%
Aural and Theory 20 - 25%

Homework and study expectations
A self-motivated study program in this course will necessitate keeping up-to-date with set tasks and homework.

Prerequisite
None.

Associated fees/course levy
Course levy – $150
Camp fee – $400
* Levy includes performance scores; CDs; participation fees for entry to competitions and external Eisteddfods. While some excursions are included in the levies, students will be expected to contribute up to an additional $100 for tickets and travel to upcoming professional shows that will be identified throughout the year.

Pathways
Leads to Music General in Year 12 or VET Certificate II in Music.
Possible career pathways: professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing, movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.

Time off campus
Various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area (approximately 1- 2 full days) and a weekend camp will be held.

Enquiries
Mrs Tammy van der Nest – Director of Music
Year 11 Music ATAR Course – AEMUS

Course description
In the Year 11 Music ATAR Course, students will study Western Art music. The subject incorporates the development and understanding of a wide range of skills, styles and disciplines. Students will extend their practical skills through rehearsal and performance, gain invaluable composition and arranging skills, as well as developing a higher understanding of harmony, analysis and extended listening skills. In Year 12, students will go on to Year 12 Music ATAR Course. This course will give students a solid grounding in both practical and theoretical components required for industry, or further study at tertiary level.

The course syllabus is designed around four key outcomes:
Performing, Listening and Response, Culture and Society and Composing/Arranging
The cognitive complexity of the syllabus content increases from Year 11 to Year 12. It is recommended that students studying Unit 1 and Unit 2 ATAR Music have previously completed Music in Years 7–10.

Structure of the syllabus
The Year 11 syllabus is divided into two units (A1MUS/A2MUS), each of one semester duration, which are delivered as a pair (AEMUS).

Assessment
Assessment types for both units:
Performance 50%
Cultural and Historical Analysis 10%
Theory and Composition 8%
Aural 12%
Written Examination 20%

Recommendation
Minimum ‘C’ grade in Year 10 English and minimum ‘B’ grade in Year 10 Music or by permission of the Director of Music.
Satisfactory skills on own musical instrument or vocal ability, completion of examinations on instrument preferable.
Minimum recommended theory level of Grade 3.
Weekly individual lessons on own instrument.

Homework and study expectations
A self-motivated study program/practice routine of approximately 2-3 hours per week in this course will include listening to set repertoires as well as keeping up-to-date with set tasks and homework. Personal practice time of half an hour a day on your instrument is necessary to ensure success in the course.

Associated fees/course levy
$110.
* Levy includes performance scores; CDs; participation fees for entry to competitions and external Eisteddfods. While some excursions are included in the levies, students will be expected to contribute up to an additional $100 for tickets and travel to upcoming professional shows that will be identified throughout the year.

Pathways
Leads to Year 12 Music ATAR Course.
Possible career pathways: professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing, movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.
**Time off campus**
Various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area (approximately 2–3 full days).

**Enquiries**
Ms Tracy Pender – Head of Learning Area – The Arts
Mrs Tammy van der Nest – Director of Music
Year 11 VET Music

Certificate II in Music or Certificate II in Sound Production

Course description
The VET Music course provides programs for the completion of a possible range of options. This is a stand alone course that provides full certification in the chosen area. There are no external examinations. It is suitable for students considering a TAFE pathway or students who wish to complement their other WACE courses with studies in Music. The course fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment, providing students with the opportunity to achieve national vocational qualifications and to gain course unit credit towards the Western Australian Certificate of Education (WACE).

Students with no previous music experience may join the course, and there will be a choice between a focus on music performance, composing and recording original songs in their chosen style of musical genre or sound production and audio editing skills. Students will engage in projects such as creating and marketing their own band and CD and will then launch and market their CDs at a live performance. The class will visit a professional recording studio, compete in Battle of the Bands, My Big Gig competitions and prepare and participate in lunch time rock concerts.

Assessment
Students must complete a total of eight units of competency in order to achieve the Certificate II. Each certificate comprises a set of core units and elective units.

Prerequisite
None.

Homework and study expectations
A self-motivated study program ensuring that students keep up to date with all their task work is required.

Associated fees/course levy
$400 – includes cost of certification.

Pathways
Possible career pathways: professional musician, specialist instrument tutor, TAFE lecturer, specialist recording artist, session musician, composer/jingle writing/movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.

Time off campus
Various opportunities will arise for students to attend performances, workshops and recording opportunities around the metropolitan area (approximately 2–3 full days).

Enquiries
Mrs Tammy van der Nest – Director of Music
Year 11 Visual Arts General Course – GEVAR

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

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements and encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation.

Unit 1 – G1VAR
The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

Unit 2 – G2VAR
The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Paired unit combination – GEVAR
Two semester units running concurrently.

Assessment
Assessment types for both units:
Production 70%
Analysis 15%
Investigation 15%

Recommendation
Minimum ‘C’ grade in Year 10 English and minimum ‘C’ grade in Year 10 Visual Arts or by permission of the Visual Arts teacher.

Associated fees/course levy
$150 - includes specialist art workshops.
Pathways
Leads to Year 12 Visual Arts General Course.
Possible career pathways: advertising, web/graphic designer, fashion designer, occupational therapist, draftsperson, interior designer, animator, architect, cartoonist, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, art therapist, theatrical costume maker and designer, sign writer, jeweller, art teacher.

Time off campus
Excursions to Art Gallery of WA and participate in practical workshops with professional artists.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 11 Visual Arts ATAR Course – AEVAR

Course description

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

The Visual Arts ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artwork. They engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints, and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

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

Unit 1 – A1VAR

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Unit 2 – A2VAR

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community. Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Paired unit combination – AEVAR

Two semester units running concurrently.
Assessment
Assessment types for both units:
Production 50%
Analysis 15%
Investigation 15%
Examination 20%

Recommendation
Minimum ‘C’ grade in Year 10 Visual Arts and a minimum ‘C’ grade in Year 10 English or permission of the Visual Arts teacher.

Associated fees/course levy
$150 - includes cost of specialist art workshops.

Pathways
Leads to Year 12 Visual Arts ATAR course.
Possible career pathways: advertising, web/graphic designer, fashion designer, occupational therapist, draftsperson, interior designer, animator, architect, cartoonist, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, art therapist, theatrical costume maker and designer, sign writer, jeweller, art teacher.

Time off campus
Excursions to Art Gallery of WA and participate in practical workshops with professional artists.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 12 Dance General Course – GTDAN

Course description
Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives. The Dance General course provides a unique way in which to express our cultural view and understanding of the world. Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

Students experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. They gain an understanding of the physical competencies specific to dance while learning to use the body as a medium for artistic expression. Students develop communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Unit 3 – G3DAN
This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

Unit 4 – G4DAN
This unit focuses on the diverse range of functions and contexts of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

Suggested genres
In addition to contemporary, examples of other genres that may be studied include, but are not limited to: ballet, jazz, hip-hop, tap, ballroom and/or cultural dance, for example, Spanish, Indian.

Paired unit combination – GTDAN
Two semester units running concurrently.

Assessment
Performance/production 65%
Response 20%
Externally set task 15%

Externally set task
A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school will form part of the assessment program. The task will typically be between two and four questions and can require students to refer to viewed dance performances (live or digital), own performances or other dance processes in a reflective writing task.

Prerequisite
None.

Homework and study expectations
A self-motivated study program/practice routine of approximately 2-3 hours per week in this course, as well as keeping up-to-date with set tasks and homework.
**Associated fees/course levy**
Course levy $100 - includes cost of incursions and workshops with visiting performing artists but excludes excursion fees.

**Pathways**
Leads to TAFE entry. Possible career pathways: dancer, choreographer, arts and event management, event coordinator, fitness and personal trainer, health industry, production designer (sound, lighting, costume, set), stage management, front of house management, marketing and promotions, dance teacher.

**Time off campus**
Students will have the opportunity to attend dance performances off campus throughout the year.

**Enquiries**
Ms Tracy Pender – Head of Learning Area – The Arts
Year 12 Drama General Course – GTDRA

Course description
In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama General course requires them to develop and practise problem solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

Unit 3 – G3DRA
This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

Unit 4 – G4DRA
This unit focuses on presentational, non-realistic drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

Paired unit combination – GTDRA
Two semester units running concurrently.

Assessment
Performance/production 55%
Response 30%
Externally set task 15%

Externally set task
A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school will form part of the assessment program. The task will typically be between two and five questions and can require students to refer to source materials like script excerpts or require students to refer to viewed performances (live or digital versions of live theatre), own performances or other drama processes in a reflective writing task.

Prerequisite
None.

Associated fees/course levy
Course levy $100 – includes some incursion costs but excludes Drama excursions.

Pathways
Leads to TAFE Entry. Possible career pathways: personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, writing, marketing, promotions.

Time off campus
Students will attend a range of performances off campus throughout the year.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 12 Drama ATAR Course – ATDRA

Course description
With a combination of theory and practise, this course provides students with an invigorating experience in making and appreciating drama. This course is designed for students who have a keen interest and aptitude for the creative and the theoretical aspects of drama. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

In this course, students engage in both Australian and world drama practice. While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

The Drama course will enhance students’ study in English as well as build confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Unit 3 – A3DRA
The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

Unit 4 – A4DRA
The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold.

Paired unit combination – ATDRA
Two semester units running concurrently.

Assessment
Assessment types for both units:
Performance/production 30%
Practical performance examination 20%
Response 30%
Written examination 20%

Recommendation
Minimum ‘C’ grade in the Year 11 English ATAR Course or by permission of the Head of Learning Area.

Associated fees/course levy
Course levy $100 – includes some incursion costs but excludes Drama excursions.

Pathways
Possible career pathways: lawyer, management and personnel services, actor, director, arts and event management, production designer (sound, lighting, costume, set), stage management, front of house management, radio presenter, drama therapist, public relations, occupational therapist, writing, journalist, marketing and promotions, drama teacher, university lecturer, theatre critic, arts education, politics and diplomacy.
Time off campus
Students will attend a range of performances off campus throughout the year.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 12 Media Production and Analysis General Course – GTMPA

Course description
The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Digital technologies have had an impact on and extended the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students’ interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

The production of media work enables students to demonstrate their understanding of the key concepts of media as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Creative challenges, problem-solving, using technology and working in teams are major components of the course, assisting students in developing as twenty-first century learners, with skills valued by employers. The course will enhance the student’s study of English and help improve critical and creative thinking and confidence, whether working individually or as a team.

Unit 3 – G3MPA
Students analyse, view, listen to and interact with interesting and relevant entertainment media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions. Students will work in a range of media, including film, TV and video games.

Unit 4 – G4MPA
Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

Students will work in a range of media, including photography, internet and radio.

Paired unit combination – GTMPA
Two semester units running concurrently.

Assessment

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<tr>
<th>Component</th>
<th>Percentage</th>
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<td>Response</td>
<td>25%</td>
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<tr>
<td>Production</td>
<td>60%</td>
</tr>
<tr>
<td>Externally set task</td>
<td>15%</td>
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Externally set task
A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school will form part of the assessment program. This may include set questions or a choice of questions. Students may be required to respond to media images.

Prerequisite
None.

Associated fees/course levy
Course levy - $100. Includes costs of incursions.

Pathways
Leads to TAFE entry. TAFE courses: creative industries, media, mass communication, animation and games design, film and TV, radio, games development, animation, broadcast television, screen and media, radio broadcasting, digital cinema, photo imaging, photography, desktop publishing.
Career pathways: marketing and promotions, multimedia designer, game designer, photographer, IT support, animator, webmaster, visual effects technician, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, radio producer, public relations, advertising, actor, videographer, event coordinator.

**Enquiries**
Ms Tracy Pender – Head of Learning Area – The Arts
Year 12 Media Production and Analysis ATAR Course – ATMPA

Course description
The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Students will study films and documentaries and produce a media production for their practical exam. According to the student’s interest, this could take the form of a short film, documentary, photo essay, magazine feature, radio program or digital production such as a website or game.

Unit 3 – A3MPA
This unit provides the opportunity for students to explore and select from a range of media art and develop their understanding of media aesthetics. Media aesthetics in the context of this unit is the study of the emotional and intellectual response brought about by the way the techniques, codes and conventions that create the artistic quality of the media work have been applied.

Students are encouraged to experiment with technologies, structures, codes and conventions to express their ideas and creativity. They have the opportunity to extend their production skills and processes and the emergence of personal style.

Unit 4 – A4MPA
The focus for this unit is power and persuasion, which includes the influential nature of media used as a form of propaganda and political persuasion. Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences.

Students synthesise a range of ideas, skills and processes to create their own media productions that express their views.

Paired unit combination – ATMPA
Two semester units running concurrently.

Assessment
Assessment types for both units:

- Production 50%
- Written response 20%
- Written examination 30%

Recommendation
Minimum ‘C’ grade in the Year 11 ATAR English Course or by permission of the Head of Learning Area.

Associated fees/course levy
Course levy - $100.

Pathways
Leads to university or TAFE entry. University courses: media, film and screen production, communications, mass communications, media, culture and creative arts, digital media, communication and media studies, journalism, games art and design, games software design and technology, games production.

TAFE courses: creative industries, media, mass communication, animation and games design, film and TV, radio, games development, animation, broadcast television, screen and media, radio broadcasting, digital cinema, photo imaging, photography and desktop publishing.
Possible career pathways: Marketing and promotions, public relations, management and personnel services, event coordinator, multimedia designer, game designer, photographer, music video director, documentary filmmaker, TV camera operator, camera assistant, lighting assistant, sound recordist, editor, TV program producer, television presenter, radio producer, journalist, press secretary, advertising copywriter, actor, media teacher, university lecturer.

**Enquiries**
Ms Tracy Pender – Head of Learning Area – The Arts
Year 12 VET Music

Certificate II in Music or Certificate II in Sound Production/Audio Editing or a partial Certificate III in Music or Sound Production

Course description
The VET Music course is a stand alone program that compliments a student’s studies towards Year 12 graduation. The course fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment, providing students with the opportunity to achieve national vocational qualifications. This course is suitable for students who are following a TAFE pathway or who wish to complement their other WACE courses with studies in Music. Students with no previous music experience may join the course. There is a choice of focus on either: music performance, composing and recording original songs in their chosen style of musical genre or sound production and audio editing. Certificate II students will complete eight units covering topics such as the music industry, skills development in playing or singing, playing in a band, sound production and working with music technology. Students will also engage in projects such as creating and marketing their own band and CD and will then launch and market their CDs at a live performance. The class will record original music in a professional recording studio, present live rock concerts and compete in Battle of the Bands and My Big Gig competitions. Certificate III students may choose units that suit their skills and interests.

Assessment
Students must complete a total of eight units of competency in order to achieve Certificate II in either Music or Sound Production/Audio Editing. The units comprise both core units and choice of elective options. Students in Certificate III will complete between 4-6 units towards their final certificate.

Homework and study expectations
A self-motivated study program. It is essential that students keep up to date with their tasks.

Prerequisite
None.

Associated fees/course levy
Course levy $400 – includes full cost of certification.

Pathways
TAFE, professional musician, sound engineer, specialist instrument tutor, specialist recording artist, session musician, composer/jingle writing/movie sound track composer, music event coordinator, booking agent, artist/band manager, TAFE lecturer.

Time off campus
Various opportunities will arise for students to attend performances, workshops and recording opportunities around the metropolitan area (approximately 2–3 full days).

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Mrs Tammy van der Nest – Director of Music
Year 12 Music General Course – GTMUS

Course description
The Year 12 Music General Course will be following an exciting new approach called Musical Futures. Musical Futures is a new way of thinking about music-making in schools and students will experience the thrill and immediacy of playing in bands. Music can have a life-changing impact. Whilst it is important to absorb the nuts and bolts of music theory, and learn to play under direction, there are few things as spontaneously creative as a group of friends, a set of instruments, and seeing where the music takes you.

Students will learn to play informally and may not go on to become professional musicians but they’ll begin to understand music from the inside out and will be able to transfer the confidence they gain from working in groups to other aspects of their learning and their lives. This course is for students who love music and who want to “give it a go”.

Students in this class are provided with exciting opportunities to mix with professional musicians in the industry, go on excursions to music related venues and attend a weekend away at a music festival. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

The course syllabus is designed around four key outcomes: Performing, Listening and Response, Culture and Society and Composing/Arranging.

Paired unit combination – GTMUS
Two semester units running concurrently.

Assessment
Performance activities 40%
Aural and Theory 16%
Composition and Arranging 14%
Investigation and Analysis 15%
Externally set task 15%

Homework and study expectations
A self-motivated study program in this course will necessitate keeping up-to-date with set tasks and homework.

Prerequisite
None.

Associated fees/course levy
Course levy - $150.
Camp fee - $400.

* Levy includes performance scores; CDs; participation fees for entry to competitions and external Eisteddfods. While some excursions are included in the levies, students will be expected to contribute up to an additional $100 for tickets and travel to upcoming professional shows that will be identified throughout the year.

Pathways
Leads to TAFE entry. Possible career pathways: professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing, movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.

Time off campus
Various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area (approximately 1-2 full days) and a weekend camp will be held.

Enquiries
Mrs Tammy van der Nest – Director of Music
Year 12 Music ATAR Course – ATMUS

Course description
Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies. Studying music provides the basis for significant lifelong engagement and enjoyment, and fosters understanding and respect for all music and music practices across different times, places, cultures and contexts. This course will give students a solid grounding in both practical and theoretical components required for industry, or further study at tertiary level. The course syllabus is designed around four key outcomes:

- Performing
- Listening and response
- Composing/arranging
- Culture and society.

Paired unit combination – ATMUS
Two semester units running concurrently.

Assessment
Assessment types for both units:

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<th>Percentage</th>
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<tr>
<td>Performance</td>
<td>50%</td>
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<tr>
<td>Cultural and Historical Analysis</td>
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<tr>
<td>Theory and Composition</td>
<td>8%</td>
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<td>Aural</td>
<td>12%</td>
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<tr>
<td>Written Examination</td>
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Recommendation
Minimum ‘B’ grade in the Year 11 Music ATAR Course or by permission of the Director of Music. Satisfactory skills on own musical instrument or vocal ability. It is preferable to have completed examinations on your instrument. Minimum recommended theory level of Grade 4.

Homework and study expectations
A self-motivated study program/practice routine of approximately 5-6 hours per week in this course will include listening to set repertoires as well as keeping up-to-date with set tasks and homework. Personal practice time of half an hour a day on your instrument is required in order to succeed in this course.

Associated fees/course levy
Course levy $100.

*Levy includes performance scores; CDs; participation fees for entry to competitions and external Eisteddfods. While some excursions are included in the levies, students will be expected to contribute up to an additional $100 for tickets and transport to upcoming professional shows that will be identified throughout the year.

Pathways
Possible career opportunities: professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing, movie sound track composer, music event coordinator, sound engineer, booking agent or artist/band manager.
**Time off campus**

Various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area (approximately 1-2 full days).

**Enquiries**

Ms Tracy Pender – Head of Learning Area – The Arts
Mrs Tammy van der Nest – Director of Music
Year 12 Visual Arts General Course – GTVAR

Course description
Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. This course assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation.

The course is designed specifically for students who enjoy hands-on practical art making projects such as drawing, painting, textiles, sculpture, printmaking and who want to develop their knowledge and skills through creating a series of artworks. There is no external examination so is suitable for students considering a TAFE pathway or who wish to complement their other WACE courses with studies in Visual Arts.

The course offers students opportunity to think creatively; design and create not only artworks, but also useful, decorative items for the home. It fosters a positive transition from school to the commercial world of both arts and art and crafts.

Unit 3 – G3VAR
The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4 – G4VAR
The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

Paired unit combination – GTVAR
Two semester units running concurrently.

Assessment
Production 65%
Analysis 10%
Investigation 10%
Externally set task 15%

Externally set task
A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school will form part of the assessment program. This may include between two to four questions. Questions can require students to provide and refer to one page of documentation on processes of production and design.

Prerequisite
None.

Associated fees/course levy
Course levy $150.

Pathways
Leads to TAFE entry. Possible career pathways: advertising, web/graphic designer, fashion designer, animator, cartoonist, draftsperson, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, photographer, sculptor, interior designer, theatrical costume maker and designer, sign writer, jeweller.
Time off campus
Students will attend excursions off campus or participate in practical workshops with professional artists.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 12 Visual Arts ATAR Course – ATVAR

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

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts ATAR course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy: the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artwork in media such as sculpture, painting, drawing, graphic design, printmaking, etc.

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

Unit 3 – A3VAR
In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries.

Unit 4 – A4VAR
In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

Paired unit combination – ATVAR
Two semester units running concurrently.

Assessment
Production 50%
Analysis 15%
Investigation 15%
Exam 20%

Recommendation
Minimum ‘C’ grade in the Year 11 Visual Arts ATAR Course or by permission of the Visual Arts Teacher.

Associated fees/course levy
Course levy $155 – includes specialist art workshops.

Pathways
Career opportunities: advertising, animator, architect, cartoonist, draftsperson, illustrator, make-up artist, visual merchandiser, film and television, stage/set designer, web/graphic designer, photographer, sculptor, fashion designer, occupational therapist, interior designer, theatrical costume maker and designer, sign writer, jeweller, art teacher.
Time off campus
Excursions: Art Gallery of WA and incursions to participate in practical workshops with professional artists.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Career and Enterprise

Year 11 Career and Enterprise General Course – GECAE

Incorporating Workplace Learning (For CareerLink students only)

Course description
The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid and voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Paired unit combination – GECAE
Two semester units running concurrently. Students will also complete Workplace Learning – Endorsed Program.

Assessment
Assessment types for General Career and Enterprise:
- Investigation 30%
- Production/performance 30%
- Individual pathway plan/career portfolio 20%
- Response 20%

Prerequisite
Member of the CareerLink program.

Associated fees/course levy
$60.

Pathways
This course prepares students to make decisions about work, learning and life. It will greatly assist students applying for TAFE, apprenticeships or employment.

Time off campus
One full day excursion and one day a week at Workplace Learning.

Enquiries
Mr Lynton Smith – Head of Learning Area – Career Education
Year 11 Career & Enterprise ATAR Course – AECAE

Course description
The Career and Enterprise ATAR course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

Unit 1 – A1CAE
This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 2 – A2CAE
This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.
Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

Paired unit combination – AECAE
Two semester units running concurrently.

Assessment
Investigation 20%
Response 30%
Production/ Performance 10%
Individual Pathway Plan and Career Portfolio 10%
Exam 30%

Recommendation
Minimum ‘C’ grade in Year 10 English.
Students must be aware that this course involves essay writing that requires a level of analysis and critical thinking.

Associated fees/course levy
$60.

Pathways
Leads to Year 12 Career and Enterprise ATAR course.
This course prepares students to make informed decisions about work, learning and life.
Whether you know what your future pathway is or not, this course gives you valuable skills and knowledge to assist your career development.

Time off campus
Nil.

Enquiries
Mr Lynton Smith – Head of Learning Area – Career Education
Mrs Sarah Cooke – Teacher Career and Enterprise
Year 11 Workplace Learning – Endorsed Program – WL1/WL2

(CareerLink students only)

Course description
Workplace Learning is a Schools Curriculum and Standards Authority endorsed program. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills.
The student must record the number of hours completed and the tasks undertaken in the workplace in the Workplace Learning Logbook provided.
The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on a basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units.
To enable all the teaching and learning to take place, there is a compulsory school class contact requirement. This will be achieved by integrating Workplace Learning into Year 11 General Career and Enterprise.

Workplace Learning Endorsed Program – WL1
Two semester units running concurrently.

Prerequisite
Completion of CareerLink application pack and interview.

Associated fees/course levy
$500.
*Management charges from CareerLink to the College per student are nearly $1,200; this is heavily subsidised by the College with course costs set at $500.

Pathways
Students will be prepared with skills which will enable them to make decisions about work, learning and life. The course will greatly assist students applying for apprenticeships, TAFE or employment.

Time off campus
One day each week on the job training.

Enquiries
Mr Lynton Smith – Head of Learning Area – Career Education
Year 12 CareerLink program

The Year 12 CareerLink program is designed for students who are preparing for entry into TAFE, the workforce, an apprenticeship or a traineeship. The program offers a joint school, industry and training partnership. Students work towards secondary graduation (WACE) whilst gaining workplace experience.

CareerLink offers on-the-job learning called Workplace Learning (WPL) with a host employer. Students also have the opportunity to choose a certificate training course offered through CareerLink in off-the-job training with a Registered Training Organisation (RTO) such as TAFE. These certificates gain valuable points towards TAFE entry.

Associated Fees/course levy

Please note:
There are additional associated fees for students wanting to complete a CareerLink training course. Costs vary from course to course. The College will share the cost of these courses by 50%, costs vary for each certificate each year dependent on student numbers.

Examples of course costs to the College from CareerLink 2015:
Certificate II in Automotive $1,000
Certificate II in Electrotechnology (skill set) $1,000
Certificate II in Leadership $1,000
Certificate II in Makeup $1,000

CareerLink is heavily subsidised by the College, CareerLink administration costs are presently $1,200 per student, of which parents contribute $500.

Off-the-job training costs are in addition to these administration costs.

Time off campus

Due to the large amount of time off campus, CareerLink students may study only one ATAR Course of Study at most.

*Students can apply for the Year 12 CareerLink program without having completed the Year 11 CareerLink program.

Enquiries

Mr Lynton Smith – Head of Learning Area – Career Education
Year 12 Career & Enterprise General Course – GTCAE

Incorporating Workplace Learning (For CareerLink students only)

Course description
The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognises that work both reflects and shapes the culture and values of our society.

Workplace Learning allows CareerLink students the opportunity to complete a one day per week, 15 week training course gaining nationally recognised qualifications in an area of interest.

Paired unit combination – GTCAE
Two semester units running concurrently.
Students will also complete Workplace Learning, a maximum of two Endorsed Units per year.

Assessment
Investigation 30%
Response 15%
Production 20%
Individual pathway plan/career portfolio 20%
Externally set task 15%

Prerequisite
Member of the CareerLink program.

Associated fees/course levy
$60 for Career & Enterprise.
$500 CareerLink administration (CareerLink fee to LJBC is $1,200).

For those students wanting to enter a CareerLink training course there are additional costs dependent on which course is chosen. Please refer to the “CareerLink Program” page.

Pathways
This course prepares students to make decisions about work, learning and life. It will greatly assist students applying for TAFE, apprenticeships or employment.

Time off campus
One day a week for 15 weeks attending a training course in Semester 1 followed by one day a week Workplace Learning.

Enquiries
Mr Lynton Smith – Head of Learning Area – Career Education
Year 12 Career & Enterprise ATAR Course – ATCAE

Course description
The Career and Enterprise ATAR course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognises that work both reflects and shapes the culture and values of our society. It provides opportunities for students to develop critical insights into the relationships between work, culture and the values of our own and other societies.

The world of work is complex and constantly changing. Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace organisation is unique and governs workplace settings and work patterns.

Unit 3 – A3CAE
This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.

Unit 4 – A4CAE
This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision-making.

In four out of the six years that this course has been running we have had students attain the Course Exhibition Award or a Certificate of Distinction from the Schools Curriculum and Standards Authority. These awards recognise top achievers in the state for this course.

Paired unit combination – ATCAE
Two semester units running concurrently.

Assessment
- Investigation 20%
- Response 30%
- Production/Performance 10%
- Individual Pathway Plan and Career Portfolio 10%
- Examination 30%

Recommendation
Minimum ‘C’ grade in the Year 11 English ATAR Course.
Students must be aware that this course involves a lot of essay writing and critical thinking.

Associated fees/course levy
$60.

Pathways
This course prepares students to make informed decisions about work, learning and life. Whether you know what your future pathway is or not, this course gives you valuable skills and knowledge to assist your career development.

Time off campus
Nil.

Enquiries
Mr Lynton Smith – Head of Learning Area – Career Education
Mrs Sarah Cooke – Career and Enterprise Teacher
Year 12 Workplace Learning – ADWPL

Course description
Workplace Learning is a Schools Curriculum and Standards Authority-developed endorsed program that is open to students in Years 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace, in the Workplace Learning Logbook provided. The students must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on a basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units.

Paired unit combination – ADWPL and GTCAE
Two semester units running concurrently.

Assessment
Completion of Workplace Learning Logbook and Workplace Learning Skills Journal

Prerequisite
Completion of CareerLink application pack and interview.

Associated fees/course levy
$500 for Work Placement Learning.

There are additional associated fees for students wanting to complete a CareerLink Training Course. Costs vary dependent on which course is chosen.

*Management charges from CareerLink to the College for each student in WPL are nearly $1,200 of which only $500 is charged for this course.

Pathways
Students will be prepared with skills which will enable them to make decisions about work, learning and life. The course will greatly assist students applying for apprenticeships, TAFE or employment.

Time off campus
One day each week on the job training with WPL. Year 12 students also have the option of choosing a training (certificate) course from those offered by CareerLink. Students doing a training course will work towards this in Semester 1 and then work towards ADWPL Semester 2.

Enquiries
Mr Lynton Smith – Head of Learning Area – Career Education
Year 11 English General Course – GEENG

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

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

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

Unit 1 – G1ENG
This unit focuses on students comprehending and responding to ideas and information presented in texts. Students will learn to employ a variety of strategies to assist with comprehension. They will read, view and listen to texts to connect, interpret and visualise ideas and learn how to respond personally and logically to texts. They will learn to interact with others in a range of context and to communicate ideas and information clearly and correctly in a range of contexts.

Unit 2 – G2ENG
This unit focuses on interpreting ideas and arguments in a range of texts and contexts. Students will analyse text structures and language features and identify the ideas, arguments and values expressed. They will consider the purposes and possible audiences of texts and examine the connections between purpose and structure. Students will create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Paired unit combination – GEENG
Two semester units running concurrently.

Assessment
Assessment types for both units: 40 - 60%
Responding
Creating

Prerequisite
None.

Associated fees/course levy
$55.

Pathways
TAFE, workforce, Year 12 General English.

Time off Campus
None.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Year 11 English ATAR Course – AEENG

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

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

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

Unit 1 – A1ENG
Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2 – A2ENG
Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Paired unit combination – AEENG
Two semester units running concurrently.

Assessment
Responding 35 - 40%
Creating 35 - 40%
Examination 20 - 30%

Prerequisite
Minimum of 62% in Year 10 English or by interview with the Head of Learning Area.

Associated fees/course levy
$55.

Pathways
TAFE, workforce, Year 12 ATAR English, university.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Year 11 Literature ATAR Course – AELIT

Course description
The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens. Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Unit 1 – A1LIT
Unit 1 develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2 – A2LIT
Unit 2 develops students’ knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

Paired unit combination – AELIT
Two semester units running concurrently.

Assessment
Extended Written Response 10 - 20%
Short Written Response 30 - 40%
Creative Production 10 - 20%
Oral 10 - 20%
Examination 20 - 30%

Prerequisite
Minimum of 65% in Year 10 English or by interview with the Head of Learning Area.

Associated fees/course levy
$60.
Pathways
Possible career pathways: law, teaching, journalism, medicine.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Year 12 English General Course – GTENG

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

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

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning.

Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Unit 3 – G3ENG
Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.

Students explore attitudes, text structures and language features to understand a text’s meaning and purpose. They examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. They also consider how perspectives and values are presented in texts to influence specific audiences and develop and justify their own interpretations when responding to texts.

Students will learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4 – G4ENG
Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them.

Students will explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will learn to analyse the ways in which authors influence and position audiences. Students will investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences.

They are expected to construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. Students will consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Paired unit combination – GTENG
Two semester units running concurrently.

Assessment
Assessment types for both units:
- Responding 40%
- Creating 45%
- Externally Set Task 15%

Prerequisite
None.

Associated fees/course levy
$140.

Pathways
Possible career pathways: TAFE, apprenticeship.
Time off Campus
None.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Year 12 English ATAR Course – ATENG

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

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

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

Unit 3 – 3AENG
Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4 – A4ENG
Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Paired unit combination – ATENG
Two semester units running concurrently.

Assessment
Assessment types for both units
Responding 35%
Creating 35%
Examinations 30%

Prerequisite
Minimum 60% in the Year 11 English ATAR Course.

Associated fees/course levy
$140.

Pathways
Possible career pathways: law, teaching, journalism or medicine.
Time off Campus
Curtin University English WACE Conference: 1 day usually during Term 2.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Year 12 Literature ATAR Course – ATLIT

Course description
The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens. Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Unit 3 – A3LIT
Unit 3 develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

Unit 4 – A4LIT
Unit 4 develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Paired unit combination – ATLIT
Two semester units running concurrently.

Assessment
Assessment types for both units:
Extended Written Response 15%
Short Written Response 35%
Creative Production 10%
Oral 10%
Examinations 30%

Prerequisite
Minimum ‘C’ grade in the Year 11 Literature ATAR Course.

Associated fees/course levy
$140.
Pathways
Possible career pathways: law, teaching, journalism or medicine.

Time off Campus
Curtin University English WACE Conference: 1 day usually during Term 2.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Health & Physical Education

Year 11 Health Studies ATAR Course – AEHEA

Course description
Health Studies focuses on the study of health as a dynamic quality of human life. Students undertaking this course will develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community actions in promoting health.

Unit 1 – A1HEA
This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

Unit 2 – A2HEA
This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

Paired unit combination – AEHEA
Two semester units running concurrently.

Assessment
Assessment types for both units
Project 30%
Inquiry 20%
Response 20%
Examinations 30%

Recommendation
Minimum ‘C’ grade in Year 10 Health Studies or by permission of the Head of Learning Area.

Associated fees/course levy
$55.

Pathways
Possible career pathways: Health science, health promotion, nursing, medicine, physiotherapy, occupational therapy.

Enquiries
Mrs Andrea Orlowsky – Health & Physical Education Teacher
Year 11 Outdoor Education General Course – GEOED

Course description
The Outdoor Education General course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Unit 1 – A1OED
In this unit students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment all is about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and ‘Leave No Trace’ principles are introduced.

Unit 2 – A2OED
This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Paired unit combination – GEOED
Two semester units running concurrently.

Assessment
Assessment Types for both units: 
Investigation 25%
Performance 1 – activity specific skills 30%
Performance 2 – expedition skills 20%
Response 25%

Prerequisite
None, although strict behavior standards are necessary for a safe practical environment.

Associated fees/course levy
$500*.  
*Note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.

Pathways
The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.
**Time off campus**
Semester 1: 3 day, 2 night expedition, plus one day trip.
Semester 2: 3 day, 2 night expedition, plus one day trip.

**Enquiries**
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Year 11 Outdoor Education ATAR Course – AEOED

Course description
Outdoor Education provides students with the opportunity to experience and develop relevant practical skills within a strong theoretical framework. The broad learning areas of Outdoor Experience, Self and Others, and Environmental Awareness are addressed through weekly instruction in outdoor recreational activities and class-room lessons, culminating in an expedition.

Unit 1 – A1OED
The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies, and consider the role of technology in mediating human relationships with nature.

Unit 2 – A2OED
The focus for this unit is attaining independence in the outdoors. Students develop their performance and competence at increasing levels of self-sufficiency, technical understanding and physical fitness to deal with a range of challenges. They are involved in planning for participation in extended expeditions, and become more proficient in outdoor activity roping and navigational skills. They are able to conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences and examples of management strategies for environments at risk in Western Australia.

Paired unit combination – AEOED
Two semester units running concurrently.

Assessment
Assessment Types for both units:
Investigation 20%
Performance 1 – activity specific skills 10%
Performance 2 – expedition skills 20%
Response 20%
Examinations 30%

Recommendation
Minimum ‘B’ grade in Year 10 Outdoor Education or by permission of the Head of Learning Area.

Associated fees/course levy
$550*.
*Note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.
Pathways
Outdoor Recreation and Tourism Industries: activity instructors, managers, program coordinators, tour operators, guides.
Environmental Sciences, Conservation and Land Management: various government departments, environmental rehabilitation officers, rangers, native marine and terrestrial biologists, sustainable resource management.
Business and Education: human resource management, corporate training, outdoor education teaching, adventure therapy.

Time off campus
Semester 1: 4 day, 3 night expedition, plus one day trip.
Semester 2: 3 day, 2 night expedition, plus one day trip.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Year 11 Physical Education Studies General Course – GEPES

Course description
Physical Education Studies contributes to the development of student’s physical, social and emotional growth. Students learn about physiological, psychological, and biomechanical principles and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

Physical Education Studies provides students with the opportunity to experience and develop relevant practical skills within a strong theoretical framework. The course will lead onto Unit 3 and 4 Physical Education Studies General Course in Year 12 with no external examination and is suitable for students considering a TAFE pathway. The course fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment.

Unit 1 – G1PES
The focus of this unit is the development of students’ knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2 – G2PES
The focus of this unit is the impact of physical activity on the body’s anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Paired unit combination – GEPES
Two semester units running concurrently.

Assessment
Assessment types for both units:
- Practical: 50%
- Investigation: 25%
- Response: 25%

Prerequisite
None.

Associated fees/course levy
$215.

Pathways
This will lead students to Unit 3 and 4, Physical Education Studies General Course in Year 12 and to further studies such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Enquiries
Mr Joel Smith – Health & Physical Education Teacher
Year 11 Physical Education Studies ATAR Course – AEPES

Course description
Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities. The focus sports will be Softball and Touch Rugby, both of which will be studied for a semester each.

Unit 1 – A1PES
The focus of this unit is to explore anatomical and biomechanical concepts, the body’s response to physical activity and stress management processes to improve their own performance and that of others in physical activity.

Unit 2 – A2PES
The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Paired unit combination – AEPES
Two semester units running concurrently (each 16 weeks long including examinations).

Assessment
Assessment types for both units:
- Practical: 30%
- Investigation: 15%
- Response: 15%
- Examination: 40%

Recommendation
Minimum ‘B’ grade in Year 10 Physical Education or by permission of the Head of Learning Area.

Associated fees/course levy
$215.

Pathways
This will lead students to Unit 3 and 4, Physical Education Studies ATAR Course in Year 12 and to further studies such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Enquiries
Mr Kyle Barker - Health & Physical Education Teacher
Year 12 Health Studies ATAR Course – ATHEA

Course description
Health Studies focuses on the study of health as a dynamic quality of human life. Students undertaking this course will develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community actions in promoting health.

Unit 3 – A3HEA
This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

Unit 4 – A4HEA
This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

Paired unit combination – ATHEA
Two semester units running concurrently.

Assessment
Assessment types for both units:

Project 20%
Inquiry 20%
Response 20%
Examination 40%

Recommendation
Minimum ‘C’ grade in the Year 11 Health Studies ATAR Course or by permission of the Head of Learning Area.

Associated fees/course levy
$55.

Pathways
Possible career pathways: health science, health promotion, nursing, medicine, physiotherapy, occupational therapy.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Year 12 Outdoor Education ATAR Course – ATOED

Course description
Outdoor Education provides students with the opportunity to experience and develop relevant practical skills within a strong theoretical framework. The broad learning areas of Outdoor Experience, Self and Others, and Environmental Awareness are addressed through weekly instruction in outdoor activities and class-room lessons, culminating in an expedition.

Unit 3 – A3OED
The focus for this unit is outdoor program development within the context of bushwalking and advanced navigation. This provides the opportunity for students to address planning considerations, including risk assessment and management, emergency response and logistical planning in the outdoors. The culmination of this unit is the participation in an expedition of the students own design.

Unit 4 – A4OED
The focus for this unit is developing and facilitating outdoor experiences. Students draw from their previous experiences and the knowledge gained to synthesise a range of ideas, skills, technologies and processes to develop, manage, instruct and facilitate experiences in the outdoors. The culmination of this unit is the design and implementation of an overnight outdoor program with other students from the College community.

Paired unit combination – ATOED
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 10%
Performance 1 – outdoor adventure activity skills 10%
Performance 2 – expedition skills 20%
Response 20%
Examination 40%

Recommendation
Minimum ‘C’ grade in the Year 11 Outdoor Education ATAR Course or by permission of the Head of Learning Area.

Associated fees/course levy
$420*.
*Note: this is a high fee course due to the costs associated with equipment, specialised instructors and transport associated with day trips, expeditions and course instruction; this is included in the course levy. Students are expected to supply individual foodstuffs and basic personal equipment for the expeditions.

Pathways
Outdoor Recreation and Tourism Industries: activity instructors, managers, program coordinators, tour operators, guides.
Environmental Sciences, Conservation and Land Management: various government departments, environmental rehabilitation officers, rangers, native marine and terrestrial biologists, sustainable resource management.
Business and Education: human resource management, corporate training, outdoor education teaching, and adventure therapy.

Time off campus
Semester 1: 5 day, 4 night expedition, plus one day trip and Semester 2: 2 day, 1 night expedition.

Enquiries
Mrs Andrea Orlowsky – Health & Physical Education Teacher
Year 12 Physical Education Studies General Course – GTPES

With embedded elements of a Certificate II in Sport and Recreation

Course description

Physical Education Studies contributes to the development of student’s physical, social and emotional growth. Students learn about physiological, psychological, and biomechanical principles and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers. This course will offer the remaining elements of the Certificate II in Sport and Recreation, complementing GTPES.

Unit 3 – G3PES

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4 – G4PES

The focus of this unit is for students to assess their own and others’ movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others’ performance in physical activity.

Paired unit combination – GTPES

Two semester units running concurrently.

Assessment

Assessment types for both units:

- Practical: 50%
- Investigation: 15%
- Response: 20%
- Externally set task: 15%

Recommendation

Minimum ‘C’ grade in Year 11 Physical Education Studies General course or by permission of the Head of Learning Area.

Associated fees/course levy

$215.

Pathways

In addition to its relevant application to active students, this course will lead to further studies and training in areas such as health and fitness, massage, sport and recreation, physiotherapy, coaching, personal training, sport science, human movement and other health related fields.

Enquiries

Mr Joel Smith – Health & Physical Education Teacher
Year 12 Physical Education Studies ATAR Course – ATPES

Course description
Physical Education Studies contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.
Physical Education Studies focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in Physical Education Studies cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Unit 3 – A3PES
The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4 – A4PES
The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

Paired unit combination – ATPES
Two semester units running concurrently.

Assessment
Practical Component 30%
Theoretical Component: 70%
  • Investigation – 20%
  • Response – 25%
  • Examination – 55%

Recommendation
Minimum ‘C’ grade in the Year 11 Physical Education Studies ATAR Course or by permission of the Head of Learning Area.

Associated fees/course levy
$215.

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

Enquiries
Mr Jonathan Grullis – Health & Physical Education Teacher
Languages

Year 11 Japanese ATAR Course – AEJSL

Course description
Communication is paramount and throughout the course, students will develop the skills and knowledge to communicate in Japanese in real life situations, with an emphasis on improving oral communication skills. Students will improve their ability to comprehend, interpret and produce visual and written texts. Students will be given opportunities throughout the year to practise both their oral and aural skills with the Japanese assistant. The two main topics studied are: Daily life and Welcome to my country. A study tour to Japan is offered to any student learning Japanese in Year 10, 11 or 12 and will run in 2016.

Unit 1 – A1JSL
This unit focuses on 日常生活(にちじょうせいかい) (Daily life). Through the three topics: My life 私の生活(せいかい), Home life 学校と家での生活(せいかい), and Daily life 生活(せいかい)をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2 – A2JSL
This unit focuses on ようこそ、私の国へ! (Welcome to my country). Through the three topics: Welcoming a guest ようこそ!, Seasonal activities and celebrations しきとイベント, and Healthy lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

Paired unit combination – AEJSL
Two semester units running concurrently.

Assessment
Assessment types for both units:
Oral communication 20%
Response: Listening 15%
Response: Viewing and Reading 20%
Written communication 15%
Practical (oral) examination 5%
Written examination 25%

Prerequisite
Minimum 60% in Year 10 Japanese or by permission of the Head of Learning Area.

Associated fees/course levy
$85.

Pathways
Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering.

Time off campus
Restaurant excursion.

Enquiries
Mrs Catherine Campbell – Head of Learning Area - Languages
Mrs Kanako Matsuo – Japanese Teacher
Year 12 Japanese ATAR Course – ATJSL

Course description
Communication is paramount and throughout the course, students will develop the skills and knowledge to communicate in Japanese in real life situations, with an emphasis on improving oral communication skills. Students will improve their ability to comprehend, interpret and produce visual and written texts. Students will be given opportunities throughout the year to practise both their oral and aural skills with the Japanese assistant on a weekly basis. A study tour to Japan is offered to any student learning Japanese in Years 10, 11 or 12, and will run in 2016.

Unit 3 – A3JSL
This unit focuses on 若(わか)い 旅行者(りょこうしゃ) (Young travellers). Through the two topics: Travel and Part-time jobs and money, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Unit 4 – A4JSL
This unit focuses on かこと 未来(みらい) (Reflections and horizons). Through the three topics: This year and beyond, Youth events and pathways and Future plans, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Paired unit combination – ATJSL
Two semester units running concurrently.

Assessment types for both units
Response: Listening 15%
Response: Viewing and Reading 20%
Written communication 15%
Written examination 50%
This combined mark forms 70% of the final WACE mark.

School based oral assessment 50%
Practical (oral) examination 50%
This combined mark forms 30% of the final WACE mark.

Prerequisite
Minimum 60% in the Year 11 Japanese ATAR Course or by permission of the Head of Learning Area.

Associated fees/course levy
$85.

Pathways
Business and commerce, politics, linguistic studies, hospitality and tourism, engineering.

Time off campus
Incursion watching a film and lunch, Kaiwa day in preparation for WACE oral exam.

Enquiries
Mrs Catherine Campbell – Head of Learning Area – Languages
Mrs Kanako Matsuo – Japanese Teacher
Humanities

Year 11 Accounting and Finance ATAR Course – AEACF

Course description
In our ever changing world, a basic knowledge of business has become a life skill. We all use some level of accounting knowledge in our day to day lives; dealing with money, paying bills and keeping records for our personal taxation.
The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved.
Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Students will select and use a variety of financial systems, ranging from personal banking and financial planning, to basic record-keeping and reporting.

Unit 1 – A1ACF
The focus for this unit is double entry accounting for small businesses. Students record and process financial information using the double entry system and apply the principles of Goods and Services Tax (GST).

Unit 2 – A2ACF
The focus for this unit is accrual accounting. Students apply financial systems and principles to the operations of businesses, distinguish between cash and accrual methods of accounting, prepare and analyse financial reports for a variety of business organisations.

Paired unit combination: AEACF
Two semester units running concurrently.

Assessment
Assessment types for both units:
Research 10%
Application 50%
Response 40%

Recommendation
Preference that students have been recommended for the Year 11 Mathematics Applications Course or higher. Minimum ‘B’ Grade in Year 10 Accounting, Business and Computing and a high ‘C’ grade and above for Year 10 English.

Associated fees/course levy
$80.

Pathways
Possible career pathways: commerce, accounting, business management.

Time off campus
One half day excursion.

Enquiries
Mr Ryan Verge – Head of Learning Area - Humanities
Mrs Naomi Wallis – Accounting and Finance Teacher
Year 11 Business Management and Enterprise General Course – GEBME

VET Certificate I: Business and Management embedded in course

Course description
The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. Business requires people who are enterprising, innovative and creative, and this course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment.

Unit 1 – G1BME
The focus for this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2 – G2BME
The focus for this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Paired unit combination – GEBME
Two semester units running concurrently.

Assessment
Assessment types for both units:
Business research 40%
Response 60%

Prerequisite
None.

Associated fees/course levy
$145.
VET registration and enrolment would incur extra costs.

Pathways
Skills acquired will be very useful for running your own small business.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Mrs Naomi Wallis – Business Management & Enterprise Teacher
Year 11 Economics General Course – GEECO

VET Certificate III: Business embedded in course

Course description
The Economics General course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Unit 1 – G1ECO
This unit explores personal economic and financial decisions in relation to earning and spending income and building wealth to satisfy needs and wants, both now and in the future.

Unit 2 – G2ECO
This unit explores the economic decisions businesses make in relation to the problem of relative scarcity and choice, and the strategies used to achieve a competitive advantage in the market.

Paired unit combination – GEECO
Two semester units running concurrently.

Assessment
Progress will be monitored using Economics Specific Outcome Standards.
Investigation 20%
Data interpretation/Short answer 30%
Extended Responses 30%
Test 20%

Prerequisite
None.

Associated fees/course levy
$120.
VET registration and enrolment would incur extra costs.

Pathways
Career pathways from studying Economics include; Skills acquired will be very useful for running your own small business; payroll, data entry, market analyst, personal assistant, clerk, customer service advisor.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 11 Economics ATAR Course – AEECO

Course description
The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia’s role as an international citizen.

Unit 1 – A1ECO
The focus for this unit is markets. It explores the key role markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the operation of real world markets that are relevant to students.

Unit 2 – A2ECO
The focus for this unit is macroeconomics. It is an introduction to macroeconomics and the government’s role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

Paired unit combination – AEEO
Two semester units running concurrently.

Assessment
The three types of assessment used in the Economics course are:
Data interpretation/Short answer 30%
Extended answer 40%
Examination 30%

Recommendation
Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a ‘C’ grade in a Year 10 Humanities course to consider ATAR Economics.

Associated fees/course levy
$85.

Pathways
Career pathways from studying economics include: commerce, business management, project management, trade analysis, stock broker, investment advisor, real estate developer, journalist, diplomat, mining, engineering, accounting, advertising, banking, academic, and teacher.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 11 Geography ATAR Course – AEGEO

Course description
Geography is a field of inquiry that brings together the human and physical dimensions of the world in the study of people, places and environments. This includes the study of interrelationships between natural and human environments and the spatial patterns that result from and account for these processes over time.

Unit 1 – A1GEO
In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – A2GEO
In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

Paired unit combination – AEGEO
Two semester units running concurrently.

Assessment
Progress will be monitored using Geography Specific Outcome Standards.
Geographical Inquiry 20%
Fieldwork/practical skills 20%
Short and Extended Responses 30%
Examination 30%

Recommendation
Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a ‘C’ grade in a Year 10 Humanities course to consider ATAR Geography.

Associated fees/course levy
$100.

Pathways
Career pathways from studying Geography include; Geographic Information Systems (GIS), cartography, surveying, tourism, agriculture, town planning, environmental science, mining, teaching, defence forces, foreign affairs and overseas aid programs.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 11 Modern History General Course – GEHIM

Course description
The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

Unit 1 – A1HIM
This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Unit 2 – A2HIM
Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

Paired unit combination – GEHIM
Two semester units running concurrently.

Assessment
Assessment types for both units:
- Historical Inquiry: 20 - 30%
- Explanation: 20 - 30%
- Historical Analysis: 20 - 30%
- Examination: 20 - 30%

Prerequisite
None.

Associated fees/course levy
$95.

Pathways
Possible career pathways: local government, library services, journalism, public service, defence forces, tourism, museum and conservation work.

Time off campus
Students will have the opportunity to participate in the Sydney/Canberra Education Tour.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 11 Modern History ATAR Course – AEHIM

Course description
The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Unit 1 – A1HIM
This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. The elective that will be studied in this unit will be The French Revolution (1774–1799). The topics covered include the Louis XVI and the Ancient Regime, Robespierre and ‘Reign of Terror’ and the rise and influence of Napoleonic France.

Unit 2 – A2HIM
This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. The elective that will be studied in this unit will be Movements for peace and security post 1945. The topics covered in this unit include The Cold War, Universal Declaration of Human Rights, formation of Israel, former Yugoslavia, Rwanda and Terrorism.

Paired unit combination – AEHIM
Two semester units running concurrently.

Assessment
Assessment types for both units:

- Historical Inquiry: 20%
- Explanation: 20 - 30%
- Historical Analysis: 20 - 30%
- Examination: 30%

Recommendation
Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a ‘C’ grade in a Year 10 Humanities course to consider ATAR Modern History.

Associated fees/course levy
$95.

Pathways
Possible career pathways: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, museum and conservation work.

Time off campus
Students will have the opportunity to participate in the Sydney/Canberra Education Tour.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 11 Philosophy and Ethics ATAR Course – AEPAE

Course description
Philosophy and Ethics engages students with three classical questions of the human condition: ‘What is real?’; ‘How do we know?’ and ‘How should we live?’ A range of contemporary concepts and issues are explored including challenging the twin gods of self and science.

Skills
Students learn how to use critical reasoning/critical thinking to evaluate arguments. They hone their ability to tear down the arguments of others and expose the weaknesses in them. In short, they learn how to disagree without being disagreeable. Similarly, students learn how to build a strong argument, a skill that is easily transferred to other subjects and used in class discussion and essay writing.

More broadly, in questioning some of the fundamental assumptions of our society, students develop the skills to be able to live in a world without certainty, but not be crippled by hesitation.

Unit 1 – A1PAE
The focus for this unit is reason and persons. Students examine critical reasoning; what defines a person; the debate between determinism and free will and how it relates to giving credit and laying blame; dualism and materialism – are the mind and brain separate or the same entity?; justice, government and the clash between society and the individual; and science, proof and explanations of change.

Unit 2 – A2PAE
The focus for this unit is reason and culture. Students examine culture, initiation and emotion; explanations and interpretations; ideas of beauty and aesthetics: the interpretation of art and literature; and personal relationships and friendship.

Paired unit combination – GEPAE
Two semester units running concurrently.

Assessment
Assessments for both units:
Critical Reasoning 20%
Construction of argument 20%
Philosophical analysis and evaluation 30%
Test 30%

Recommendation
Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a ‘B’ grade in a Year 10 Humanities course to consider ATAR Philosophy and Ethics.

Associated fees/course levy
$85.

Pathways
Career pathways from studying philosophy and ethics include; journalism, author, academic, teacher, government, policy development, diplomacy, think-tanks, theologian, minister of religion, business management, activists, media commentator, programme coordinator.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 11 Politics and Law ATAR Course – AEPAL

Course description
Politics and Law is a study of the processes of decision-making concerning society’s collective future. It aims to develop knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the judicial, executive and legislative arms of government to demonstrate how society is governed and examines the philosophy and values on which society is governed.

Unit 1 – A1PAL
This unit examines Australia’s democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 2 – A2PAL
This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Paired unit combination – AEPAL
Two semester units running concurrently.

Assessment
Assessment types for both units:
- Investigation 10%
- Short answer 20%
- Essay 20%
- Source analysis 20%
- Examination 30%

Recommendation
Please note that this is an academically rigorous course with a high level of literacy required. It is recommended that students achieve a high ‘C’ grade in a Year 10 Humanities course to consider ATAR Politics and Law.

Associated fees/course levy
$110.

Pathways
Possible career pathways: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, law enforcement, international relations, business, mediation, legal and court system, non-government organisations, pressure groups.

Time off campus
Students can participate in the Mock Trials program.
One Day Excursion.
Students will have the opportunity to participate in the Sydney/Canberra education tour.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 12 Accounting and Finance ATAR Course – AEACF

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

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Unit 3 – A3ACF
The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business’s future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

Unit 4 – A4ACF
The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Framework for the Preparation and Presentation of General Purpose Financial Reports. (The Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

Paired unit combination – AEACF
Two semester units running concurrently.

Assessment
Assessment Types for both units:
- Test: 50%
- Project: 10%
- Exam: 40%

Recommendation
Minimum ‘C’ grade in the Year 11 Accounting and Finance ATAR Course or by permission of the Head of Learning Area.

Associated fees/Course levy
$85.

Homework and study expectations
Students need to be self-motivated and attempt at least three hours of homework/study each week.

Possible career opportunities
A good platform for accounting and/or business courses at university.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Mrs Naomi Wallis – Accounting and Finance Teacher
Year 12 Business Management and Enterprise General Course – GTBME

VET Certificate II: Business and Management embedded in course

Course description
In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. Business requires people who are enterprising, innovative and creative, and this course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills. Students will be prepared for a future where they will need to identify possibilities and create opportunities in the business world.

Unit 3 – G3BME
The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4 – G4BME
The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

Paired unit combination – BEBME
Two semester units running concurrently.

Assessment
Assessment types for both Units:
Business Research 40%
Response 45%
Externally set task 15%

Recommendation
Minimum ‘C’ Grade in the Year 11 Business Management and Enterprise General Course or by permission of the Head of Learning Area.

Associated fees/course levy
$145.
VET registration and enrolment would incur extra costs.

Pathways
Skills acquired will be very useful for running your own small business.

Enquiries
Mr Ryan Verge – Head of Learning Area – Technologies
Mrs Naomi Wallis – Business Management & Enterprise Teacher
Year 12 Economics ATAR Course – ATECO

Course description
Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Unit 3 – A3ECO
This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4 – A4ECO
This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government’s capacity to achieve its objectives.

Paired unit combination – ATECO
Two semester units running concurrently.

Assessment
The three types of assessment used in the Economics course are:
Data interpretation/Short answer 30%
Extended answer 30%
Examination 40%

Recommendation
Minimum ‘C’ grade in the Year 11 Economics ATAR Course.

Associated fees/course levy
$105.

Pathways
Career pathways from studying economics include: commerce, economist, business management, project management, trade analysis, stock broker, investment advisor, real estate developer, journalist, diplomat, mining, engineering, accounting, advertising, banking, academic, teacher.

Time off campus
One half day to attend a seminar.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 12 Geography ATAR Course – ATGEO

Course description
The study of geography draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Unit 3 – A3GEO
In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

Unit 4 – A4GEO
In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

Paired unit combination – ATGEO
Two semester units running concurrently.

Assessment
Progress will be monitored using Geography Specific Outcome Standards
Geographical Inquiry 15%
Fieldwork/practical skills 15%
Short and Extended Responses 30%
Examination 40%

Recommendation
Minimum ‘C’ grade in the Year 11 Geography ATAR Course.

Associated fees/course levy
$110.

Pathways
Career pathways from studying Geography include; Geographic Information Systems (GIS), cartography, surveying, tourism, agriculture, town planning, environmental science, mining, teaching, defence forces, foreign affairs and overseas aid programs.

Time off campus
One full day excursion to the CBD.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 12 Modern History ATAR Course – ATHIM

Course description
History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. Studying Modern History enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including artefacts, oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways. Investigating the past, helps students to understand why and how groups and/or societies changed or resisted changes.

Unit 3 – A3HIM
This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 – A4HIM
This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

Paired unit combination – ATHIM
Two semester units running concurrently.

Assessment
Assessment types for both units:
- Historical Inquiry: 20%
- Explanation: 20%
- Source Analysis: 20%
- Examination: 40%

Recommendation
Minimum ‘C’ grade in the Year 11 Modern History ATAR Course.

Associated fees/course levy
$85.

Pathways
Possible career paths: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, archaeology, museum and conservation work.

Time off campus
Nil.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 12 Philosophy and Ethics ATAR Course – ATPAE

Course description
Philosophy and Ethics engages students with three classical questions of the human condition: ‘What is real?’; ‘How do we know?’ and ‘How should we live?’ A range of contemporary concepts and issues are explored including challenging the twin gods of self and science.

Skills
Students learn how to use critical reasoning/critical thinking to evaluate arguments. They hone their ability to tear down the arguments of others and expose the weaknesses in them. In short, they learn how to disagree without being disagreeable. Similarly, students learn how to build a strong argument, a skill that is easily transferred to other subjects and used in class discussion and essay writing.
More broadly, in questioning some of the fundamental assumptions of our society, students develop the skills to be able to live in a world without certainty, but not be crippled by hesitation.

Unit 3 – A3PAE
The focus for this unit is reason and society. Students examine critical reasoning, the concept of justice and the clash between the individual and society, liberty, democracy, tolerance, social responsibility, obligations to humans and animals, and the argument between science and religion.

Unit 4 – A4PAE
The focus for this unit is reason and meaning. Students examine the arguments for and against the existence of a god, the role of religious faith and scientific reason, mystical experience and its interpretation, the meaning of life and the problems of evil and death, the theories of creation and evolution, morality and ethics in the areas of murder, war, capital punishment, abortion and euthanasia.

Paired unit combination – ATPAE
Two semester units running concurrently.

Assessment
Assessments for both units:
Critical reasoning 20%
Construction of argument 20%
Philosophical analysis and evaluation 30%
Examination 30%

Recommendation
Minimum ‘C’ grade in the Year 11 Philosophy and Ethics ATAR Course.

Associated fees/course levy
$85.

Pathways
Career pathways from studying philosophy and ethics include; journalism, law, author, academic, teacher, government, policy development, diplomacy, think-tanks, theologian, minister of religion, business management, activists, media commentator, programme coordinator.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 12 Politics and Law ATAR Course – ATPAL

Course description
Politics and law is a critical study of the processes of decision making concerning society’s collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR course contributes to students’ intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

Unit 3 – A3PAL
This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

Unit 4 – A4PAL
This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

Paired unit combination – ATPAL
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 10%
Short Answer 15%
Essay 15%
Source Analysis 20%
Examinations 40%

Recommendation
Minimum ‘C’ grade in the Year 11 Politics and Law ATAR course.

Associated fees/course levy
$95.

Pathways
Possible career paths: law, politics, journalism, public service, foreign affairs, diplomatic service, academic, teacher, tourism, law enforcement, international relations, business, mediation, legal and court system, local, state and federal government, non-government organisations, pressure groups.

Time off campus
Students can participate in the Mock Trials program.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Mathematics

Year 11 Mathematics Methods Course – AEMAM

Course description
Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students’ ability to describe and analyse phenomena that involve uncertainty and variation.

Unit 1 – A1MAM
Contains the three topics:
• Functions and graphs
• Trigonometric functions
• Counting and probability.
Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

Unit 2 – A2MAM
Contains the three topics:
• Exponential functions
• Arithmetic and geometric sequences and series
• Introduction to differential calculus.
In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an ‘instantaneous rate of change’. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

Paired unit combination – AEMAM
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 20%
Response 40%
Examinations 40%

Prerequisite
Learning Area Grade: ‘B’ grade or higher in Year 10.

Associated fees/course levy
$40.
Pathways
Year 12 Mathematics Methods or Year 12 Mathematics Applications.
Possible career pathways: commerce/business, computing, engineering (Mathematics:
Specialist may be required), metallurgy, informatics, biophysical science, physics,
nanotechnology, geophysics, dentistry, podiatry, medicine and surgery, animal science, mine
technology, geology, agriculture, biomedical science, health science, economics, chiropractic
science, psychology.

Time off campus
Nil.

Special requirement
Students will require a TINspire CAS Calculator.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Course description
Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

Unit 1 – A1MAA
Contains the three topics:
- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.
‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spreadsheets. ‘Algebra and matrices’ continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2 – A2MAA
Contains the three topics:
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.
‘Univariate data analysis and the statistical investigation process’ develop students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

Paired unit combination – AEMAA
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 20%
Response 40%
Examinations 40%

Prerequisite
Learning Area Grade: ‘C’ grade or higher in Year 10.

Associated fees/course levy
$40.

Pathways
Year 12 Mathematics Applications Course or Year 12 Mathematics Essential Course. Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.
Time off campus
Nil.

Special requirement
Students will require a TI-Nspire CAS Calculator.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Year 11 Mathematics Essential Course – GEMAE

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

Unit 1 – G1MAE
This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. This process will be explicitly taught in conjunction with the unit content. The content of the four topics in this unit will be applied in contexts which are meaningful and of interest to the students: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs. Possible contexts for this unit are Earning and managing money and Nutrition and health.
It is assumed that an extensive range of technological applications and techniques will to be used in teaching this unit. The ability to choose when or when not to use some form of technology, and the ability to work flexibly with technology, are important skills.
The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Unit 2 – G2MAE
This unit provides students with the mathematical skills and understanding to solve problems related to the four topics: representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process will be explicitly taught in conjunction with the statistical content within this unit. The content of the four topics in this unit will be taught in a context which is meaningful and of interest to their students. Representing and comparing data; Percentages; Rates and ratios; and Time and motion.
Possible contexts for this unit are Transport and Independent living.
It is assumed that students will be taught this course with an extensive range of technological applications and techniques. The ability to be able to choose when or when not to use some form of technology and to be able to work flexibly with technology are important skills.
The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

Paired unit combination – GEMA
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 50%
Response 50%

Prerequisite
Learning Area Grade: ‘D’ grade or higher in Year 10.

Associated fees/course levy
$40.

Pathways
Year 12 Mathematics Essential Course Units 3 and 4.
Please note that this course will not be externally examinable at the WACE level and so will not contribute to the students ATAR.
May be used for TAFE entry to most courses.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Year 11 Mathematics Specialist Course – AEMAS

Course description
Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR Mathematics course that should not be taken as a stand-alone course but studied alongside the Mathematics Methods ATAR course.

Unit 1 – A1MAS
Contains the three topics:
- Combinatorics
- Vectors in the plane
- Geometry.
The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students’ studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers.
The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra.
The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students’ mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

Unit 2 – A2MAS
Contains the three topics:
- Trigonometry
- Matrices
- Real and complex numbers.
In Unit 2, Matrices provide new perspectives for working with two-dimensional space and real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4.
All topics develop students’ ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

Paired unit combination – AEMAS
Two semester units running concurrently.

Assessment
Assessment types for both units:
- Investigation: 20%
- Response: 40%
- Examinations: 40%

Prerequisite
Learning Area Grade: ‘A’ grade in Year 10.

Associated fees/course levy
$40.
Pathways
Year 12 Mathematics Specialist Course Units 3 and 4.
Possible career pathways: engineering (chemical and process, civil, computer, electrical and electronic, environmental, materials, mechanical mechatronic, mining, petroleum, process instrumentation and control, software), geophysics, actuary.

Time off campus
Nil.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Year 12 Mathematics Methods Course – ATMAM

Course description
Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students’ ability to describe and analyse phenomena that involve uncertainty and variation.

Unit 3 – A3MAM
Contains the three topics:
- Further differentiation and applications
- Integrals
- Discrete Random Variables

In Unit 3, the study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to the students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4 – A4MAM
Contains the three topics:
- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions

In Unit 4, the logarithmic function and its derivatives are studied. In probability, continuous random variables are introduced and their applications examined, including the normal distribution. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations.

Paired unit combination – ATMAM
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 20%
Response 40%
Examinations 40%

Prerequisite
Minimum 60% in the Year 11 Mathematics Methods Course.

Associated fees/course levy
$40.

Pathways
Possible career pathways: commerce/business, computing, engineering (Mathematics: Specialist may be required), metallurgy, informatics, biophysical science, physics, nanotechnology, geophysics, dentistry, podiatry, medicine and surgery, animal science, mine technology, geology, agriculture, biomedical science, health science, economics, chiropractic science, psychology.

Time off campus
Nil.
**Special requirement**
Students will require a TI-Nspire CAS Calculator.

**Enquiries**
Mrs Lynne Smith – Head of Learning Area – Mathematics
Year 12 Mathematics Applications Course – ATMAA

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

Unit 3 – A3MAA
Contains the three topics:
- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks.
‘Bivariate data analysis’ introduces students to methods of identifying, analysing and describing associations between pairs of variables, including using the least squares regression method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation formula.
‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences are applied to a wide range of practical situations, including modelling growth of a compound interest investment, the growth of a bacterial population or the depreciation of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.
‘Graphs and networks’ introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

Unit 4 – A4MAA
Contains the three topics:
- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics
‘Time series analysis’ continues the study of statistics by introducing the concepts and techniques of time series analysis which will be taught within the framework of the statistical investigation process.
‘Loans, investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.
‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

Paired unit combination – ATMAA
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 20%
Response 40%
Examinations 40%

Prerequisite
Minimum 60% in the Year 11 Mathematics Applications Course.

Associated fees/course levy
$40.
Pathways
Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

Time off campus
Nil.

Special requirement
Students will require a TINspire CAS Calculator.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Year 12 Mathematics Essential Course – GTMAE

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

Unit 3 – G3MAE
Contains the topics:
- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4 – G4MAE
Contains the topics:
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

Throughout each unit, students apply the mathematical thinking process to real-world problems
- Interpret the task and gather key information
- Identify the mathematics which could help to complete the task
- Analyse information and data from a variety of sources
- Apply existing mathematical knowledge and strategies to obtain a solution
- Verify the reasonableness of the solution
- Communicate findings in a systematic and concise manner

Students apply the statistical investigation process to real-world tasks
- Clarify the problem and pose one or more questions that can be answered with data
- Design and implement a plan to collect or obtain appropriate data
- Select and apply appropriate graphical or numerical techniques to analyse the data
- Interpret the results of this analysis and relate the interpretation to the original question
- Communicate findings in a systematic and concise manner

Paired unit combination – GTMAE
Two semester units running concurrently.

Assessment
Assessment types for both units:
- Practical Applications 45%
- Response 40%
- Externally set task 15%

The externally set task will be provided by SCSA for all students to complete as a way of moderating this course.

Prerequisite
Minimum 50% in the Year 11 Mathematics Essential Course.

Associated fees/course levy
$40.

Pathways
Please note that this is a General course and will not be externally examinable at the WACE level and so will not contribute to the students ATAR. May be used for TAFE entry to most courses.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Year 12 Mathematics Specialist Course – ATMAS

Course description
Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and develops the topics of vectors, complex numbers and matrices further. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course but studied alongside the Mathematics Methods ATAR course.

Unit 3 – A3MAS
Contains the three topics:
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended to three-dimensional vectors, vector equations and vector calculus, with the latter building on students’ knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4 – A4MAS
Contains the three topics:
- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

In this unit, the study of differentiation and integration of function is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout the course. Also in this unit, the students’ previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the unity and power of statistics.

Paired unit combination – ATMAS
Two semester units running concurrently.

Assessment
Assessment types for both units:
Investigation 20%
Response 40%
Examinations 40%

Prerequisite
Minimum 60% in the Year 11 Mathematics Specialist Course.
Mathematics Methods must be taken in conjunction with this course.

Associated fees/course levy
$40.
Pathways
Year 12 Mathematics Specialist Units 3 and 4.
Possible career pathways: engineering (chemical and process, civil, computer, electrical and electronic, environmental, materials, mechanical, mechatronic, mining, petroleum, process instrumentation and control, software), geophysics, actuary.

Time off campus
Nil.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Science

Year 11 Biology ATAR Course – AEBLY

Course description
A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Unit 1 – A1BLY
In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – A2BLY
In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.
Each unit includes:
• a unit description – a short description of the focus of the unit
• learning outcomes – a set of statements describing the learning expected as a result of studying the unit
• unit content – the content to be taught and learned.

Pair unit combination – AEBLY
Two semester units running concurrently.

Assessment
Practical/Investigations 30%
Extended response 10%
Tests 20%
Exams 40%

Homework/study
Homework generally is defined as set tasks whether or not that work is to be formally assessed. Study involves regular revision, research and completion of work. The recommended minimum time for homework/study is at least three hours per course per week.

Prerequisite
Learning Area Grade: ‘B’ grade in Year 10 Science and can be recommended for ATAR Mathematics Applications. Final permission at the discretion of the Head of Learning Area.

Associated fees/course levy
$70.

Pathways
University: environmental sciences and forensics; biological sciences; marine and freshwater biology TAFE: sustainable forestry; veterinary nurse; forest rehabilitation in mining.

Time off campus
Excursion to Hills Discovery Centre Kalamunda.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Mrs Vanessa Budas – Biology Teacher
Year 11 Chemistry ATAR Course – AECHE

Course description
The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognize hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Unit 1 – A1CHE
In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – A2CHE
In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Pair unit combination – AECHE
Two semester units running concurrently.

Assessment
Science Inquiry/Practical/Investigations 25%
Extended Response 10%
Tests 15%
Examination 50%

Prerequisite
Learning Area Grade: ‘B’ grade in Year 10 Science and can be recommended for ATAR Mathematics Applications. Final permission at the discretion of the Head of Learning Area.

Associated fees/course levy
$70.

Pathways
Possible career pathways: chemical engineering, metallurgy, medicine, pharmacy, engineering, agriculture, veterinarian.

Time off campus
Nil.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Year 11 Human Biology ATAR Course – AEHBY

Course description
The Human Biology ATAR course gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

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

Unit 1 – A1HBY
In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – A2HBY
In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to gene generation, and the effects of the environment on gene expression.

Each unit includes:
• a unit description – a short description of the focus of the unit
• unit content – the content to be taught and learned.

Pair unit combination – AEHBY
Two semester units running concurrently.

Assessment
The assessment items for this course are as follows:
Practical/Investigation 20%
Extended Response 15%
Tests 25%
Examinations 40%

Prerequisite
Learning Area Grade: ‘B’ grade in Year 10 Science and can be recommended for ATAR Mathematics Applications. Final permission at the discretion of the Head of Learning Area.

Associated fees/course levy
$70.

Pathways
Possible career pathways: sport medicine, biomedical science, physiotherapy, nursing, educational psychology and other paramedical fields.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Mrs Jodie McQuillan – Human Biology Teacher
Year 11 Integrated Science General Course – GEISC

Course description
The Integrated Science General course enables students to investigate science issues in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics, and can also include less traditional areas, such as forensic science and biotechnology. Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. Students apply their scientific knowledge in areas such as vehicle safety and driving, personal lifestyle choices, the management of water resources, environmental issues associated with biodiversity and conservation, and sustainable use of energy. Students develop a range of practical skills and techniques through investigations and fieldwork in context, and use scientific evidence to make informed decisions about scientific issues.

Unit 1 – G1ISC
Through an integrated, scientific approach, this unit explores two major issues for today’s society: safety on the roads, and the effects of listening to loud sounds.

Unit 2 – G2ISC
This unit focuses on the effects that human activity has on biodiversity, and methods of conservation.
Each unit includes:
- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Pair unit combination – GEISC
Two semester units running concurrently.

Assessment types
Investigations and practical tasks 35%
Extended Response 10%
Tests 20%
Examination 35%

Prerequisite
None.

Associated fees/course levy
$70.

Pathways
Possible career pathways: child care, dental nursing, laboratory assistant and TAFE pathways.

Time off campus
Nil.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Mrs Santie Brink – Teacher
Year 11 Physics ATAR Course – AEPHY

Course description
In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom’s electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Unit 1 – A1PHY
Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – A2PHY
Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

Each unit includes:
- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned.

Pair unit combination – AEPHY
Two semester units running concurrently.

Assessment
Experiments/Investigations/Evaluation and Analysis 30%
Tests 30%
Examinations 40%

Prerequisite
Learning Area Grade: ‘B’ grade in Year 10 Science and can be recommended for ATAR Mathematics Applications. Final permission at the discretion of the Head of Learning Area.

Associated fees/course levy
$70.

Pathways
Possible career pathways: engineering, aviation and sports science.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Year 12 Biology ATAR Course – ATBLY

Course description
Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly with regard to the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact on the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system.

The theory of evolution by natural selection is critical to explaining these patterns and processes in biology, and underpins the study of all living systems.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Structure of the syllabus
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – A3BLY
In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – A4BLY
In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

Pair unit combination – ATBLY
Two semester units running concurrently.

Assessment
Practical/Investigations 20%
Extended response 10%
Tests 20%
Examination 50%

Homework/study
Homework generally is defined as set tasks whether or not that work is to be formally assessed. Study involves regular revision, research and completion of work. The recommended minimum time for homework/study is at least three hours per course per week.

Prerequisite
Minimum 60% in the Year 11 Biology ATAR Course.

Associated fees/course levy
$70.
Pathways
University pathways: environmental sciences and forensics, biological sciences, marine and freshwater biology. TAFE: sustainable forestry, veterinary nurse, forest rehabilitation in mining.

Time off campus
Excursion to Star Swamp in North Beach.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Year 12 Chemistry ATAR Course – ATCHE

Course description
Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth’s finite resources. The Chemistry ATAR course develops students’ understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

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

Structure of the syllabus

Unit 3 – A3CHE
In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 – A3CHE
In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Paired unit combination – ATCHE
Two semester units running concurrently.

Assessment
Assessment types for both units:
Practical assessment/Investigations 20%
Extended Response 10%
Tests 20%
Examination 50%

Homework/study
A minimum of 3 hours/week per course and ongoing revision program plus practice.

Prerequisite
Minimum 60% in the Year 11 Chemistry ATAR Course.

Associated fees/course levy
$75.

Pathways
University pathways: chemical engineering, metallurgy, medicine, pharmacy, engineering, agriculture, veterinarian.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Year 12 Human Biology ATAR Course – ATHBY

Course description
Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species. An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Structure of the syllabus
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – 3AHBY
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens.

Unit 4 – 4AHBY
This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

Paired unit combination – ATHBY
Two semester units running concurrently (each 16 weeks long including examinations).

Assessment
Assessment types for both units:
Practical/Investigations 10%
Extended Response 15%
Tests 25%
Examination 50%

Homework/study
A minimum of 3 hours/week per course and ongoing revision program plus practice.

Prerequisite
Minimum 60% in the Year 11 Human Biology ATAR Course.

Associated fees/course levy
$70.

Pathways
University pathways: sport medicine, biomedical science, physiotherapy, nursing, educational psychology and other paramedical fields.

Time off campus
One day Perth Zoo excursion.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Year 12 Integrated Science General Course – GTISC

Course description
The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Structure of the syllabus
The Year 12 syllabus is divided into two units which are delivered as a pair. The content within Unit 1 and Unit 2 can be taught in an integrated way in one or more contexts over the year. The notional time for the pair of units is 110 class contact hours.

Unit 3 – 3GISC
The emphasis of this unit is on biological and Earth systems focusing on the following topics: interrelationships between Earth systems; structure and function of biological systems; ecosystems and sustainability and species continuity and change.

Unit 4 – 4GISC
The emphasis of this unit is on physical and chemical systems, focusing on the following topics: chemical reactions; mixtures and solutions; motion and forces and energy.

Paired unit combination – GTISC
Two semester units running concurrently.

Assessment
Assessment Types for both units:
Investigations and practical tasks 40%
Explanations 30%
Tests 30%

Prerequisite
None.

Associated fees/course levy
$70.

Pathways
Child care, dental nursing, laboratory assistant and TAFE pathways.

Time off campus
Nil.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Year 12 Physics ATAR Course – ATPHY

Course description
The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

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

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Structure of the syllabus
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – 3APHY
Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4 – 4APHY
Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Paired unit combination – ATPHY
Two semester units running concurrently (each 16 weeks long including examinations).

Assessments
Assessment types for both units:
Experiments/Investigations/Evaluation and Analysis 20%
Tests 30%
Examination 50%

Homework/study
A minimum of 3 hours/week per course and ongoing revision program plus practice.

Prerequisite
Minimum 60% in the Year 11 Physics ATAR Course.

Associated fees/course levy
$70.

Pathways
Possible pathways: engineering, aviation and sports science.
Time off campus
Nil.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Technologies

Year 11 Applied Information Technology General Course – GEAIT

Course description
The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use of a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Unit 1 – G1AIT
The focus for this unit is personal communication and using technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 – G2AIT
The focus for this unit is working with others using a variety of technologies. Students investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Paired unit combination – GEAIT
Two semester units running concurrently

Type of Assessment
Project 70%
Short Answer 20%
Extended Answer 10%

Vet Certificate II Information, Digital Media and Technology
(Completed over 2 years in Year 11 and 12)

Students in Year 11 commence with the embedded Certificate II Information, Digital media and Technology. Upon completion of the Certificate II in Information, Digital Media and Technology at the end of Year 12, students have the skills required to work effectively in an ICT environment.
During the course, students learn how to use Microsoft Office applications such as Word, Excel, Access and PowerPoint in a business context. Students also gain skills in website development, multimedia, social media and computer maintenance.

Recommendation
Minimum ‘C’ grade in Year 10 Computing.

Associated fees/Course levy
$100.

Homework and study expectations
Students are required to complete research tasks. Students will also be responsible for staying on task during practical lessons and completing garment work and skill samples to the best of their ability. Portfolios of practical work are compiled to document student’s progress.

Pathways
Year 11 General Applied Information Technology will progress into the Year 12 General Applied Information Technology course, leading to a TAFE pathway.
Time off campus
None.

Enquiries
Mr Daniel Theunissen - Head of Learning Area – Technologies
Year 11 Applied Information Technology ATAR Course – AEAIT

Course Description
The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology ATAR course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in order to use them in a responsible and informed manner.

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

Unit 1 – A1AIT
This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 2 – A2AIT
This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Paired unit combination – AEAIT
Two semester units running concurrently.

Type of Assessment
Project 40%
Short Answer 15%
Extended Answer 15%
Examination 30%

Recommendation
Minimum ‘B’ grade in Year 10 English and minimum ‘B’ grade in Year 10 Computing.

Associated fees/Course levy
$120.

Homework and study expectations
Students are required to complete research tasks. Students will also be responsible for staying on task during practical lessons and completing work to the best of their ability. Portfolios of practical work are compiled to document student’s progress.

Pathways
Year 11 Applied Information Technology ATAR Course will progress into the Year 12 Applied Information Technology ATAR Course.
Time off campus
None.

Enquiries
Mr Daniel Theunissen - Head of Learning Area – Technologies
Year 11 Children, Family and the Community General Course – GECFC

Course description
The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. They use a range of skills to make informed decisions and consider actions at personal, family and community levels.

Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

Unit 1 – G1CFC
This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Students design and produce products and services that meet the needs of individuals, families and communities.

Unit 2 – G2CFC
This unit focuses on families, relationships and living in communities. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

Paired unit combination – GECFC
Two semester units running concurrently.

Assessment
- Investigation 30%
- Production 55%
- Response 15%

Recommendation
Minimum ‘C’ grade in Year 10 Textiles and Caring for Children.

Associated fees/Course levy
$120.

Pathways
This course caters for students seeking career pathways in areas such as sociology, psychology, education, nursing, occupational therapy, community services and childcare.

Time off campus
One half-day excursion to Day Care Centre.

Enquiries
Mr Theunissen – Head of Learning Area – Technologies
Mrs McLean – Children, Family and Community Teacher
Year 11 Children, Family and the Community ATAR Course – AECFC

Course description
The Children, Family and the Community ATAR course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support. Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students communicate and interact with children, families and community groups in practical ways. They demonstrate initiative when advocating for others about issues of inequity and injustice.

Unit 1 – A1CFC
In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 2 – A2CFC
In this unit, students examine the effect on an individual’s development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level, and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Paired unit combination – AECFC
Two semester units running concurrently.

Assessment
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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Investigation</td>
<td>20%</td>
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<tr>
<td>Production</td>
<td>15%</td>
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<tr>
<td>Response</td>
<td>25%</td>
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<tr>
<td>Examination</td>
<td>40%</td>
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Recommendation
Minimum ‘B’ grade in Year 10 Textiles and Caring for Children.

Associated fees/Course levy
$120.

Pathways
This course caters for students seeking career pathways in areas such as sociology, psychology, education, nursing, occupational therapy, community services and childcare.

Time off campus
One half-day excursion to Day Care Centre.

Enquiries
Mr Theunissen – Head of Learning Area – Technologies
Mrs McLean – Children, Family and the Community Teacher
Year 11 Design – Graphics Design General Course – GEDESG

Course description
The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Unit 1 – G1DESG
The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

Unit 2 – G2DESG
The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

Paired unit combination – GEDESG
Two semester units running concurrently.

Assessment
Production 70%
Response 30%

Recommendation
Minimum ‘C’ grade in Year 10 Design and Engineering.

Associated fees/Course levy
$120.

Pathways
This course will give students a foundation for a career in a range of design related fields such as graphic design, architecture, product design, interior design and engineering. A portfolio of work will be prepared, both manually and computer based, which can be used in the interview process into the students chosen career pathway.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Tina Harper-Rigby – Design Teacher
Year 11 Design – Graphics Design ATAR Course – AEDESG

Course description
The goals of the design course are to facilitate a deeper understanding of how design works and effectively communicated to specific audiences via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms. Design projects allow students to demonstrate their skills and understanding of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within a specific design context. In this course, students develop a competitive edge for current and future industry and employment markets. It also provides access to further vocational and university pathways.

Unit 1 – A1DESG
Students understand that the commercial world is made up of companies, consumer products and services. Students design a product from a set or Designed Brief using Auto cad, Inventor, Sketch up and Photoshop.

Unit 2 – A2DESG
Students develop a visual development process through a set or Designed Brief creating a Poster Design using Photoshop

*Note: In Year 12 students continue to study ATAR within the context of Dimensional Design (interior design) and Graphic Design (Logo/Poster) developing knowledge on the above programmes.*

Paired unit combination – AEDESG
Two semester units running concurrently.

Assessment
The Design course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Arts and the Technologies learning areas:
• Outcome 1 – Design Understanding
• Outcome 2 – Design Process
• Outcome 3 – Application of Design
• Outcome 4 – Design in Society
The content of the course is divided into three content areas:
• Design
• Communication
• Production

Recommendation
Minimum ‘B’ grade in Year 10 Design and Engineering.

Associated fees/Course levy
$120.

Pathways
This course will give students a foundation for a career in a range of design related fields such as graphic design, architecture, product design, interior design and engineering. A portfolio of work will be prepared, both manually and computer based, which can be used in the interview process into the students chosen career pathway.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Tina Harper-Rigby – Design Teacher
Year 11 Engineering Studies ATAR Course – AEEST

Mechanical

Course description
Students will build on previous knowledge of engineering skills, researching and communicating ideas, and will elaborate on their understanding of structural design principles, as well as the properties of materials used within the course. Students will consider the needs of users and the impacts that such projects will have on the natural environment, and will generate ideas and manufacture a project of their choice within a design brief. Students will construct an individual project that will include design, safety, fabrication, mechanics and other engineering principles.

Unit 1 – A1EST
In the development of an engineering project, students study core engineering and mechanical theory. To develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non-renewable energy.
Given guidelines and a context, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students then select and analyse the most suitable concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagram and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

Unit 2 – A2EST
This unit develops students’ understanding of core and mechanical theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment. Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and mechanical theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Paired unit combination – AEEST
Two semester units running concurrently.

Assessment
Assessment types for both units:
Design 30%
Production 40%
Response 30%

Prerequisite
Minimum ‘C’ grade in Year 10 Extension Mathematics.

Associated fees/Course levy
$300.

Pathways
University entrance course for pathways in aviation, mechanical, fabrication and electrical engineering.

Time off campus
One half-day.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mr Limpie van Aswegen – Secondary Learning Technologies Manager
Year 11 Materials Design and Technology – Metal General Course – GEMDTM

VET Certificate I: Engineering embedded in course

Course description
The Materials Design and Technology General course is a practical course. Students working with metal use design and manufacture of products as the major focus. Students have the opportunity to develop and practice skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

Certificate I Engineering and Fabrications
The VET Engineering General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

Unit 1 – G1MDTM
The focus for this unit is within the broad area of production fundamentals. Students will develop their knowledge and skills related to their understanding and use of materials: Students will design and build an aluminium cheque plate toolbox in semester one.

Unit 2 – G2MDTM
The focus for this unit is design in practice. Students apply the fundamentals of design and concepts related to designing for self or others, considering factors such as social and environmental influences. In semester two students will choose a project involving manufacturing a product using boilermaker skills.

Paired unit combination – GEMDTM
Two semester units running concurrently. VET embedded in course enabling students to obtain Certificate I and II in Engineering over 2 years.

Assessment
Assessment types for both units:
Design 25%
Production 60%
Response 15%

Vet Certificate I Engineering: Competency based.

Recommendation
Minimum ‘C’ grade in Year 10 Design and Technology.

Associated fees/Course levy
$220.

Pathways
Apprenticeship in most skill-based occupations such as wood, metal, welding, electrical and automotive, engineering and design work, building and construction.

Time off campus
Excursion to a major engineering workplace.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mr Peter Herman – Metals Teacher
Year 11 Materials, Design and Technology – Textiles ATAR Course – AEMDTT

Course description
Materials, Design and Technology – Textiles is a largely practical course covering the design and construction of teen garments. When working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. Materials are the basic ingredients of technology, used to make machines, materials and products. This course has foundations in the use of technology, design and how materials are developed and used. Students produce an outfit which may be entered into the APEX Australian Teenage Fashion Awards. The design and construction process is documented in a portfolio along with skills and materials samples. Students explore environmental and sustainability issues and make a garment from recycled materials.

Unit 1 A1MDTT
Students develop creative thinking strategies and work on design projects within specified constraints. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes. They learn about risk management, ongoing evaluation and classification, structure and properties of appropriate materials.

Unit 2 – A2MDTT
Students learn about the nature of designing for a client, uses of materials and environmental impacts. Students apply the elements and fundamentals of design and consider human factors involved in projects. They understand safe work practices, manufacturing techniques and the processes of designing.

Paired unit combination – AEMDTT
Two semester units running concurrently

Assessment
- Design (Practical portfolio) 25%
- Production (Practical) 50%
- Response (Written) 25%

Recommendation
Minimum ‘B’ grade in Year 10 English and minimum ‘B’ grade in Year 10 Textiles and Caring for Children.

Associated fees/Course levy
$90 and students will be required to purchase a pattern, fabrics and notions for their major practical task.

Homework and study expectations
Students are required to complete research tasks and exam revision. Students will also be responsible for staying on task during practical lessons and completing garment work and skill samples to the best of their ability. Portfolios of practical work are compiled to document student’s progress.

Pathways
Year 12 Materials Design and Technology - Textiles ATAR Course.
Fashion design, retail sales, teaching, textile production, dressmaking and alterations.

Time off campus
One day sewing incursion and optional: APEX Australian Teenage Fashion Awards Heat and possibly AATFA State Finals and AATFA National Finals.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Shondra Driesen – Technologies Teacher
Year 11 Materials, Design and Technology – Wood General Course – GEMDTW

VET Certificate I: Furnishing and Construction with the safety White card embedded in the course

Course description
Materials, Design and Technology – Wood is a largely practical course covering the design and construction of wood based pieces of furniture. When working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with different materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. Materials are the basic ingredients of technology, used to make machines, materials and products. This course aims to prepare students for a future in a technological and material world providing the foundation for learning how products are designed and how materials are developed and used. Students will produce a piece of furniture that will be made to their own specifications. The design and construction process is documented in a portfolio along with skills and materials samples. Students explore environmental and sustainability issues and make a project from set plans.

Unit 1 – G1MDTW
Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies.

Unit 2 – G2MDTW
Students use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Paired unit combination – GEMDTW
Two semester units running concurrently.

Assessment
Design (Practical portfolio) 25%
Production (Practical) 60%
Response (Written) 15%

Recommendation
Minimum ‘C’ grade in Year 10 Design and Technology.

Associated fees/Course levy
$220 and students will be required to purchase materials for their major practical task.

Homework and study expectations
Students are required to complete research and design tasks and exam revision. Students will also be responsible for staying on task during practical lessons and completing work to the best of their ability. Portfolios of practical work are compiled and submitted to document student’s progress.

Pathways
Year 12 Materials Design and Technology – Wood General Course, TAFE and trades, building and construction, furniture design and manufacturing, polishing, upholstery.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mr Richard Hall – Technologies Teacher
Year 11 Certificate I in Hospitality

Course description
This qualification is made up of three core and three elective units with both a theory and practical component. Students will be assessed on their practical and equipment skills including food safety, hygiene and knife handling. Students will complete written work for each core and elective unit. Depending on satisfactory completion, students will receive either a partial or full Certificate I in Hospitality.
This qualification provides the skills and knowledge for an individual to be competent in routine tasks in hospitality settings such as restaurants, hotels, catering operations, cafes and coffee shops. Individuals may work in a team but under direct supervision.
The successful completion of the Year 11 Certificate I in Hospitality will give students credit for the common units of competency contained in Year 12 Certificate II in Hospitality.

Assessment
Students are assessed on each unit and are awarded a ‘competent’ or ‘not yet competent’

Prerequisite
Minimum ‘C’ grade in Year 10 Foods.

Associated fees/Course levy
$380.

Pathways
Year 12 Certificate II in Hospitality.

Homework and study expectations
Students are required to complete written learning guides and assessment workbooks for each unit in a timely manner. Students are responsible for undertaking all practical work to the best of their ability, consistently observing safety and hygiene practices.

Time off campus
May require two half-days off campus for foods excursions.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Kirstin Hamera – Home Economics Teacher
Year 12 Applied Information Technology General Course – GTAIT

Course description
The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce. Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

Unit 3 – G3AIT
The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 4 – G4AIT
The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Paired unit combination – GTAIT
Two semester units running concurrently.

Type of Assessment
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<td>Short Answer</td>
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<td>Externally set Task</td>
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Vet Certificate II Information, Digital Media and Technology (Over 2 years in Year 11 and 12)
Students in Year 11 commence with the embedded Certificate II Information, Digital Media and Technology. Upon completion of the Certificate II in Information, Digital Media and Technology at the end of Year 12, students have the skills required to work effectively in an ICT environment.

During the course, students learn how to use Microsoft Office applications such as Word, Excel, Access and PowerPoint in a business context. Students also gain skills in website development, multimedia, social media and computer maintenance.

Recommendation
Minimum ‘C’ grade in the Year 11 Applied Information Technology General Course.

Associated fees/Course levy
$100.

Homework and study expectations
Students are required to complete research tasks. Students will also be responsible for staying on task during practical lessons and completing garment work and skill samples to the best of their ability. Portfolios of practical work are compiled to document student's progress.
Pathways
The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

Time off campus
None.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
**Year 12 Children, Family and the Community ATAR Course – ATCFC**

**Course description**
The Children, Family and the Community ATAR course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. They demonstrate initiative when advocating for others about issues of inequity and injustice. Students understand that beliefs, values and ethics influence decisions made by individuals, families, communities and governments.

**Unit 3 – A3CFC**
This unit focuses on challenges that confront individuals, families and communities in a rapidly developing society and the need to adapt to growing social, cultural, environmental, economic and political circumstances. Students understand the importance of sustainable practices when producing and evaluating resources designed to improve quality of life. They develop an appreciation and understanding of the role of the advocate on national and global issues through participation in an advocacy project.

Students compare, contrast and test developmental theories through observation and participation in practical activities at school or in the community.

**Unit 4 – A4CFC**
This unit examines the principles of social, economic and political justice and environmental accord. Students investigate ways to address issues that have been created by rapid social, cultural, economic and technological change.

Students explore the characteristics of sustainable communities in Australia and overseas. They consider products, processes, services, systems, structures and relationships that actively support current and future generations’ capacity to create healthy communities.

Students work collaboratively to research and develop strategies to advocate for the needs of specific groups. These strategies are designed to empower and help individuals and communities to manage now and in the future.

**Paired unit combination – ATCFC**
Two semester units running concurrently.

**Assessment**
- Investigation 20%
- Production 15%
- Response 25%
- Examination 40%

**Recommendation**
Minimum ‘C’ grade in the Year 11 Children, Family and the Community ATAR Course.

**Associated fees/Course levy**
$90.
Pathways
This course caters for students seeking career pathways in areas such as sociology, psychology, education, nursing, occupational therapy, community services and childcare.

Time off campus
One full day excursion to sustainability and social justice organisations.

Enquiries
Mr Theunissen – Head of Learning Area – Technologies
Mrs McLean – Children, Family and the Community Teacher
Year 12 Design – Graphics Design ATAR Course – ATDESG

Course description
Design has its own set of theories and practices and incorporates a wide range of principles, methods and techniques drawn from a variety of different disciplines, such as psychology, communication studies, digital design, technical graphics, art, engineering, architecture, sociology, cultural studies, marketing and economics. The disciplined application of these elements forms a design process that guides the development of creative and functionally effective solutions to identified possibilities or problems.

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of design is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual’s ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via design.

The goals of the Graphics Design ATAR course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Unit 3 – A3DESG
Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands. Commercial design is client and market driven and is a reflection of contemporary consumer demands. Students are introduced to a client-focused design brief to create a product or service. They plan, develop and analyse to create designs that reflect the client, audience, and market needs. They also consider commercial and manufacturing requirements for a real world solution, with relevant production skills and processes, materials, and technologies.

Unit 4 – A4DESG
The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes. Students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning. They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using a research, testing and feedback mechanism.

Paired unit combination – ATDESG
Two semester units running concurrently.

Assessment
Production 50%
Response 20%
Written Examination 30%

Recommendation
Minimum ‘C’ grade in the Year 11 Design – Graphics Design ATAR Course.

Associated fees/Course levy
$120.

Pathways
This course will give students a foundation for a career in a range of design related fields such as graphic design, architecture, product design, interior design and engineering. A portfolio of work will be prepared, both manually and computer based, which can be used in the interview process into the students chosen career pathway.

Enquiries
Mrs Tina Harper-Rigby – Graphics Design Teacher
Mr Daniel Theunissen – Head of Learning Area – Technologies
Year 12 Engineering Studies ATAR Course – ATEST

Mechanical

Course description

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

Unit 3 – A3EST

In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment.

Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity. They synthesise responses to the brief by engaging in a range of activities that include: detailed research of similar existing engineered products; construction materials and components; sketching, drawing and notating concepts; analysing and justifying the choice of the most promising of these for production as a prototype or working model. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

Unit 4 – A4EST

In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products.

Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Paired unit combination – ATEST

Two semester units running concurrently.

Assessment

Assessment types for both units:

Design 30%
Production 30%
Response (Examination) 40%

Prerequisite

Minimum ‘C’ grade in the Year 11 Engineering Studies ATAR Course.

Associated fees/Course levy

$300.

Pathways

University entrance course for pathways in aviation, mechanical, fabrication and electrical engineering. The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.
Time off campus
One half-day.

Enquiries
Mr Limpie van Aswegen – Secondary Learning Technologies Manager
Mr Daniel Theunissen – Head of Learning Area – Technologies
Year 12 Materials Design and Technology – Metals General Course – GTMDTM

VET Certificate I: Engineering embedded in course (Cert I in Engineering not completed in Year 11)

VET Certificate II: Engineering embedded in course (Cert I in Engineering completed in Year 11)

Course description
The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live. Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and as consumers, enables them to make more informed decisions about the use and misuse of technology.

Unit 3 – G3MDTM
Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.
Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

Unit 4 – G4MDTM
Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.
Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Paired unit combination – GTMDTM
Two semester units running concurrently.

Assessment
Assessment types for both units:
Design 25%
Production 50%
Response 10%
Externally Set Task 15%

Recommendation
Minimum ‘C’ grade in the Year 11 Materials, Design and Technology – Metal General Course.
Associated fees/Course levy
$220.

Pathways
Apprenticeship in most skill-based occupations such as wood, metal, welding, electrical and automotive, engineering and design work, building and construction.

Time off campus
Excursion to a major engineering workplace.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mr Peter Herman – Design and Technology – Metals Teacher
Year 12 Materials, Design and Technology – Textiles ATAR Course – ATMDTT

Course description
The Materials Design and Technology ATAR course is a practical course. The course allows for the exploration and use of three materials learning contexts: metal, textiles and wood, with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the three designated contexts. This can enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This helps them become more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology. It also prepares them to make predictions about likely changes to technology in the future.

Unit 3 – A3MDTT
Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use.
Students identify and manage risks, and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to determined design specifications.

Unit 4 – A4MDTT
Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.
Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.

Paired unit combination – ATMDTT
Two semester units running concurrently.

Assessment
Design (Practical portfolio) 30%
Production (Practical) 50%
Response (Written) 20%

Recommendation
Minimum ‘C’ grade in the Year 11 Materials, Design and Technology – Textile ATAR Course.

Associated fees/Course levy
$90 and students will be required to purchase a pattern, fabrics and notions for their major practical task.
Homework and study expectations
Students are required to complete research tasks and exam revision. Students will also be responsible for staying on task during practical lessons and completing garment work and skill samples to the best of their ability. Portfolios of practical work are compiled to document student's progress.

Pathways
Year 12 Materials Design and Technology will lead to a University pathway with career possibilities in fashion design, retail sales, teaching, textile production, dressmaking and alterations.

Time off campus
One day sewing incursion and optional APEX Australian Teenage Fashion Awards Heat and possibly AATFA State Finals and AATFA National Finals.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Shondra Driesen – Technologies Teacher
Year 12 VET Certificate II in Hospitality

Course description
This qualification is made up of six core units and six elective units some of which are common to the VET Certificate I. These units are selected by the school in conjunction with the VET provider. The Certificate II in Hospitality qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities that require the application of a limited range of practical skills in a defined context. Students will complete a number of functions throughout the year and learn the essential cooking methods. On successful completion of the Certificate, the type of work that can be undertaken in various hospitality enterprises where food is prepared and served, includes; restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Depending on satisfactory completion, students will receive either a partial or full Certificate II. Individuals may work with some autonomy or in a team but are usually under close supervision.

Assessment
Students are assessed on each unit and are awarded a ‘competency achieved or ‘competency not achieved’.

Recommendations
Students are required to have completed VET Certificate I in Hospitality in Year 11. If they join in Year 12, students will only receive a partial Certificate II.

Associated fees/Course levy
$325. An additional fee of about $100 will be incurred if the VET Unit - Prepare and serve espresso coffee - is included in the course.

Pathways
Chef, breakfast cook, short order cook, fast food cook, TAFE.

Homework and study expectations
Students are required to complete written learning guides and assessment workbooks for each VET unit in a timely manner. Students are responsible for undertaking all practical work to the best of their ability, consistently observing safety and hygiene practices.

Time off campus
May require two half-days off campus.

Enquiries
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