



Lake Joondalup Baptist College

2019

Year 11&12

Course Handbook

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Introduction

Welcome to the Year 11 and Year 12 Curriculum Handbook

This handbook 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.

Subject selection for 2019:

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

- Reasonable and carefully considered 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/guardians, 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 TAFE (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/guardians 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, Mathematics Methods and Mathematics Specialist. Please 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 School Curriculum and Standards Authority governing changes of courses began in 2015 and 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 Kimberly Eyre – Acting Dean of Studies, Mrs Bronwyn Carruthers – Acting Secondary Curriculum Manager or Mr Lynton Smith – Head of Career Education as well as receiving permission from the appropriate Head of Learning Area. **Year 11 students and their parents/guardians are strongly advised to book an appointment with Mr Lynton Smith – Head of Career Education in order to discuss their chosen selection either during the selection week or in the weeks immediately after this to refine choices.**

For course/career advice, please speak with any of the following staff:

Acting Dean of Studies – Mrs Kimberly Eyre, Acting Secondary Curriculum Manager – Mrs Bronwyn Carruthers, Head of Career Education – Mr Lynton Smith, Heads of Learning Areas and Teachers.

For timetabling, WebChoices issues and examination enquiries please see Mr Mark Downsborough – Dean of Administration in the Curriculum 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, 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. Online course selections must be **completed by Sunday 5 August 2018**. For students who did not achieve a prerequisite for course entry online, but still want to enrol in a course, permission from the relevant Head of Learning must be obtained and an **appointment with Mrs Kimberly Eyre, Mrs Bronwyn Carruthers or Mr Lynton Smith** booked in to discuss individual Course choices. Changes to prerequisite access cannot be given until the student has met with a representative in the Curriculum or the Careers Office. Students will be required to meet the prerequisite before gaining entry into the relevant course.

This procedure is necessary to avoid, unrealistic course choices, changes of course 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.**

Year 11 students: At Lake Joondalup Baptist College we do not usually run courses as single units of study and a change in the middle of the year severely jeopardises a student's opportunity to succeed. It is important to be aware that in the event of an emergency change at the mid year point we do not guarantee a space in a particular course nor do we add classes to facilitate a change.

All queries regarding course or subject changes will need to be directed to the Curriculum Office or to Mr Lynton Smith – Head of Career Education.

School Curriculum and Standards Authority

Certificates

Year 12 students 2019

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.

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 ATAR course 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.
- 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 C=course, provided that at least 100 candidates sat the examination. 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.
- 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

Points (per unit)	ATAR courses	General courses	Foundation courses	VET qualifications	Points (per unit)
10	A				10
9	B			Cert IV+ Replaces two Year 11 and four Year 12 units	9
8		A		Cert III Replaces two Year 11 and four Year 12 units	8
7		B			7
6				Cert II Replaces two Year 11 and two Year 12 units	6

School Curriculum and Standards Awards for Year 12, 2018 may be subject to change. The Handbook will be updated as this information becomes available.

WACE Requirements for 2019/2020

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

WACE requirements 2019/20	
General requirements	<ul style="list-style-type: none"> 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 complete a minimum of 20 units or equivalents as described below complete four or more Year 12 ATAR courses or complete a Certificate II or higher.
Breadth and depth requirement	<p>Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:</p> <ul style="list-style-type: none"> a minimum of 10 Year 12 units or the equivalent two completed Year 11 English units and one pair of completed Year 12 English units one pair of Year 12 course units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).
Achievement standard requirement	<p>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).</p> <p>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.</p> <p>The amount of unit equivalence allocated to VET and Endorsed Programs is as follows:</p> <ul style="list-style-type: none"> VET qualifications <ul style="list-style-type: none"> 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.
Literacy and Numeracy requirement	<p>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.</p> <p>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.</p> <p>You can demonstrate the minimum standard:</p> <ul style="list-style-type: none"> through the Authority's Online Literacy Numeracy Assessment (OLNA), or if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy.

ATAR Examinations 2019 – 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.

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.

External examinations are not held for General and Foundation courses. As part of the moderation process for the General courses all students enrolled in those courses are expected to sit an **Externally Set Task**. The EST is set by the School Curriculum and Standards Authority and administered on the College campus.

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)

List A (Arts/Languages/Social Sciences)	List B (Mathematics/Science/Technology)
Aboriginal and Intercultural Studies	Accounting and Finance
Aboriginal Languages of Western Australia	Animal Production Systems
Ancient History	Applied Information Technology
Arabic	Automotive Engineering and Technology
Business Management and Enterprise	Aviation
Career and Enterprise	Biology
Children, Family and the Community	Building and Construction
Chinese language courses	Chemistry
Dance	Computer Science (depending on numbers)
Drama	Design
Economics	Earth and Environmental Science
English	Engineering Studies
English as an Additional Language or Dialect	Food Science and Technology
French language courses	Health, Physical and Outdoor Education
Geography	Human Biology
German language courses	Integrated Science
Health Studies	Marine and Maritime Studies
Hebrew	Materials Design and Technology
Indonesian language courses	Mathematics
Italian language courses	Mathematics Applications
Japanese language courses	Mathematics Essential
Literature	Mathematics Methods
Malay language courses	Mathematics Specialist
Media Production and Analysis	Outdoor Education
Modern Greek	Physical Education Studies
Modern History	Physics
Music	Plant Production Systems
Philosophy and Ethics	Psychology
Politics and Law	
Polish	
Religion and Life	
Russian	
Turkish	
Visual Arts	

Post Year 12 Options

Employment	Training	TAFE/Polytechnic (restricted entry)	Post Senior School:
Full time Part time Apprenticeship Traineeships	Private organisations e.g. business college, health clubs, nanny school, hospitality and tourism colleges, golf management etc.	Part time Full time (certificate courses only)	<i>Completion of Year 12 leading to:</i> Employment TAFE/Polytechnic study Apprenticeship Traineeship University study (UWA, Curtin, Murdoch, Edith Cowan, Notre Dame) Inter-state enrolment at various universities Online university options

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

- 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. English as an Additional Language or Dialect may be used to meet the Literacy requirement for entry into university but does not contribute to the ATAR score. Students are also required to achieve a scaled mark of at least 50 in specified ATAR courses.
- Alternatively, students may also choose to study one of three Certificate IV options during Year 12 to potentially achieve entry into some universities in Western Australia. Certificate IV options provide an equivalent ATAR score of 70. Students who opt to enrol in a Certificate IV must also either be enrolled in an ATAR English or Literature course or aim to achieve an 'A' grade in General English (the latter only applicable for entry into Edith Cowan University). Students enrolling in a Certificate IV option are generally not permitted to take a Private Study in Year 12.

The Certificate IV option in Year 12 at Lake Joondalup is offered through the CareerLink program in 2019.

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

- TAFE/Polytechnic directed students **not participating in a Workplace Learning program** (VET in schools units of competency embedded).
- 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.
- f) Private Study is generally not permitted in Year 12 for students on a General pathway unless there are significant extenuating circumstances which make this option a necessity.

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 of 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

Student	Courses studied (with minimum 'C' grade achievement)	Eligibility for WACE certification	Eligibility for ATAR
1	Six Year 11 ATAR courses Five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes
2	Four Year 11 ATAR courses Two Year 11 General courses (excluding Preliminary) Four Year 12 ATAR courses Two Year 12 General courses (excluding Preliminary)	Yes (24 units, 12 Year 12)	Yes
3	Four Year 11 ATAR courses Two Year 11 General courses (excluding Preliminary) Two Year 12 ATAR courses Four Year 12 General courses (excluding Preliminary)	No (24 units, 12 Year 12) but no Cert II	No
4	Four Year 11 ATAR courses Two Year 11 General courses (excluding Preliminary) One Year 12 ATAR course Two Year 12 General courses (excluding Preliminary) VET Cert II Endorsed Program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (24 units, 10 Year 12)	No
5	Four Year 11 General courses (excluding Preliminary) VET Cert I Four Year 12 General courses (excluding Preliminary) VET Cert II	Yes (22 units, 10 Year 12)	No
6	Four Year 11 General courses (excluding Preliminary) One Year 11 General VETiS* Three Year 12 General courses (excluding Preliminary) One Year 12 General VETiS* Endorsed Program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (20 units, 10 Year 12) *Cert II completed as part of course	No

Year 11/12 Course Selection 2019

You will be asked to select your courses through the Internet using *WebChoices*. 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. It is important that this sheet be kept safely and students should choose their courses in conjunction with their parents/guardians. A copy of the selections must be returned to the school with the signatures of both student and parent/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 access code please see Mr Mark Downsborough – Dean of Administration in his office in the Curriculum Office 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.

Your course advisory team for the 2019 academic year is:

- Mrs Kimberly Eyre – Acting Dean of Studies
- Mrs Bronwyn Carruthers – Acting Secondary Curriculum Manager
- Mr Lynton Smith – Head of Career Education

Cut-off date:

5 August 2018

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.
- You may not select a Private Study unless you have selected five ATAR courses in Year 12. Private Study is generally not an option for students on a Vocational Education and Training Pathway or students with four ATAR courses and two General courses. Please see Mrs Kimberly Eyre if there are valid and verifiable reasons (medical and elite State or National sporting team) why you would need a Private Study in Year 11 or 12 and you do not meet the above prerequisite to select this option.
- Private Study is not an option for Year 11 students unless there are specific and verifiable reasons.

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.

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

ATAR pathway

- Have I selected at least five ATAR courses including English?
- Have I carefully considered the recommendations in the Handbook for each of the ATAR courses that I have chosen?
- 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?
- As a Year 11 student, have I selected six courses in total of which five are ATAR?

General Pathway

- Have I preferably selected at least five 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?

Additional Compulsory Subjects

Christian Education

At LJBC we meet all students where they are at with their faith and we endeavour 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.

Year 10 to 12 Wellbeing Days

The Wellbeing Program is run during Connect and in the form of a Wellbeing Day. This is a compulsory aspect 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 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 School 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 courses and not on a separate measure.

General courses

These are School Curriculum and Standards Authority Accredited courses which contribute towards Secondary Graduation.

School 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 (Certification)

Successfully completing the School 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

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). Applications to Notre Dame University are made directly through the Universities own website. 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, Murdoch 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 or English as an Additional Language or Dialect. Some universities have alternative tests and other conditions which apply to eligible overseas students. Enrolment in either ATAR English or ATAR Literature or English as an Additional Language or Dialect 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.
- 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 July/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.

- i. 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, Mathematics Methods and Mathematics Specialist. All of these courses must be studied at Year 12 level. No Year 11 or General Year 12 courses 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

Chemistry	with	Integrated Science
Chinese: Advanced	with	Chinese: Second Language
English	with	English as an Additional Language/Dialect
English	with	Literature
English as an Additional Language/Dialect	with	Literature
French: Background Language	with	French: Second Language
Japanese: Advanced	with	Japanese: Second Language
Physics	with	Integrated Science

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

- i. 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.
- ii. Cut off scores and the ATAR and TEA 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.

As entry requirements can be changed at times during a given year it is important to check the University websites in conjunction with the above information.

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 School 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.

As entry requirements can be changed at times during a given year it is important to check the University website in conjunction with the above information.

University Admissions 2020: for Year 12, 2019 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 School 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

Marks in Year 11 best four courses	Approximate grade average	Likely ATAR
Averaging about 80		95
Averaging about 75	A	90
Averaging about 70		85
Averaging about 65	B	79
Averaging about 60		72
Averaging about 55	C	64
Averaging about 50		56
Averaging about 45	D	49

ATAR examples

ATAR	TEA (avg mark)
55.00	188.3 (47%)
70.00	223.6 (56%)
75.00	235.4 (59%)
80.00	247.9 (62%)
85.00	263.1 (66%)
90.00	280.3 (70%)
95.00	305.2 (76%)
99.95	392.9 (98%)

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) Participation in the Wellbeing Days is compulsory for both Year 11 and Year 12.
- 3) Students must observe the minimum entry standards (prerequisites) for Year 11 and 12 courses. If you have not achieved the prerequisites you have not mastered the concepts in the subjects you have done to such a degree that you will be successful in the course.
- 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 eg Mathematics, Japanese, Music, Physics and Chemistry it is not 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 do require students to sit the ATAR examination in that subject at the end of Year 12. Participation in the examination for any Year 12 ATAR course is compulsory regardless of the number of ATAR courses in which the student is enrolled.**
- 10) Students studying a Language other than English, ATAR Mathematics Specialist and/or Mathematics Methods receive a bonus added to (TER) to acknowledge the higher level of difficulty of these subjects.
- 11) For students completing the CareerLink Program, enrolment in an ATAR course is not recommended. The time off campus of one day per week may severely compromise a student's ability to achieve success in any given ATAR course.

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/guardians give the most serious consideration to the recommendations made by teachers regarding the courses and pathways that students should study in Year 11 and Year 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 Undergraduate 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** ATAR courses of study 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 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, considering carefully the balance required when enrolling in Certificates which require time off campus.

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 School 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 for example in the case of State sporting commitments or medical needs. Please see Mrs Kimberly Eyre in the Curriculum Office if you require assistance in this area.

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 Mrs Kimberly Eyre – Acting Dean of Studies.

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 Year 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.

The selection criteria are based on two main categories which add up to 90 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 90 points available

- 1) Qualification Pathway maximum 30 points (other TAFE or University qualifications).
- 2) Work experience or employment maximum 30 points – scored at 0.003 points per hour worked including part-time work, WPL.
- 3) Secondary education maximum 60 points.

Further information on competitive courses at TAFEWA please refer to the Government of Western Australia Department of Training and Workforce Development: dtwd.wa.gov.au. Website or make an appointment with Mr Lynton Smith in the Careers Office.

Year 11 and Year 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 a 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:

Acting Dean of Studies 2018	Mrs Kimberly Eyre
Acting Secondary Curriculum Manager 2018	Mrs Bronwyn Carruthers
Head of Career Education	Mr Lynton Smith
Dean of Administration	Mr Mark Downsborough
Secondary Learning Technologies Manager	Limpie van Aswegen

Learning Areas/Departments

The Arts
Career Education
Christian Education
English
Health & Physical Education
Humanities
Languages
Library
Mathematics
Science
Secondary Learning Enhancement
Technologies

Head of Learning Areas/Departments

Ms Tracy Pender
Mr Lynton Smith
Ms Talita van Tonder
Mrs Amanda Collier
Mr Casey Ellery
Mr Ryan Verge
Mrs Catherine Campbell
Mr Stephen Sampson
Mrs Leigh-Anne Hopkins
Mr Peter Wong
Mrs Sonja van Aswegen
Mr Daniel Theunissen

The Arts

Year 11 Design – Photography General Course – GEDESP

Course description

Students will be working with DSLR cameras and lighting to take their own photos then working with these in photo-imaging and design software, such as Photoshop and InDesign. Students will learn how to create professional magazine covers and music album designs for their favourite musical artists. Students' work will be displayed to the College community at the Visual Arts Exhibition and at various places throughout the College. Top student photographic work is selected for the Semester Look Book. Students will engage in workshops with professional photographers and graphic designers to provide them with creative techniques and insights into the world of professional visual design.

We live in a diverse and ever changing information-rich society and culture, constantly immersed in photographic communication. An understanding of photographic 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 photographic design. Photography design projects allow students to demonstrate their skills, techniques and application of design principles and processes within the photographic medium; to analyse problems and possibilities; and to devise innovative strategies within photography design contexts.

In this course, students develop a competitive edge for current and future industry and employment markets by giving them a foundation in information technology and creative thinking. This course emphasises design in professional and trade based industries allowing students to maximise vocational pathways.

Unit 1 – G1DESP

The focus of this unit is to introduce design process and practice in the context of photography. 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 photography context to demonstrate control over the elements and principles of design. Students will create promotional posters and advertise for College events such as the College Production and the Visual Arts Exhibition. During a workshop with a photographer, students will learn about lighting plans, production processes and the daily schedule of a professional advertising designer.

Unit 2 – G2DESP

As they engage in 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 within their own photography designs. Students explore design elements and principles and the design process in a photography project communicating something of themselves. Students increase familiarity with basic photography production skills and processes, materials and technologies. Students will produce professional magazine covers and album designs for their favourite musical artists. They will explore photographic styles during an excursion to Perth Zoo and promote an animal rights campaign. Students will also experiment with alternative mixed media techniques such as scanning watercolour paintings over photographs on Adobe Photoshop.

Paired unit combination – GEDESP

Two semester units running concurrently.

Assessment

Production	70%
Response	30%

Prerequisite

None.

Associated fees/course levy

\$105 – includes costs of workshops.

Pathways

Leads to Year 12 Design Photography General course and TAFE entry. Possible career pathways: photographer, photographer's assistant, graphic design, advertising, marketing and promotions, multimedia designer, website designer, lighting assistant.

Time off campus

None.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 11 Design – Photography ATAR Course – AEDESP

Course description

Students will be working with DSLR cameras and lighting to take their own photos then working with these in photo-imaging and design software, such as Photoshop and InDesign. The goals of the 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. Students will learn how to create professional magazine covers and music album designs for their favourite musical artists. We begin the year with a camp where students will be immersed in DSLR photography skills, codes and conventions. Students' work will be displayed to the College community at the Visual Arts Exhibition and at various places throughout the College. Top student photographic work is selected for the Semester Look Book. Students will engage in workshops with professional photographers and graphic designers to provide them with creative techniques and insights into the world of professional visual design.

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. 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 and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. Students 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 by giving them a foundation in information technology and creative thinking, emphasising design in professional industries and allowing students to maximise university pathways.

Unit 1 – A1DESP

Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design. Students will produce professional magazine covers and album designs for their favourite musical artist. They will also explore photographic styles during an excursion to Perth Zoo and promote an animal rights campaign. During a workshop with a photographer, students will learn about lighting plans, production processes and the daily schedule of a professional advertising designer.

Unit 2 – A2DESP

Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies. Students will create promotional posters and advertise for College events such as the College Production and the Visual Arts Exhibition. Students will also experiment with alternative mixed media techniques such as scanning watercolour paintings over photographs on Adobe Photoshop.

Paired unit combination – AEDESP

Two semester units running concurrently.

Assessment

Production	50%
Response	30%
Examination	20%

Prerequisite

None.

Associated fees/course levy

\$105 – includes costs of workshops.

Pathways

Leads to Year 12 Design Photography ATAR course and TAFE entry. Possible career pathways: photographer, graphic design, advertising, marketing and promotions, multimedia designer, website designer, lighting technician.

Time off campus

None. An overnight camp runs from Friday to Saturday of Term 1 Week 3.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 11 Drama General Course – GEDRA

Course description

The Drama General course focuses on drama in practice as students engage in practical drama processes such as improvisation, play building, interpreting scripts through the genres of comedy and tragedy. This allows them to create original drama and interpret a range of drama texts. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. They present drama for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on performance and team work.

Students achieve through activities in which they create drama, perform in front of audiences and reflect on their performances. They explore and communicate ideas, problem-solve collaboratively and individually, while working with various drama forms such as play, improvisation and duologue, styles and technologies such as sound and lighting. They become critical, informed audiences, understanding drama in the context of their own society, drawing on a diverse range of drama from other cultures, places and times to enrich their understanding of the world.

Unit 1 – G1DRA

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 sources. Students work in the three main content areas of drama language, contextual knowledge and production and performance.

Unit 2 – G2DRA

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting world sources to produce drama that is collaborative and makes meaning.

Paired unit combination – GEDRA

Two semester units running concurrently.

Assessment

Performance/production	70%
Response	30%

Prerequisite

None.

Associated fees/course levy

\$105 – includes some incursion costs but excludes Drama excursions.

Pathways

Leads to Year 12 Drama General course and 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 11 Drama ATAR Course – AEDRA

Course description

With a combination of practise and theory, 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 and who enjoy performing in front of an audience. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires students to develop and practise problem-solving skills through creative and analytical thinking processes as they prepare for performances. They develop their capacity to respond to, reflect on, and make informed judgements about both Australian and world drama practice.

While a minority of students intend to make a career in drama and related fields, most participate in drama for enjoyment and satisfaction, becoming agile communicators as they progress through the course. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations where clear communication is vital. 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 and for success in careers such as psychology, social work, teaching, law, politics and management.

Unit 1 – A1DRA

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

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 through Realism
- 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 modern 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

Performance/Production	40%
Response	40%
Written exam	10%
Practical exam	10%

Recommendation

Recommended for ATAR English and have achieved a Learning Area Grade 'C' grade in Year 10 Drama.

Associated fees/course levy

\$105 – 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 industry professional 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

Students begin the course early in the year with a Media camp where they make an original film trailer on location. After this, they will study movie genres, analysing trailers and genres. With a big emphasis on media production, students will also make a music video, a documentary, a short film and radio broadcasts. The written work is to assist student understanding of the media types they are producing and involves watching and analysing music videos, TV documentaries and comedy films. Media Production and Analysis reflects the importance of media skills and understandings to so many aspects of contemporary life, aiming 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, emotional intelligence 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 generate ideas for their own media productions and learn the basic production skills and processes as they work in a range of media, including film, TV and video games.

Unit 2 – G2MPA

Students learn about production processes and some of the controls that influence decision making in media production. Students develop problem-solving and collaborative communication strategies and production skills when creating their own media work with a point of view. Students will continue to work in film, TV and/or video games.

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

\$105.

Cost of the Media Camp to be advised, but will be under \$80 and cover all meals.

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.

Time off campus

None. The Media Camp runs from Friday to Sunday of Term 1 Week 3.

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. Students learn to use cameras and editing software to produce high quality media works in the form of music videos and short documentaries. The aim is to prepare students for a future in a digital and global world by providing the foundation for lifelong learning about the media. Theory work involves film study and writing 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, emotional intelligence and confidence, whether working individually or as a team.

Unit 1 – A1MPA

In this unit, students create a music video, watch and write about music videos and popular films. 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 music video productions. Students will study feature films and music videos and making a music video for an artist of their choice, while learning how to interpret the meanings created by codes and conventions.

Unit 2 –A2MPA

Students will produce a short documentary on a subject of their choice, watch and write about documentaries and study social media. In this unit students will further their understanding of journalistic media that are of contemporary relevance and related to students' interests. Students will produce a short documentary or may choose to specialize in journalistic media forms such as photography, internet-based media, radio or print 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. 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.

Paired unit combination – AEMPA

Two semester units running concurrently.

Assessment

Assessment types for both units:

Production	50%
Response	30%
Examination	20%

Recommendation

Recommended for ATAR English and have achieved a Learning Area Grade 'C' grade in Year 10 Media.

Associated fees/course levy

\$105.

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.

Time off campus

One day excursion to Media symposium at University of Notre Dame. Excursion to the cinema after school hours.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 11 Music ATAR Course – AEMUS

Course description

In the Year 11 Music ATAR course, students will study Western Art music. 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 work in the music industry, or further study of music 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 and are continuing with instrumental music tuition.

Structure of the syllabus

Two semester units running concurrently.

Assessment

Assessment types for both units:

Performance	50%
Cultural and Historical Analysis	10%
Theory and Composition	8%
Aural	12%
Written Examination	20%

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.

Prerequisites

Recommended for ATAR English and have achieved a Learning Area Grade '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.

Recommendation

Minimum recommended theory level of Grade 3. Weekly individual lessons on own instrument.

Associated fees/course levy

\$115.

** Levy includes performance scores. 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/performance 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 or Partial Certificate III in Music

Course description

The VET Music course provides programs for the full completion of a Certificate II in Music. Alternately, students may start units towards their Certificate III in Music, to be completed in Year 12. Students with no previous instrumental music experience but who love listening to music and would like to try playing an instrument or creating music electronically will have the opportunity to do so. There will be a focus on music performance, composing and recording original songs with students able to work in their chosen style of musical genre, such as rock music or dance music. 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.

The VET Music course is suitable for students considering a TAFE pathway or students who wish to complement their other WACE courses with vocational studies in Music. There are no external examinations. 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).

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.

Homework and study expectations

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

Prerequisite

None.

Associated fees/course levy

\$320 – 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

Ms Tracy Pender – Head of Learning Area – The Arts
Mrs Tammy van der Nest – Director of Music

Year 11 Visual Arts General Course – GEVAR

Course description

The Visual Arts General course is an enjoyable practical course suitable for students who enjoy drawing, painting and making things and expressing themselves creatively. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks which will be shown at the annual Visual Arts Exhibition.

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

Learning Area Grade minimum 'C' grade in Year 10 English and Learning Area Grade minimum 'C' grade in Year 10 Visual Arts.

Associated fees/course levy

\$155 - includes specialist art workshops.

Pathways

Leads to Year 12 Visual Arts General course and TAFE entry.

Possible career pathways: advertising, web/graphic designer, fashion designer, occupational therapist, draftsman, 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 participation 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 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 as they view and write about professional works of art and create their own unique artworks through drawing, painting, sculpture, fabrics and printmaking.

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 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 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 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

Recommended for ATAR English and have achieved a Learning Area Grade minimum 'C' grade in Year 10 Visual Arts or by permission of the Visual Arts teacher.

Associated fees/course levy

\$155 - 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 Design – Photography General Course – GTDESP

Course description

The goals of the Design Photography General course are to facilitate a deeper understanding of how photographic design works; and how ideas and information are effectively communicated to specific audiences with specific purposes via photographic media forms. Students will be working with DSLR cameras and lighting to take their own photos then working with these in photo-imaging and design software, such as Photoshop and InDesign. Students will learn how to create professional magazine advertisements, promotional posters for music festival events and album covers. Students' work will be displayed to the College community at the Visual Arts Exhibition and at various places throughout the College. Top student photographic work is selected for the Semester Look Book. Students will engage in workshops with professional photographers and graphic designers to provide them with creative techniques and insights into the world of professional visual design. We live in a diverse and constantly changing information-rich society and culture, constantly immersed in photographic communication. An understanding of photographic 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 photographic design. Photography design projects allow students to demonstrate their skills, techniques and application of design principles and processes within the photographic medium; to analyse problems and possibilities; and to devise innovative strategies within photography 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 by giving them a foundation in information technology and creative thinking, emphasising design in professional and trade based industries. 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 Design and Photography.

Unit 3 – G3DESP

The focus of this unit is photographic product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create photographic products/services, visuals and/or layouts with an awareness of photography codes and conventions. They use relevant and appropriate photography and photo imaging production skills and processes, materials and technologies relevant to the design. Students will produce professional event posters for a musical artist or band and promote an advertising campaign of their choice. During a workshop with a photographer, students will learn about lighting plans, production processes and the daily schedule of a professional advertising designer.

Unit 4 – G4DESP

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of photographic communication transmit these values and beliefs. Students are encouraged to create photography designs that link to a culture or sub-culture and are introduced to ethical issues concerning photographic representation. They consider communication strategies and audience. They define and establish contemporary photography production skills and processes, materials and technologies. Students will create optical illusions and digital effects after an excursion taking photos to explore urban Fremantle. They will design promotional posters and advertise for College events such as the College Production and the Visual Arts Exhibition.

Paired unit combination – GTDESP

Two semester units running concurrently.

Assessment

Response	25%
Production	60%
Externally set task	15%

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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

\$105 – includes costs of workshops.

Pathways

Leads to TAFE Entry. Possible career pathways: photographer, photographer's assistant, graphic design, advertising, marketing and promotions, multimedia designer, website designer, lighting assistant.

Time off campus

None.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 12 Design – Photography ATAR Course – ATDESP

Course description

The goals of the Design Photography ATAR course are to facilitate a deeper understanding of how photographic design works; and how ideas and information are effectively communicated to specific audiences with specific purposes via photographic media forms. Students will be working with DSLR cameras and lighting to take their own photos then working with these in professional industry standard photo-imaging and design software, such as Photoshop and InDesign. Students will learn how to create professional magazine advertisements, promotional posters for music festival events and album covers. Students' work will be displayed to the College community at the Visual Arts Exhibition and at various places throughout the College. Top student photographic work is selected for the Semester Look Book. Students will engage in workshops with professional photographers and graphic designers to provide them with creative techniques and insights into the world of professional visual design. We live in a diverse and constantly changing information-rich society and culture, immersed in photographic communication. An understanding of photographic 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 photographic design. Photography design projects allow students to demonstrate their skills, techniques and application of design principles and processes within the photographic medium; to analyse problems and possibilities; and to devise innovative strategies within photography 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 by giving them a foundation in information technology and creative thinking, emphasising design in professional and trade based industries.

Unit 3 – A3DESP

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 – A4DESP

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 – ATDESP

Two semester units running concurrently.

Assessment

Response	20%
Production	50%
Examination	30%

Recommendation

Minimum 'C' grade in Year 11 Design Photography ATAR.

Associated fees/course levy

\$105 – includes costs of workshops.

Pathways

Leads to university or TAFE Entry. Possible career pathways: photographer, photographer's assistant, graphic design, advertising, marketing and promotions, multimedia designer, website designer, lighting assistant.

Time off campus

None.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 12 Drama General Course – GTDRA

Course description

The Drama General course focuses on drama in practice as students engage in practical drama processes such as improvisation, play building and interpreting scripts. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on performance and team work.

Students achieve through activities in which they create drama, perform in front of audiences and reflect on their performances. They explore and communicate ideas, problem-solve collaboratively and individually, while working with various drama forms such as play, improvisation and monologue, styles such as presentational and realism, and technologies such as sound and lighting. They become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their intercultural understanding.

In this course, students engage in both Australian and world drama practice as they create their own performances. They explore and communicate ideas and learn particular processes to devise, write about and perform drama. 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. 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 Drama.

Unit 3 – G3DRA

This unit focuses on representational, realist drama. Students explore traditional acting techniques of characterisation by performing scenes from a Realism text. Students explore solo performance by workshopping and performing scripted monologues.

Unit 4 – G4DRA

This unit focuses on presentational, non-realist drama. Students explore modern acting techniques of role and/or character through director and actor role. Students explore devising and playwrighting through original solo performances.

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

\$105 – 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 and who enjoy performing to audiences. 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 as they prepare for performances.

While a minority of students intend to make a career in drama and related fields, most participate in drama for enjoyment and satisfaction, becoming agile communicators as they progress through the course. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations where clear communication is vital such as psychology, social work, teaching, law, politics and management.

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 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 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. Students explore solo performance by workshoping and performing scripted monologues.

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 and experimental approaches. Students explore devising and playwrighting through original solo performances.

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. Students who have attained a 'C' grade or better in Year 11 Drama ATAR will have a better foundation for success.

Associated fees/course levy

\$105 – 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

Students begin the course with Media Camp where they make an original movie trailer on location. After this, they will study a movie franchise, analysing trailers and film franchises. With a big emphasis on media production, students will also make a title sequence on special effects software, After Effects, a documentary and a mockumentary. The written work is to assist student understanding of the media types they are producing and involves watching and analysing TV documentaries and comedy films. 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, emotional intelligence and confidence, whether working individually or as a team. 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 Media.

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 be able to work or specialise in a range of media, including film, TV, music video 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.

Paired unit combination – GTMPA

Two semester units running concurrently.

Assessment

Response	25%
Production	60%
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 set questions or a choice of questions. Students may be required to respond to media images.

Prerequisite

None.

Associated fees/course levy

\$105 – includes costs of incursions.

Cost of the Media Camp to be advised, but will be under \$80 and cover all meals.

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.

Time off campus

None. The Media Camp runs from Friday to Sunday of Term 1 Week 3.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 12 Media Production and Analysis ATAR Course – ATMPA

Course description

A major focus of the course is the production of a short film or documentary which students will submit for their practical marks. Students will also watch and write about films and documentaries for their other assessments. 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. The production of media work enables students to demonstrate their understanding of the key concepts of the course 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. While the majority of students produce a five minute short film, according to the student's interest, this could take the form of a 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 English ATAR course.

Associated fees/course levy

\$105.

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.

Time off campus

None. Excursion to the cinema after school hours.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 12 VET Music

Certificate II or III in Music

Course description

The VET Music course provides programs for the full completion of a Certificate II or III in Music. Students who have played an instrument in the past or currently play 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. There will be a focus on music performance, composing and recording original songs with students able to work in their chosen style of musical genre, such as rock music or dance music. 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. Students with no previous instrumental music experience but who love listening to music and would like to try playing an instrument or creating music electronically will have the opportunity to do so while completing Certificate II in Music or Sound Production.

The VET Music course is suitable for students considering a TAFE pathway or students who wish to complement their other WACE courses with vocational studies in Music. There are no external examinations. 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).

Certificate III students will complete eleven 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 eleven units of competency in order to achieve Certificate III in Music. The units comprise both core units and choice of elective options.

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

\$320 – 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 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:

Performance	50%
Cultural and Historical Analysis	10%
Theory and Composition	8%
Aural	12%
Written Examination	20%

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.

Prerequisite

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.

Recommendation

It is preferable to have completed examinations on your instrument. Minimum recommended theory level of Grade 4.

Associated fees/course levy

\$105.

**Levy includes performance. 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 in a variety of media, including drawing, painting, textiles, sculpture and printmaking. 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 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

\$155.

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.

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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

Within contemporary society, there is increasing demand for visual literacy: the ability to understand, interpret and evaluate visual information. The Visual Arts ATAR course is an interesting and rewarding as students develop projects, encouraging 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 painting, drawing, graphic design, printmaking, textiles or sculpture.

The Visual Arts ATAR course encompasses both practical and theory aspects of visual art. 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 as they write about professional artworks.

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.

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 to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

Unit 4 – A4VAR

Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view. Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

Paired unit combination – ATVAR

Two semester units running concurrently.

Assessment

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

Recommendation

Minimum 60% in the Year 11 Visual Arts ATAR course.

Associated fees/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

None.

Text Book

Career and Enterprise Year 11 General (\$55).

Associated fees/course levy

\$30.

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 engages students in learning about developing their career in a constantly changing digital and globalised world. The course focusses on learning about their own individual values, skills, interests and attributes and how they can best promote themselves to future employers using portfolio and Individual Pathway Plan. Students are required to investigate how organisations and individuals respond to global factors such as recession or rapid technological change. In addition, students will investigate the challenges and opportunities the globalisation presents to individuals and workplaces around the world. The course covers real world of work concepts, such as organisational restructuring, management styles, HR Management and the growing area of Research and Development.

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

Recommended for ATAR English. Students must be aware that this course involves essay writing that requires a high level of analysis and critical thinking.

Text Book

Career and Enterprise Year 11 ATAR (\$55).

Associated fees/course levy

\$30.

Pathways

Leads to Year 12 Career and Enterprise ATAR course. This course is the ideal preparation for a student looking to pursue a future in business management, human resource management or commerce. It provides students with a sound understanding of the changing world of work, an introduction into business management as well as exploring the skills and knowledge they will need to successfully manage their own future pathway. Whether you know what your future pathway is or not, this course offers students a valuable opportunity to learn the language of the business world and how they can navigate their way through it.

Time off campus

None.

Enquiries

Mr Lynton Smith – Head of Learning Area – Career Education
Mrs Karen Theunissen – Career and Enterprise Teacher

Year 11 Workplace Learning – Endorsed Program

(CareerLink students only)

Course description

Workplace Learning is a School 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

Two semesters running concurrently.

Prerequisite

Completion of CareerLink application pack and interview.

Associated fees/course levy

\$700.

Management charges from CareerLink to the College per student are presently \$1300; this is heavily subsidised by the College with ADWPL costs set at \$700.

Pathways

Students will be prepared with skills that will enable them to make decisions about work, learning and life. The course will greatly assist students applying for apprenticeships, TAFE or employment. Students also have the option of choosing a training certificate qualification from those offered by CareerLink. Students doing a certificate qualification will work towards this in Semester 1 and then work towards ADWLP during Semester 2. There are additional costs for certificate qualification. Please refer to CareerLink information.

Time off campus

One day each week on the job training.

Enquiries

Mr Lynton Smith – Head of Learning Area – Career Education

Year 11 and 12 CareerLink Program

The Year 11 and 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 (ADWPL) with a host employer. Students also have the opportunity to choose a certificate training complete 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. (There are additional costs for these certificate qualifications).

Associated fees/course levy

Please note:

There are additional associated fees for students wanting to complete a CareerLink certificate qualification. 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 2017:

Certificate II in Automotive	\$950
Certificate II in Electrotechnology (skill set)	\$950
Certificate II in Makeup	\$950

CareerLink is heavily subsidised by the College, CareerLink administration costs are presently \$1,300 per student, of which parents/guardians contribute \$700.

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

Requirement

Students need to ensure that they follow up with their teachers regarding class work, following their Workplacement day.

Time off campus

Due to the large amount of time off campus, it is recommended that CareerLink students only study **one** ATAR course 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 semesters 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.

Text Book

Career and Enterprise Year 12 General (\$55).

Associated fees/course levy

\$700 CareerLink administration for CareerLink students only.

CareerLink is heavily subsidised by the College, CareerLink administration costs are presently \$1,300 per student, of which parents/guardians contribute \$700.

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 engages students in learning about developing their career in a constantly changing digital and globalised world. The course focusses on learning about their own individual values, skills, interests and attributes and how they can best promote themselves to future employers using a portfolio and Individual Pathway Plan. Students are required to investigate how organisations and individuals respond to global factors such as recession or rapid technological change. In addition students will investigate the challenges and opportunities that globalisation presents to individuals and workplaces around the world. The course covers real world of work concepts, such as organisational restructuring, management styles, HR Management and the growing area of Research Development. In five out of the seven years that this course has been running, we have had students attain the course Exhibition Award or a Certificate of Distinction from the School Curriculum and Standards Authority. These awards go to students who have received a result of 95% or higher in 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%

Prerequisite

Discussion with Head of Career Education prior to gaining access to this course. Minimum 'C' grade in 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

\$30.

Pathways

This course is the ideal preparation for a student looking to pursue a future in business management, human resource management or commerce. It provides students with a sound understanding of the changing world of work, an introduction into business management as well as exploring the skills and knowledge they will need to successfully manage their own future pathway. Whether you know what your future pathway is or not, this course offers students a valuable opportunity to learn the language of the business world and how they can navigate their way through it.

Time off campus

None.

Enquiries

Mr Lynton Smith – Head of Learning Area – Career Education

Year 12 Workplace Learning – ADWPL – Endorsed Program

Course description

Workplace Learning is a School Curriculum and Standards Authority 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

\$700 for Work Placement Learning.

(Management charges from CareerLink to the College for each student in ADWPL are \$1,300 of which the College only invoices \$700 to the student.)

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

Pathways

Students will be prepared with skills that 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. There are further costs for certificate qualifications.

Enquiries

Mr Lynton Smith – Head of Learning Area – Career Education

English

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:

Responding	40 - 60%
Creating	40 - 60%

Prerequisite

None.

Associated fees/course levy

\$50.

Pathways

TAFE, workforce, Year 12 English General course, University - ECU will sometimes consider a General English 'A' grade for some undergraduate or university preparation courses. Please make an appointment with a representative in the Curriculum Office for more specific detail.

Time off Campus

None.

Enquiries

Ms Amanda Collier – 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 Semester Mark 60% in Year 10 English.

Associated fees/course levy

\$100 – includes Revise Online.

Pathways

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

Time off Campus

None.

Enquiries

Mrs Amanda Collier – 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 genres. 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 Semester Mark 65% in Year 10 English Extension or by invitation from Head of English.

Associated fees/course levy

\$120 – includes Revise Online and attendance at Curtin University English Conference

Pathways

Possible career pathways: law, teaching, journalism, medicine.

Time off Campus

None.

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Year 11 English as an Additional Language or Dialect ATAR Course – EELD

Course description

The English as an additional Language or Dialect (ELD) ATAR course focuses on language learning and explicit teaching of the structure, linguistic features of Standard Australian English (SAE). Through close study of language and meaning, students of English as an additional Language explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes.

They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. The English as an Additional Language or Dialect course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multi-modal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Units 1 to 4 (Year 11 and 12) gradually develop students' academic English skills in order to prepare them for Tertiary Study.

Paired unit combination – EELD

Two semester units running concurrently.

Assessment

Investigation	15 - 25%
Response	15 - 25%
Written	15 – 25%
Oral	15 - 25%
Written Examination	15%
Oral Examination	5%

Prerequisite

There are very specific application requirements for entry into this course. Please contact the Curriculum Office to discuss the parameters around entry into AEELD.

Associated fees/course levy

\$70.

Pathways

EELD facilitates entry into Tertiary institutions in terms of meeting the scaled C grade English requirement but may not be used as part of the final ATAR calculation.

Time off Campus

None.

Enquiries

Mrs Amanda Collier – 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

\$120.

Pathways

Possible career pathways: TAFE, apprenticeship, University - ECU will sometimes consider a General English 'A' grade for some undergraduate or university preparation courses. Please make an appointment with a representative in the Curriculum Office for more specific detail.

Time off Campus

None.

Enquiries

Mrs Amanda Collier – 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. 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 – A3ENG

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 – includes Good Answers Guide and attendance at Curtin University English Conference.

Pathways

Possible career pathways: law, teaching, journalism or medicine.

Time off Campus

One day or equivalent off campus.

Enquiries

Mrs Amanda Collier – 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 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

Students should achieve a minimum of 65% in the Year 11 Literature ATAR course.

Associated fees/course levy

\$140 – includes Good Answers Guide and attendance at Curtin University English Conference.

Pathways

Possible career pathways: law, teaching, journalism or medicine.

Time off Campus

One day or equivalent off campus.

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Year 12 English as an Additional Language or Dialect ATAR Course – ATEALD

Course description

The English as an additional Language or Dialect (ELD) ATAR course focuses on language learning and explicit teaching of the structure, linguistic features of Standard Australian English (SAE). Through close study of language and meaning, students of English as an additional Language explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes.

They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. The English as an Additional Language or Dialect course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multi-modal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Units 3 and 4 develop students' academic English skills in order to prepare them for Tertiary Study.

Paired unit combination – EELD

Two semester units running concurrently.

Assessment

Students are assessed on their written and oral skills throughout the course. The oral component includes class based tasks as well as a practical exam, with the overall weighting being 25%. The written component, comprised of investigations, response to texts, composing tasks and examinations, is weighted at 75% overall.

Prerequisite

There are very specific application requirements for entry into this course. Please contact the Curriculum Office to discuss the parameters around entry into ATELD.

Associated fees/course levy

\$70.

Pathways

ATEALD facilitates entry into Tertiary institutions in terms of meeting the scaled C grade English requirement but may not be used as part of the final ATAR calculation.

Time off Campus

None.

Enquiries

Mrs Amanda Collier – 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

Learning Area Grade minimum 'C' grade in Year 10 Health Studies.

Associated fees/course levy

\$60 – includes the purchase of course resources and administrative costs.

Pathways

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

Time off Campus

None.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mr Jonathan Grullis – 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

Excellent standards of behaviour are necessary for a safe practical environment.

Associated fees/course levy

\$510*.

**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: 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

Mr Chris Carter – Health & Physical Education Teacher

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 classroom 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%

Prerequisite

Excellent standards of behaviour are necessary for a safe practical environment.

Recommendation

Learning Area Grade minimum 'B' grade in Year 10 Outdoor Education.

Associated fees/course levy

\$560*.

**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 that 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

\$220 – includes the purchase and maintenance of specialised equipment.

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.

Time off Campus

None.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

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

Learning Area Grade minimum 'B' grade in Year 10 Physical Education.

Associated fees/course levy

\$220 – includes the purchase and maintenance of specialised equipment.

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.

Time off Campus

None.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education
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.

Associated fees/course levy

\$60 – includes the purchase of course resources and administrative costs.

Pathways

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

Time off Campus

None.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

Year 12 Outdoor Education Studies General Course – GTOED

Course description

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. The Outdoor Education General course is based on the experiential learning cycle. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Unit 3 – G3OED

In this unit students learn planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills.

Unit 4 – G4OED

In this unit student consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors whilst developing commitment, tolerance, resilience and conflict resolution skills.

Paired unit combination – GTOED

Two semester units running concurrently.

Assessment

Assessment types for both units:

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

Prerequisite

Excellent standards of behaviour are necessary for a safe practical environment.

Recommendation

Minimum 'C' grade in Year 11 Physical Education Studies General course.

Associated fees/course levy

\$430*.

**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.

Semester 2: 3 day, 2 night expedition.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

Mr Chris Carter – Health & Physical Education Teacher

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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 classroom 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%

Prerequisite

Excellent standards of behaviour are necessary for a safe practical environment.

Recommendation

Minimum 'C' grade in the Year 11 Outdoor Education ATAR course.

Associated fees/course levy

\$430*.

**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.

Semester 2: 3 day, 2 night expedition.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

Mr Jacob Miolin – Health & Physical Education Teacher

Year 12 Physical Education Studies General Course – GTPES

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.

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.

Associated fees/course levy

\$220 – includes the purchase and maintenance of specialised equipment.

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.

Time off Campus

None.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

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.

Associated fees/course levy

\$220 – includes the purchase and maintenance of specialised equipment.

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.

Time off Campus

None.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

Mr Jonathan Grullis – Health & Physical Education 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:

Test	50%
Project	10%
Exam	40%

Recommendation

Preference that students have been recommended for the Year 11 Mathematics Applications course or higher. Learning Area Grade minimum 'B' Grade in Year 10 HASS and Learning Area Grade minimum 'C' grade for Year 10 English.

Associated fees/course levy

\$70.

Pathways

Possible career pathways: commerce, accounting, business management.

Time off campus

One half day excursion.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

Year 11 Business Management and Enterprise General Course – GEBME

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.

Pathways

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

Time off campus

None.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

Year 11 Economics General Course – GEECO

VET Certificate III in 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

\$420 – includes cost of certification.

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.

Time off campus

None.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

Year 11 Economics ATAR Course – AEECO

Course description

The Economics ATAR 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 – AEECO

Two semester units running concurrently.

Assessment

The three types of assessment used in the Economics ATAR 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 Learning Area Grade 'C' grade in a Year 10 Humanities course to consider the Economics ATAR course.

Associated fees/course levy

\$75.

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.

Time off campus

None.

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 Learning Area Grade 'C' grade in a Year 10 Humanities course to consider the Geography ATAR course.

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.

Time off campus

None.

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

\$70.

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' Learning Area Grade in a Year 10 Humanities course to consider the Modern History ATAR course.

Associated fees/course levy

\$70.

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 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 'C' Learning Area Grade in a Year 10 Humanities course to consider the Politics and Law ATAR course.

Associated fees/course levy

\$85.

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

Stand Alone Certificate – Year 11 Certificate III in Work Skills

For Career Enhancement and Management.

Course Description

This certificate is a Nationally Accredited, SCSA approved qualification encompassing employability skills now essential in the workforce. Industry and employers are now requiring from their employees the attributes that have been incorporated into this program.

Workers with high emotional intelligence, team work skills and the ability to adapt will be highly sought after.

Future Skills: Collaboration & Communication, Strategic Problem Solving, Leadership and Entrepreneurship, Resilience, Positive Image and Confidence, Time Management, Creative Fluency and Ethical and Social Fluency.

Assessment

Students are assessed on each unit completed and are awarded a 'competent' or 'not yet competent'.

Homework and study expectations

Students are required to complete on-line assessments for each unit in a timely manner.

Prerequisite

None.

Associated fee/course levy

\$500.

Pathways

This generic qualification will ultimately enhance your future career pathway in whatever discipline you choose to follow.

Time off campus

None.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

Year 12 Accounting and Finance ATAR Course – ATACF

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 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 – ATACF

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.

Associated fees/course levy

\$70.

Pathways

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

Time off campus

None.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

Year 12 Business Management and Enterprise General Course – GTBME

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 businesses 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 – GTBME

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.

Associated fees/course levy

\$70.

Pathways

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

Time off campus

None.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

Year 12 Economics General Course – GTECO

Course description

The Economics General 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 – G3ECO

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

Unit 4 – G4ECO

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

Two semester units running concurrently.

Assessment

Progress will be monitored using Economics Specific Outcome Standards.

Investigation	15%
Data interpretation/Short answer	30%
Extended Responses	20%
Test	20%
Externally set task	15%

Prerequisite

None.

Associated fees/course levy

\$55.

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.

Time off campus

None.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

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 ATAR 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

\$95.

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 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

\$70.

Pathways

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

Time off campus

None.

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

\$90.

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

Languages

Year 11 French ATAR Course – AEFSL

Course description

Communication is paramount, and throughout the course, students will develop the skills and knowledge to communicate in French in real life situations, with an emphasis on improving oral and written communication skills. Students will improve their ability to comprehend, interpret and produce visual and written texts and will be given opportunities throughout the year to practise both their oral and aural skills with the French assistant. The two main topics studied are: C'est la Vie! (That's Life!) and Voyages (Travel).

Unit 1 – A1FSL

This unit is called C'est la vie! (That's Life!). Through the three topics of My Daily Routine, French Sports and Leisure and Leading a Healthy Lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2 – A2FSL

This unit focuses on Les Voyages (Travel). Through the three topics of My Travel Tales and Plans, Australia as a Travel Destination and Travel in a Modern World, students extend their communication skills in French and gain a broader insight into the language and culture.

Paired unit combination – AEFSL

Two semester units running concurrently.

Assessment

Assessment types for both units:

Oral communication	20%
Response: Listening	15%
Response: Viewing and Reading	15%
Written communication	20%
Practical (oral) examination	10%
Written examination	20%

Prerequisite

Learning Area Grade minimum 'C' grade in Year 10 French.

Associated fees/course levy

\$85 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

Pathways

Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a language.

Time off campus

Alliance Française Film Festival, restaurant excursion.

Enquiries

Mrs Catherine Campbell – Head of Learning Area – Languages
Miss Sylvie Bloudeau – French Teacher

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 and 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.

Unit 1 – A1JSL

This unit focuses on 日常生活(にちじょうせいかつ) (Daily Life). Through the three topics of My Life 私の生活(せいかつ), Home Life 学校と家での生活(せいかつ), and Daily Life 生活(せいかつ)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 of 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

Learning Area Grade minimum 'C' grade in Year 10 Japanese.

Associated fees/course levy

\$85 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

Pathways

Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a language.

Time off campus

Restaurant excursion.

Enquiries

Mrs Catherine Campbell – Head of Learning Area – Languages

Mrs Meagan Maassen – Japanese Teacher

Mrs Aimée Webber – Japanese Teacher

Year 12 French ATAR Course – ATFSL

Course description

Communication is paramount, and throughout the course, students will further develop the skills and knowledge to communicate in French in real life situations, with an emphasis on improving oral and written communication skills. Students will continue to improve their ability to comprehend, interpret and produce visual and written texts and will be given opportunities throughout the year to practise both their oral and aural skills with the French assistant. The two main topics studied are: Les Médias (The Media) and Le Monde Qui Nous Entoure (The World Around Us).

Unit 3 – A3FSL

This unit is called Les Médias (The Media). Through the three topics of Technology and Me, Film and Music, and In the Media, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 4 – A4FSL

This unit focuses on Le Monde Qui Nous Entoure (The World Around Us). Through the three topics of Planning My Future, Migrant Experiences, and Youth Issues, students continue to extend their communication skills in French and gain a broader insight into the language and culture.

Paired unit combination – ATFSL

Two semester units running concurrently.

Assessment

Assessment types for both units:

Response: Listening	15%
Response: Viewing and Reading	15%
Written communication	20%
Written examination	50%

This combined mark forms **70%** of the final WACE mark.

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

Prerequisite

Minimum 'C' grade in Year 11 French ATAR course.

Associated fees/course levy

\$85 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

Pathways

Possible career pathways: business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of university courses that can be combined with a language. It is advantageous to combine STEM subjects with a language.

Time off campus

Alliance Française Film Festival, restaurant excursion.

Enquiries

Mrs Catherine Campbell – Head of Learning Area – Languages

Miss Sylvie Bloudeau – French Teacher

Year 12 Japanese ATAR Course – ATJSL

Course description

Communication is paramount, and throughout the course, students will further develop the skills and knowledge to communicate in Japanese in real life situations, with an emphasis on improving oral communication skills. Students will continue to improve their ability to comprehend, interpret and produce visual and written texts and 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.

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 of Travel, and Part-Time Jobs and Money, students further 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 of This Year and Beyond, Youth Events, and Pathways and Future Plans, students continue to 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

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 'C' grade in the Year 11 Japanese ATAR course.

Associated fees/course levy

\$85 – includes photocopying of booklets and resources and contributes to the cost of incursions and excursions.

Pathways

Business and commerce, politics, linguistic studies, hospitality and tourism, engineering. There is a wide variety of courses that can be combined with a language. It is advantageous to combine STEM subjects with a language.

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 Meagan Maassen – Japanese Teacher
Mrs Aimée Webber – Japanese Teacher

Mathematics

Year 11 Mathematics Specialist ATAR 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 along side 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 provides 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%

Special requirement

Students will require a TI-Nspire CAS Calculator.

Prerequisite

Minimum 75% in the Year 10 Mathematics Extension or Mathematics Specialist streams.

Associated fees/course levy

\$50 which includes a subscription to the Mathspace online program.

Pathways

Year 12 Mathematics Specialist ATAR course. 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

None.

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Year 11 Mathematics Methods ATAR 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%

Special requirement

Students will require a TI-Nspire CAS Calculator.

Prerequisite

Learning Area Grade 'A' or 'B' grade in Year 10 Mathematics.

Associated fees/course levy

\$50 which includes a subscription to the Mathspace online program.

Pathways

Year 12 Mathematics Methods ATAR course or Year 12 Mathematics Applications ATAR course. 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

None.

Enquiries

Mrs Leigh-Anne Hopkins– Head of Learning Area – Mathematics

Year 11 Mathematics Applications ATAR Course – AEMAA

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 spread sheets. ‘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%

Special requirement

Students will require a TI-Nspire CAS Calculator.

Prerequisite

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

Associated fees/course levy

\$50 which includes a subscription to the Mathspace online program.

Pathways

Year 12 Mathematics Applications ATAR course or Year 12 Mathematics Essential General course. Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

Time off campus

None.

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Year 11 Mathematics Essential General 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 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 – GEMAE

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 Mathematics.

Associated fees/course levy

\$50.

Pathways

Year 12 Mathematics Essential General course. 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.

Time off campus

None.

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Year 12 Mathematics Specialist ATAR 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 Year 11 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 in Year 11 is now 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. Cartesian and Vector equations, together with equations of planes, enable 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 Functions 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 ATAR course.

Mathematics Methods ATAR course must be taken in conjunction with this course.

Associated fees/course levy

\$50 which includes a subscription to the Mathspace online program.

Pathways

Year 12 Mathematics Specialist ATAR course. 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

None.

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Year 12 Mathematics Methods ATAR 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%

Special requirement

Students will require a TI-Nspire CAS Calculator.

Prerequisite

Minimum 60% in the Year 11 Mathematics Methods ATAR course.

Associated fees/course levy

\$50 which includes a subscription to the Mathspace online program.

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

None.

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Year 12 Mathematics Applications ATAR 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 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 networks.

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%

Special requirement

Students will require a TI-Nspire CAS Calculator.

Prerequisite

Minimum 60% in the Year 11 Mathematics Applications ATAR course.

Associated fees/course levy

\$50 which includes a subscription to the Mathspace online program.

Pathways

Possible career pathways: biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.

Time off campus

None.

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Year 12 Mathematics Essential General 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 55% in the Year 11 Mathematics Essential course.

Associated fees/course levy

\$40.

Pathways

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.

Time off campus

None.

Enquiries

Mrs Leigh-Anne Hopkins – 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.

Paired unit combination – AEBLY

Two semester units running concurrently.

Assessment

Science Inquiry	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 Mathematics Applications ATAR course.

Associated fees/course levy

\$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

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

Time off campus

Field-work Excursion.

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.

Paired 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 Mathematics Applications ATAR course.

Associated fees/course levy

\$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: chemical engineering, metallurgy, medicine, pharmacy, agriculture, veterinary science, biomedical sciences.

Time off campus

None.

Enquiries

Mr Peter Wong – Head of Learning Area – Science
Mrs Bronwyn Carruthers – Chemistry Teacher

Year 11 Human Biology ATAR Course – AEHBY

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.

Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

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 generation, and the effects of the environment on gene expression.

Paired unit combination – AEHBY

Two semester units running concurrently.

Assessment

Science Inquiry	20%
Extended Response	15%
Tests	25%
Examinations	40%

Prerequisite

Learning Area Grade 'B' grade in Year 10 Science and eligible for any ATAR Mathematics course.

Associated fees/course levy

\$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

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

Time off campus

Excursion to Harry Perkins Institute of Medical Research.

Enquiries

Mr Peter Wong – Head of Learning Area – Science
Mrs Bronwyn Carruthers – 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 encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

Unit 1 – G1ISC

The emphasis of this unit is on biological and Earth systems, focusing on the following topic: Aquaponics.

Unit 2 – G2ISC

The emphasis of this unit is on physical and chemical systems, focusing on the following topic: Forensic Science.

Paired unit combination – GEISC

Two semester units running concurrently.

Assessment

Investigations and practical tasks	50%
Extended Response	30%
Tests	20%

Prerequisite

None.

Associated fees/course levy

\$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: childcare, dental nursing, laboratory assistant and TAFE pathways.

Time off campus

Excursion to Cheidy's aquaponics and Woodvale Fish and Lily farm.

Enquiries

Mr Peter Wong – Head of Learning Area – Science
Mrs Santie Brink – Integrated Science 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.

Paired unit combination – AEPHY

Two semester units running concurrently.

Assessment

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

Prerequisite

Learning Area 'B' grade in Year 10 Science and Learning Area 'B' grade in Year 10 Mathematics.

Associated fees/course levy

\$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

Possible career pathways: engineering, aviation and sports science.

Time off campus

None.

Enquiries

Mr Peter Wong – Head of Learning Area – Science
Mr Wynand Nel – Physics Teacher

Year 11 Psychology ATAR Course – AEPSY

Course description

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Unit 1 – A1PSY

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

Unit 2 – A2PSY

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

Paired unit combination – AEPSY

Two semester units running concurrently.

Assessment

Investigation	20%
Response	30%
Project	20%
Examination	30%

Prerequisite

Learning Area Grade 'B' grade in Year 10 Science and can be recommended for Mathematics Applications ATAR course and English ATAR course.

Associated fees/course levy

\$70 – includes photocopying, consumables.

Pathways

Possible career pathways: education, human resources, social sciences, sales, media and marketing and management.

Time off campus

To be determined.

Enquiries

Mr Peter Wong – Head of Learning Area – Science
Mrs Vanessa Budas – Psychology Teacher

Year 12 Biology ATAR Course – ATBLY

Course description

The Biology ATAR course introduces students to the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring and explore how the use of predictive models of inheritance enables decision making.

Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations.

In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of infectious disease, present significant challenges for organisms and require coordinated system responses. Students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases.

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. 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.

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.

Paired unit combination – ATBLY

Two semester units running concurrently.

Assessment

Science Inquiry	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

\$80 – includes photocopying, consumables, replacement and maintenance of equipment.

Pathways

University pathways: environmental sciences and forensics, biological sciences, marine and freshwater biology. TAFE: sustainable forestry, veterinary nursing, forest rehabilitation in mining.

Time off campus

Excursion to Harry Perkins Institute of Medical Research.

Enquiries

Mr Peter Wong – Head of Learning Area – Science

Mrs Vanessa Budas – Biology Teacher

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. 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.

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 – A4CHE

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 including an ongoing revision program plus practice questions.

Prerequisite

Minimum 60% in the Year 11 Chemistry ATAR course.

Associated fees/course levy

\$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

University pathways: chemical engineering, metallurgy, medicine, pharmacy, agriculture, veterinary science, biomedical sciences, forensic science, environmental science, dentistry.

Time off campus

None.

Enquiries

Mr Peter Wong – Head of Learning Area – Science

Mrs Bronwyn Carruthers – Chemistry Teacher

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.

Unit 3 – A3HBY

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 – A4HBY

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

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 with an ongoing revision program plus practice questions.

Prerequisite

Minimum 60% in the Year 11 Human Biology ATAR course.

Associated fees/course levy

\$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

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

Time off campus

To be confirmed.

Enquiries

Mr Peter Wong – Head of Learning Area – Science
Mrs Susan Smith – Human Biology Teacher

Year 12 Integrated Science General Course – GTISC

Course description

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Unit 3 – G3ISC

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, environmental degradation.

Unit 4 – G4ISC

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, and the science of flight.

Paired unit combination – GTISC

Two semester units running concurrently.

Assessment

Assessment Types for both units:

Investigations and practical tasks	40%
Explanations	30%
Tests	15%
Externally Set Task	15%

Prerequisite

None.

Associated fees/course levy

\$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

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

Time off campus

Excursion to Lake Joondalup (Neil Hawkins Park).

Enquiries

Mr Peter Wong – Head of Learning Area – Science

Mrs Santie Brink – Integrated Science Teacher

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.

Unit 3 – A3PHY

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

Unit 4 – A4PHY

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.

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

\$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

Pathways

University pathways: engineering, aviation and sports science.

Time off campus

None.

Enquiries

Mr Peter Wong – Head of Learning Area – Science
Mrs Nicolette Vickers – Physics Teacher

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Year 12 Psychology ATAR Course – ATPSY

Course description

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Unit 3 – A3PSY

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

Unit 4 – A4PSY

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

Paired unit combination – AEPSY

Two semester units running concurrently.

Assessment

Investigation	15%
Response	30%
Project	15%
Examination	40%

Prerequisite

Minimum 60% in the Year 11 Psychology ATAR course.

Associated fees/course levy

\$70 – includes photocopying and consumables.

Pathways

University pathways: education, human resources, social sciences, sales, media and marketing and management.

Time off campus

To be determined.

Enquiries

Mr Peter Wong – Head of Learning Area – Science

Mrs Vanessa Budas – Psychology Teacher

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

Assessment

Project	70%
Short Answer	20%
Extended Answer	10%

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

Learning Area Grade minimum 'C' grade in Year 10 Computing.

Associated fees/course levy

\$90 – includes all study material and software requirements.

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 students' progress.

Pathways

Year 11 General Applied Information Technology course 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
Mr Lukas de Klerk – Technologies Teacher

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.

Assessment

Project	40%
Short Answer	15%
Extended Answer	15%
Examination	30%

Recommendation

Recommended for ATAR English course and have achieved a Learning Area Grade 'B' grade in Year 10 Computing.

Associated fees/course levy

\$100 – includes all study material and software requirements.

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 students' 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 will visit the LJBC primary school on a fortnightly basis to develop relationships and study the development of the Early Learning Centre children. Some assessment tasks in this course are centred around these sessions with the primary children. The Virtual Baby program is also an opportunity for students to experience caring for a virtual child.

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

Production	55%
Investigation	30%
Response	15%

Recommendation

Learning Area Grade minimum 'C' grade in Year 10 Textiles and Caring for Children.

Associated fees/course levy

\$120 – includes the Virtual Baby Program, incursions, materials for practical projects and primary school involvement.

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 Daniel Theunissen – Head of Learning Area – Technologies
Mrs Michelle 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 investigate 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. They explore advocating for others about issues of inequity and injustice.

Students will visit the LJBC primary school on a fortnightly basis to develop relationships and study the development of the Early Learning Centre children. Some assessment tasks in this course are centred around these sessions with the primary children. The Virtual Baby program is also an opportunity, which is optional, for students to experience caring for a virtual child.

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

Production	15%
Response	25%
Investigation	20%
Examination	40%

Recommendation

Recommended for ATAR English course and have achieved a Learning Area Grade 'B' grade in Year 10 Textiles and Caring for Children.

Associated fees/course levy

\$100 – includes the Virtual Baby Program, incursions, materials for projects related to assessment tasks and primary school involvement.

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 LJBC Primary School.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Michelle McLean – Children, Family and Community Teacher

Year 11 Computer Science ATAR Course – AECSC

Course Description

In the Computer Science ATAR course students explore the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems in the course of understanding the building blocks of computing. Students explore the principles related to the analysis and creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the development and use of computer systems.

This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Unit 1 – A1CSC

The focus for this unit is developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

Unit 2 – A2CSC

The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal and societal implications of industry-based applications.

Paired unit combination – AECSC

Two semester units running concurrently.

Assessment

Project	40%
Theory Test	20%
Practical Test	10%
Examination	30%

Recommendation

Recommended for ATAR English course and have achieved a Learning Area Grade 'B' grade in Year 10 Computing.

Associated fees/course levy

\$140 – includes all study material and software requirements.

Pathways

Year 11 Computer Science ATAR course will progress into the Year 12 Computer Science ATAR course.

Time off campus

None.

Enquiries

Mr Daniel Theunissen - Head of Learning Area – Technologies

Year 11 Design – Graphic 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. Adobe Illustrator and Photoshop will be used. There will also be the opportunity to use the 3D printer, laser cutter and vinyl cutter.

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. Adobe Illustrator and Photoshop will be used. There will also be the opportunity to use the 3D printer, laser cutter and vinyl cutter.

Paired unit combination – GEDESG

Two semester units running concurrently.

Assessment

Production	70%
Response	30%

Recommendation

Learning Area Grade minimum 'C' grade in Year 10 iSTEM or Year 10 Design and Technology.

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.

Time off campus

None.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Tina Harper-Rigby – Design Teacher

Year 11 Design – Graphic Design ATAR Course – AEDESG

Course description

The goals of the Design ATAR 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/package from a set Design Brief using Adobe Illustrator and Photoshop. There will also be the opportunity to use the 3D printer, laser cutter and vinyl cutter.

Unit 2 – A2DESG

Students develop a visual development process through a set Design Brief creating a Poster Design using Adobe Illustrator and Photoshop. There will also be the opportunity to use the 3D printer, laser cutter and vinyl cutter.

Paired unit combination – AEDESG

Two semester units running concurrently.

Assessment

Practical (50% of combined year mark)

Assessment types for both units:

Production	50%
Written (50% of combined year mark)	
Response	40%
Examination	60%

Recommendation

Recommended for ATAR English and achieve a 'B' grade in Year 10 iSTEM or Year 10 Design and Technology.

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.

Time off campus

None.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Tina Harper-Rigby – Design Teacher

Year 11 Engineering Studies General Course – GEEST

Mechanical

Course description

The Engineering Studies General 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 1 – G1EST

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant theory of their chosen specialist area, and learn to integrate and use this knowledge to develop and present proposals for practical solutions. Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

Unit 2 – G2EST

In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires students to engage in a range of activities including: researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate drawings and lists of materials and components. They follow a given timeline to undertake tasks required to produce, test and evaluate the product. Core and specialist area theory continues to be studied to develop greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

Paired unit combination – GEEST

Two semester units running concurrently.

Assessment

Assessment types for both units:

Design	20%
Production	70%
Response	10%

Prerequisite

None.

Associated fees/course levy

\$250 – includes one day excursion, all materials, maintenance and projects.

Pathways

TAFE 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 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

Learning Area Grade 'B' grade for Year 10 Mathematics and recommended for Physics ATAR.

Associated fees/course levy

\$300 – includes one day excursion, all materials, maintenance and projects.

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

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.

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.

Assessment

Assessment types for both units:

Design	25%
Production	60%
Response	15%

Recommendation

Learning Area Grade 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 – Technologies 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 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 then 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%

Homework and study expectations

Students are required to complete design and 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 students' progress.

Recommendation

Recommended for ATAR English and have achieved a Learning Area Grade 'B' grade in Year 10 Textiles Children Family and Community.

Associated fees/course levy

\$90 – includes the cost of machine maintenance and equipment, some haberdashery items (thread, zips, patterns), photocopying and AATFA entry (optional).

Students will be required to purchase a pattern, fabrics and notions for their major practical task if nothing suitable is available and purchase or provide recyclable textile items for Semester 2 practical task.

Pathways

Year 12 ATAR Materials Design and Technology – Textiles which will lead to a University pathway with career possibilities in fashion design, retail sales, teaching, textile production, dressmaking, alterations or costume design at WAAPA.

Time off campus

One day sewing incursion, excursion to Salvos Joondalup and optional entry into 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 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 a 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'.

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.

Prerequisite

Learning Area Grade minimum 'C' grade in Year 10 Foods.

Associated fees/course levy

\$380 – includes certification cost as well as food requirements. An additional fee of about \$100 will be incurred if the VET Unit 'Prepare and serve espresso coffee' is included in the course.

Pathways

Year 12 Certificate II in Hospitality.

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 – Technologies 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.

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.

Assessment

Project	50%
Short Answer	20%
Extended Answer	15%
Externally set Task	15%

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 students' progress.

Recommendation

Minimum 'C' grade in the Year 11 Applied Information Technology General course.

Associated fees/course levy

\$90 – includes all study material and software requirements.

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
Mr Lukas de Klerk – Technologies Teacher

Year 12 Applied Information Technology ATAR Course – ATAIT

Course description

The Applied Information Technology ATAR 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 a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. 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 3 – A3AIT

This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

Unit 4 – A4AIT

This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

Paired unit combination - ATAIT

Two semester units running concurrently.

Assessment

Project	40%
Short Answer	10%
Extended Answer	10%
Examination	40%

Recommendation

Minimum 'C' grade in the Year 11 Applied Information Technology ATAR course.

Associated fees/course levy

\$100.

Pathways

This course caters for students seeking career pathways in areas such as Webpage development, audio and sound engineering, video and media production, App design.

Time off campus

None.

Enquiries

Mr Theunissen – Head of Learning Area – Technologies

Mr Lukas de Klerk – Technologies Teacher

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, including factors which impact individuals and families. Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students investigate 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 in practical ways. They examine advocating for others about issues of inequity and injustice.

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 – includes excursion, incursions, guest speakers, materials for projects related to assessment tasks and primary school involvement.

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 Community Teacher

Year 12 Computer Science ATAR Course – ATCSC

Course Description

The Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, and the connectivity between computers, peripheral devices and software used in the home, workplace and in education is examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Unit 3 – A3CSC

In this unit, students understand the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

Unit 4 – A4CSC

In this unit, students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the Software Development Cycle. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. Students consider networks, communication systems, including security and protocols.

Paired unit combination – ATCSC

Two semester units running concurrently.

Assessment

Project	30%
Theory Test	20%
Practical Test	10%
Examination	40%

Recommendation

Minimum 'C' grade in Year 11 Computer Science ATAR course.

Associated fees/course levy

\$150 – includes all study material and software requirements.

Pathways

This course caters for a pathway in Computer Science, Programming and coding, Database administration etc.

Time off campus

None.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Year 12 Design – Graphic 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 Graphic 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. The following adobe programs will be used – Illustrator and Photoshop. There will also be the opportunity to use the 3D printer, laser cutter and vinyl cutter.

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. The following adobe programs will be used – Illustrator and Photoshop. There will also be the opportunity to use the 3D printer, laser cutter and vinyl cutter.

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 – Graphic 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.

Time off campus

None.

Enquiries

Mrs Tina Harper-Rigby – Graphic 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 – includes one day excursion, all materials, maintenance and projects.

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 Technology – Metal GENERAL Course – GTMDTM

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 (each 16 weeks long no examinations).

Assessment

Assessment types for both units:

Design	25%
Production	50%
Response	10%
Externally Set Task	15%

Prerequisite

Minimum 'C' grade in 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 Peter Herman – Design and Technology Metals teacher and

Mr Daniel Theunissen – Head of Learning Area Technologies

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. 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 society.

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 enables them to make more informed decisions about the use of materials and 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%

Homework and study expectations

Students are required to complete design and research tasks and exam revision. They are to be responsible for staying on task during practical lessons and completing garment work to the best of their ability. Electronic Portfolios of 60 A3 pages are compiled to document students' progress for SCSA submission; becoming half of the external examination mark.

Recommendation

Minimum 'C' grade in the Year 11 Materials, Design and Technology – Textile ATAR course.

Associated fees/course levy

\$100 – includes the cost of machine maintenance and equipment, some haberdashery items (thread, zips, patterns), photocopying and AATFA entry (optional).

Students will be required to purchase a pattern, fabrics and notions for their major practical task if nothing suitable is available.

Pathways

Year 12 ATAR Materials Design and Technology - Textiles will lead to a University pathway with career possibilities in fashion design, retail sales, teaching, textile production, dressmaking, alterations and costume design at WAAPA.

Time off campus

One day sewing incursion and optional entry into 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 written work for each core and elective unit.

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 a 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'.

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.

Prerequisite

Students are required to have completed a VET Certificate I in Hospitality in Year 11. If students join in Year 12, they will only receive a partial Certificate II in Hospitality.

Associated fees/course levy

\$325.

Pathways

Chef, breakfast cook, short order cook, fast food cook, TAFE.

Time off campus

May require two half-days off campus.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Kirstin Hamera – Technologies Teacher