YEAR 11
CURRICULUM
FOR PROSPECTIVE
STUDENTS
2017

MANDURAH CATHOLIC COLLEGE
SEEK TRUTH

MANDURAH CATHOLIC COLLEGE
UNDER THE PATRONAGE OF
THE HOLY FAMILY
This handbook is designed to assist students in selecting their subjects for 2017 and should be read in conjunction with each of the following documents, as well as with information delivered at the:

| Year 11 2017 Subject Selection Night  
| Tuesday, 21 June 2016 |
| and |
| Year 11 Course Counselling Interviews  
| Monday, 18 July 2016 |

- University Admission Requirements 2019
- Student Semester 1 Year 10 Report
- Subject Recommendation letter
- SCSA Year 10 Information Handbook 2016  
  http://www.scsa.wa.edu.au/publications/year-10-information
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FOREWORD

The transition from Year 10 to Year 11 is a critical time in a student's schooling and many now believe that from a curriculum perspective, this transition is as significant as the transition from Year 7 to Year 8. It is exciting and challenging; exciting since it heralds a new beginning; challenging because it offers so many choices and options (more than forty subjects are offered to Year 11 students at Mandurah Catholic College). This makes the task of selecting the best course of study extremely difficult. It is a time for careful reflection and honesty on the part of students and their parents and considered counselling on the part of teachers.

Over the last decade a number of changes have had a significant impact on the importance of careful subject selection. These changes include:

(a) Introduction of new subjects.

(b) The compulsory retention of, resulting in greater importance being placed on the less academic subjects.

(c) The changing role of training institutes and related entrance criteria.

(d) High levels of youth unemployment.

The effect of these changes has been to challenge students to more carefully consider all their options for Year 11 and beyond.

Students embarking on Year 11 studies are required to choose an English subject, a Religious Education subject and four other subjects from a substantial list of subjects offered. Religious Education is a compulsory course for all students at Mandurah Catholic College. This is the case for all students enrolled in Catholic Schools in Western Australia. Whilst all aspects of our curriculum seek to integrate faith, life and culture; the Religious Education Program plays a significant part in contributing to each student's sense of the nature of Christianity and how Christians endeavour to live their lives. We have adopted the Religion and Life subject as approved by the Bishops of Western Australia.

This booklet is an essential aide in meeting the challenge of subject selection for Year 11. It has been carefully prepared and I am grateful to all those who have contributed to its preparation. I commend it to both students and parents for careful study.

Mr Andrew Watson
PRINCIPAL
INTRODUCTION

Mandurah Catholic College offers a wide and varied curriculum suited to the needs of students who are university bound, institute bound or seeking employment on graduating from Year 12.

This handbook has been compiled for Year 10 students and their parents, as a guide for their study choices in Year 11. It contains information on all courses for Years 11 and 12, and information relating to the WACE, Secondary Graduation requirements, University and Institute requirements is also provided to assist your decision-making process.

Criteria for entry to training institutes are most important, as on current indications, more of our students are likely to take up Institute courses at the end of Year 12 than go to University. State-wide there are now more students attending Institutes than all of the Universities combined. Student results in recent years highlight the danger of pupils failing to gain a sufficiently high ATAR for their chosen university course and also missing out on Institute courses. Wise subject selection will reduce this problem.

It is important that subject selection is made on the basis of possible future careers. However, it is essential that choices are realistic, and in keeping with the student's academic ability. In Year 11, changes of subjects are not permitted after the School Curriculum and Standards Authority (SCSA) deadline. Students who do not qualify for certain subjects will not be permitted to study these subjects in Year 11 unless there are extenuating circumstances. Students should not enrol in a subject on a trial basis. If a student needs to change subjects, this will only be permitted after the agreement of the relevant teachers (Head of Learning Area), Head of Year and the Deputy of Teaching and Learning. Such agreement will be dependent upon a student showing sufficient reason for a change of subject, and on the availability of other subjects or student numbers in that subject.

In order to achieve success in many upper school subjects, students need to have demonstrated a high degree of academic ability and achievement in Year 10 subjects. Without this background, students invariably have difficulty with the Year 11 course content. Students should also be encouraged to study subjects that are of interest to them and it is essential that students take notice of the advice offered to them by teachers and take careful note of Year 10 pre-requisites. If tertiary study is an option that a student wishes to keep open, this aspect is especially important, and it should also be noted that some students will need to have studied particular subjects in order to meet tertiary entrance requirements.

Each student will receive a list of those Year 11 subjects that Heads of Learning Area in consultation with teachers believe they will be able to undertake successfully next year. These recommendations have been made on an individual basis by Heads of Learning Area who know both the current performance of students in classes and the subject requirements in Year 11. It would, therefore, be extremely unwise for students to ignore this advice. Students who choose subjects which they have not been recommended for will need to have interviews to discuss these choices before they will be able to be placed in any classes.

All members of staff are keen to ensure that students make the best possible selections. Students should feel free to discuss their concerns with their teachers, Course Counsellor, Careers Counsellor, Heads of Learning Area, Head of Year and myself.

Mr Paschal McCarthy
DEPUTY OF TEACHING AND LEARNING
COMMUNITY SERVICE PROGRAM

Community Service was introduced to Mandurah Catholic College in 2007 and it is an expectation that all Mandurah Catholic College students complete a minimum of 20 hours of Christian Service Learning (volunteer work) in the community over their senior years.

Christian Service Learning provides opportunities for young people to give something back to the community while developing the values, skills and understandings needed to contribute to civic wellbeing. It will enable students to address many of the core shared values outlined in the National Curriculum and the normal Christian values of the Gospel.

Community Service is defined as:

'Activities undertaken for the benefit of individuals and/or community for no financial reward’

Community service may be initiated by the parents, student or school, or any combination of these. The service may be provided:

- Out of school time – through a non-profit community organisation
- Individually or collaboratively
- Through one or multiple activities
- Over one or more years

The College provides insurance for the students while they complete their Christian service learning (providing they register their service with the College Community Service Coordinator beforehand.)

RECORDING HOURS:

A log book, provided by the College, is the official record of a student’s Christian Service Learning. The Logbook is the students record of their Christian Service Learning work and is their responsibility to maintain, keep it safe and to hand in the logbook to get the hours recorded by the College. Students who change schools before they have completed 20 hours of Community Service should take their Logbook as a record to their hours of the new school.

For more information please contact the Director of Ministry.
CONTACTS

The following staff are available to give more detailed information to enable your son/daughter to select the subject offerings best suited to their aspirations and abilities.

Principal                     Mr Andrew Watson
Deputy of Teaching and Learning Mr Paschal McCarthy
Head of Religious Education    Mr Richard Sellwood
Co-ordinator of the Arts (Drama) Mrs Joanne Hennessy
Co-ordinator of the Arts (Visual Arts) Mr Peter Martin
Head of English                Mrs Deborah Klucznik
Head of Health & Physical Education Mr Matthew Ritikis
Head of Mathematics            Mr Peter Jaeckel
Head of Music                  Mr Adrian Doyle
Head of Science                Mr Andrew Proctor
Head of Social Science         Mrs Karen Hall
Head of Technology & Enterprise Mr Ian Pemberton
Head of Vocational Programmes  Mrs Michelle Lucas
Careers Counsellor             Mrs Lynn Wilson
Timetabling Co-ordinator       Mrs Sonia Stephenson
Head of Year 10 (Year 11, 2017) Mrs Michelle O’Neill
Head of Year 11 (Year 12, 2017) Mrs Louise Merry
Head of Year 12 (Year 10, 2017) Mr Matthew Edwards
SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS

This information is about awards that are available to Year 11 and 12 students. Students are encouraged to keep them in mind as they set goals for their Senior Secondary learning.

BEAZLEY MEDAL - ATAR
This is awarded to the top student in Western Australia as determined by the WACE award score used to decide General Exhibitions.

BEAZLEY MEDAL - VET
This is awarded for excellence in studies that include training qualifications and School Curriculum and Standards Authority courses. It is awarded to the student who has achieved the most outstanding performance in a Vet Certificate II or higher and in their other WACE achievements.

GENERAL EXHIBITIONS - ATAR
Fifty awards, known as General Exhibitions, are awarded to the eligible students who obtain the highest WACE award score which is based on the average of five ATAR courses scaled marks, calculated to two decimal places. There must be at least two subjects from List A and two subjects from List B.

SUBJECT EXHIBITIONS - ATAR
A Course Exhibition may be awarded to the eligible student obtaining the highest ATAR examination mark for each ATAR course, provided that at least 100 students sat the examination.

VET EXHIBITIONS
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.

CERTIFICATES OF EXCELLENCE - ATAR
Certificates of Excellence are awarded to eligible students who are in the top 0.5 percent of candidates in each ATAR course examination or the top two candidates (whichever is the greater.)

CERTIFICATES OF EXCELLENCE - VET
Certificates of Excellence are awarded to eligible Year 12 students who are in the top 0.5 percent of candidates to compete an AQF VET Certificate II or higher in one of the 9 training package industry areas. The units of competency achieved may have been undertaken in VET industry specific courses or VET credit transfer programs.

CERTIFICATES OF DISTINCTION
Certificates of Distinction recognise student achievement in the WACE. Awards are based solely on grades awarded to students by their school. A certificate of distinction requires students to obtain 190 - 200 points across 20 units, with points allocated for achievement of A and B grades. Further details can be found in the WACE Handbook.

CERTIFICATES OF MERIT
Certificates of Merit recognise student achievement in the WACE. Awards are based solely on grades awarded to students by their school. A certificate of Merit requires students to obtain 150 - 189 points across 20 units, with points allocated for achievement of A and B grades and completion of Certificate II or higher. Further details can be found in the WACE handbook.

Full details of all awards and criteria are available from the School Curriculum and Standards Authority website. http://www.scsa.wa.edu.au/
MANDURAH CATHOLIC COLLEGE AWARDS

YEAR 11 AND YEAR 12 AWARDS

YEAR 11 ALL-ROUNDER AWARD
This is awarded to a student who excels in all areas of College life including sport, leadership and Christian living.

THE CHRISTIAN LEADERSHIP AWARD
This is awarded to a Senior School student who has been an active participant in all areas of the College’s faith life. They are exceptional role models for their faith and are publicly involved in masses, liturgies and other programs within the College.

THE COMMUNITY SERVICE LEADERSHIP AWARD
This is awarded to a Senior School student who is involved not only in the life of the College but also within the wider community. This student shows in their commitment to others, an understanding of the real meaning of Christian Service.

THE SPORTS LEADERSHIP AWARD
This is awarded to a student who is active in the many varied areas of the sports program within the College. This award acknowledges a high standard of athletic ability as well as a commitment to represent the College, be a role model for younger students and excel in Inter-School Competitions.

THE CULTURAL LEADERSHIP AWARD
This is awarded to a student who has demonstrated excellence and leadership skills in cultural pursuits within the College. This award acknowledges a high standard of artistic talent as well as a commitment to represent the College, be a role model for younger students and excel in the performing or visual arts.

THE STUDENT LEADERSHIP AWARD
This is awarded to an outstanding student leader within the College who has shown his or her self to be a positive role model to all other students in their enthusiasm and ability to inspire and involve others.

THE PRINCIPAL’S AWARD FOR LEADERSHIP
This is awarded to a student who has shown exceptional leadership qualities and commitment to their role within the College.

THE MCC DUX – VET AWARD
This is awarded to a Year 12 student who gains top marks in all their VET subjects during Year 12.

THE MCC DUX – ATAR AWARD
This is awarded to the Year 12 student who achieves the best overall performance in Year 12 in their ATAR subjects.

THE HOLY FAMILY MEDAL
This is the most prestigious award at the College. The nominees for this award are judged on their performance throughout their secondary schooling. This award is given to a student who completes Year 12 whilst applying his or her self consistently and with maximum effort in all their subjects. Academic excellence is not an essential criterion, although working towards excellence is. This student must also have excellent results in Religious Education. As well as this they must be someone who is consistently involved in at least two areas of either cultural, ministry or sport within the College. This medal also rewards community and parish involvement and positive leadership.
WACE GRADUATION REQUIREMENTS

The School Curriculum and Standards Authority (SCSA) sets out requirements for graduation, i.e., achieving a Western Australian Certificate of Education (WACE). These can be found in the draft WACE Manual 2015-16, available at http://www.scsa.wa.edu.au/ In response to these requirements, the College sets the following guidelines for all students to adhere when selecting subjects for Year 11.

LITERACY AND NUMERACY MINIMUM STANDARDS
Students need to demonstrate achievement of these minimum standards through Year 9 NAPLAN testing and/or Online Literacy and Numeracy Assessment (OLNA) testing to obtain a WACE. Where students have not yet achieved one or more components of the literacy (reading and writing) or numeracy standards, the College may provide specific additional opportunities to assist.

GENERAL REQUIREMENTS
• Students choose six (6) subjects for Year 11. This provides 24 units over two years if all are completed. SCSA requires a minimum of 20 units.
• ATAR students must choose at least four (4) ATAR subjects for Year 11, although we strongly recommend they choose five (5) or more.
• VET students will do the subject Career & Enterprise. It incorporates an endorsed unit, Workplace Learning.

BREADTH AND DEPTH REQUIREMENTS
• Students must complete one English subject.
• Students must include at least one (1) List B subject. The table below shows subjects offered at the College in Lists A and B. Note: Certificate subjects cannot be used to fulfil this requirement.

<table>
<thead>
<tr>
<th>List A - (arts/languages/social sciences)</th>
<th>List B - (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career &amp; Enterprise</td>
<td>Accounting &amp; Finance</td>
</tr>
<tr>
<td>Children, Family &amp; Community</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Dance</td>
<td>Biology</td>
</tr>
<tr>
<td>Drama</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Economics</td>
<td>Design</td>
</tr>
<tr>
<td>English</td>
<td>Food Science &amp; Technology</td>
</tr>
<tr>
<td>Geography</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Literature</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Media Production &amp; Analysis</td>
<td>Materials Design &amp; Technology</td>
</tr>
<tr>
<td>Modern History</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Music</td>
<td>Outdoor Education</td>
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<tr>
<td>Politics &amp; Law</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Religion &amp; Life</td>
<td>Physics</td>
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<tr>
<td>Visual Arts</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

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**ACHIEVEMENT STANDARD**

- **Students need to achieve a minimum of 14 C grades (or equivalent) in Year 11 and Year 12 units**, with at least six C grades in Year 12. The College will closely monitor student achievement throughout Year 11 and Year 12. Students and parents will be counselled if there are concerns that a student will not achieve the required C grades.

- **VET/endorsed programs can be used to obtain unit equivalence** for a total of four units each year for Year 11 and Year 12. That is, completing a VET/endorsed program can provide a student with the equivalent of C grades. The number of C grades provided by the program varies. Details can be found at [http://www.scsa.wa.edu.au/](http://www.scsa.wa.edu.au/).
SUBJECT SELECTION PROCESS

At Mandurah Catholic College, each student chooses one of two pathways:

<table>
<thead>
<tr>
<th>Vocational Education and Training (VET) Pathway</th>
<th>OR</th>
<th>ATAR Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This pathway provides access to employment, Training Institutes and alternative entry to university.</td>
<td>• This pathway provides access to both university and Training Institutes</td>
<td></td>
</tr>
<tr>
<td>• A total of six subjects including :-</td>
<td>• A total of six courses including :-</td>
<td></td>
</tr>
<tr>
<td>o Religion &amp; Life General</td>
<td>o Religion &amp; Life General or Religion &amp; Life ATAR</td>
<td></td>
</tr>
<tr>
<td>o English General</td>
<td>o English ATAR or Literature ATAR</td>
<td></td>
</tr>
<tr>
<td>o Career &amp; Enterprise General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work experience</td>
<td>• External examinations in at least four subjects in Year 12</td>
<td></td>
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<tr>
<td>• Off-site training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Externally Set Tasks in Year 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Page 14 for more information.

SUBJECTS OFFERED
Subjects listed on the following pages will be offered to Year 11 students for 2017. It is possible that if insufficient students choose a particular subject, the College will not be able to proceed with that subject.

SUBJECT ENTRANCE REQUIREMENTS
Pre-requisites are established for entry to Year 11 subjects. These pre-requisites are included in the subject information in this handbook and are based on performance in Year 10 unless stated otherwise. Statistical evidence and past experience indicate that students who have not met these entrance requirements are unlikely to be successful in that subject. For most Year 12 ATAR subjects, satisfactory achievement in its corresponding Year 11 ATAR subject is a pre-requisite for enrolment. Even where it is not a formal pre-requisite it is, in all cases, highly recommended.

COLLEGE POLICY STATES:

Year 11 and 12. The College reserves the right to establish pre-requisites for entry to and standards for retention in particular subjects. Such pre-requisites and standards can be waived at the discretion of the Vice Principal after consultation with the Head of Year or Head of Learning Area concerned.

Students are strongly advised not to enrol in any subject for which they fail to meet the pre-requisites indicated.
COURSE COUNSELLING PROCESS
To ensure that each student has chosen an appropriate pathway and subjects in Year 11 and 12 some middle managers have been trained as Course Counsellors. After the Year 10 Subject Selection Parent Information evening, parents will be able to book an appointment for a compulsory Course Counselling Interview, held at the College in Week 1 of Term 3, 2016.

Students and their parents should consider their subject selections over the July holiday in conjunction with their Semester 1 report and Recommendations for each subject. Students will be required to bring documentation with them to the interview. A checklist of this documentation has been provided separately.

At the Course Counselling Interview, the counsellor will:

- Ensure that the student fulfils the criteria for all of the chosen subjects;
- Check that they have chosen the correct balance of subjects to ensure graduation eligibility;
- Refer the student and parents, if necessary with the relevant Head of Learning Area, to target set if students and parents have a good case for choosing against recommendation.
- Guide the student to choose an alternative subject while they are working to meet the targets set for Term 4.
- Refer the student, if necessary to the Careers Counsellor or to the Head of Vocational Programmes.

A student’s subject selection will only be processed after a meeting with a Course Counsellor.

CAREERS INFORMATION
The Careers Counsellor provides vocational and educational guidance through Careers classes and individual counselling. The students have access to up-to-date, accurate information about job requirements and study courses as part of their classes. Students are encouraged to make plans and set goals for Years 11 and 12. This will help them to look ahead and think about what jobs or courses of study will best suit their abilities, interests and personality.
VOCATIONAL EDUCATION AND TRAINING (VET) PATHWAY

This pathway is designed to provide access to Training Institutes, traineeships, apprenticeships, employment and, in some cases, alternative entry to university. The VET pathway available through the College comprises three compulsory aspects:

1. COLLEGE SUBJECTS
   Students will study:
   - **Three Compulsory subjects**
     ✓ Religion and Life General
     ✓ English General
     ✓ Career and Enterprise General
   - **Three elective subjects**
     ✓ At least one must be a General List B subject.
     ✓ Students may choose one (1) certificate subject. If they wish to choose more than one certificate subject then this must be done in consultation with the Head of Vocational Programmes.

   All Year 12 students enrolled in Units 3 and 4 of a General subject must sit the Externally Set Task.

2. WORKPLACE LEARNING ENDORSED UNIT (INCORPORATING WORK EXPERIENCE)
   Workplace Learning is a structured out-of-school endorsed learning program that provides students with the opportunity to develop work skills in an actual workplace, while continuing their school education. This gives students industry recognition and provides links to further education and training. Workplace learning enhances the VET pathway and is compulsory for all VET students.

3. OFF-Campus Training
   This is offered through the range of programs outlines below:

   **School Based Traineeships**
   In order to be a school based trainee a student must:
   - Be a fulltime secondary student in Years 11 or 12
   - Enter into a Training Contract with an employer to complete a traineeship;
   - Have College's agreement to undertake a school based traineeship; and
   - Have the competencies achieved in the traineeship included in their WACE.

   ✓ Students will be paid and complete a Certificate II during the traineeship. Students must complete on the job training.
   ✓ The College will not seek these out, primary responsibility will be from students, parents or employers.
   ✓ Only students who have demonstrated that they possess the skills necessary to succeed with managing school life as well as a traineeship will be considered for this opportunity.

   **Pathway programs [formally know as Pre Apprenticeship in Schools (PAiS)]**
   If you are interested in an apprenticeship when you finish Year 11 or 12, then Pathways in Schools is for you. Pathways provides an introduction into apprenticeship opportunities within various trades. Employers provide training in the workplace to develop skills which complement the training.
VET in Schools
Vocational Education and Training for Schools (VETfs) Pathways program are the perfect introduction into the world of work for senior high school students. They combine your Year 11 or 12 studies with a Vocational Education and Training (VET) program, enabling you to get real hands-on experience, learn practical skills and gain insight into the needs of your chosen industry.

Success in your VETfs Pathway Program may lead to employment and/or provide a pathway to further education.

BENEFITS OF PARTICIPATING IN VETfs PATHWAYS PROGRAM
- Points towards achieving your WACE
- Develop your work, employability and life skills
- Head start in nationally recognised qualifications
- Help increase your self-esteem, confidence and communication skills
- Improves your employment prospects
- Opportunity to gain higher level qualifications to assist entry into University
- Realistic understanding of industry expectations

Training providers include:
- South Metropolitan TAFE
- North Metropolitan TAFE
- Other specialist training institutes

All information on certificate courses is available on the College website and Training Institute websites. These are updated regularly.

RESPONSIBILITIES
Students undertaking VET courses must be responsible for:
- Attending all scheduled training days
- Completing VET Certificate courses at Training Institutes as appropriate
- Completing all assignments and work placement projects
- Recording and managing their learning on relevant documentation
- Maintaining satisfactory results in all subjects at school
- Achieving an acceptable standard in their chosen courses

ENROLMENT PROCEDURE
- Students select subjects at the start of Term 3.
- Students are responsible for enrolment in Off-campus training. Applications can be collected from the CET office or on counselling day. Application for Courses close in August.
- An application form for Workplace Learning is completed at the beginning of Term 3.
- Students should have an exemplary attendance and behaviour record, a positive attitude towards school and be motivated to learn from different situations.
- Students undergo a formal interview in Term 4 to ensure they are mature and motivated to succeed in an adult working environment.

Further information may be obtained by contacting the Head of Vocational Programmes, Mrs Michelle Lucas, at lucas.michelle@cathednet.wa.edu.au
ATAR PATHWAY

This pathway is designed for students who wish to gain direct access into university. The admission requirements for the four public universities in Western Australia are as follows:

- **Secondary Graduation (WACE)**
- **Competence in English**
  A scaled mark of at least 50 in Year 12 Units 3 and 4 English ATAR or Literature ATAR. Edith Cowan University will accept a 'C' grade or higher if the scaled mark of 50 is not attained. There are also supplementary tests held in January for students who have not yet achieved competence for the four public universities.
- **Achievement of Sufficient Australian Tertiary Admissions Rank (ATAR)**
  The Australian Tertiary Admissions Rank (ATAR) is a number between 0 and 99.95 that indicates the student's rank in the state, 99.95 being the most able. Further information can be found in the University Admission 2018 booklet.
- **Pre-requisites for Some University Courses**
  Please refer to the University Admission 2018 booklet or go to www.tisc.edu.au for details of specific entrance requirements for individual university courses.

The University of Notre Dame has a different selection process for entry into their courses. Please go to www.nd.edu.au for details.

**UNACCEPTABLE SUBJECT COMBINATIONS**
Certain subject combinations are not acceptable in relation to the calculation of the ATAR. Both subjects may be taken but the result in only one may be used to calculate an ATAR. A full list of unacceptable combinations can be found in the University Admission 2018 booklet.

**EXTERNAL ASSESSMENTS**
All Year 12 students enrolled in Units 3 and 4 of an ATAR subject must sit the external examination.

**HOW AN ATAR IS CALCULATED**
The final mark awarded in each WACE examination subject for a given student is a combination of the student's Year 12 school mark and their WACE examination mark, with each being weighed equally. The student's best four scaled marks in Year 12 ATAR subjects are then used to calculate a Tertiary Entrance Aggregate (TEA). This enables students to be ranked and allocated an ATAR.

To ensure fairness across years and across all schools, the following statistical processes are applied:

- **Moderation**
  The school mark is adjusted so that differences in marking standards between schools are accounted for. The students' performance on the external examination is used to regulate this procedure.

- **Standardisation**
  The moderated school mark is "standardized" so that the spread of students' marks throughout the state in each subject is the same from year to year. This procedure is also applied to the raw examination marks, thereby eliminating the influence of varying difficulty in examination papers in a given subject from year to year.

- **Scaling**
  The 50:50 combined mark (already moderated and standardized) is then "scaled" to account for the varying difficulty between courses. A complex mathematical procedure that looks at students' marks in all courses across the state is used to determine the degree of scaling for each course.

Further information can be found in the University Admission 2018 booklet.
# SUBJECTS OFFERED AT YEAR 11 IN 2017

**Compulsory Subjects**
- Religious Education subjects
  - Religion & Life General .................................................................................. 20
  - Religion & Life ATAR ...................................................................................... 21
- VET subjects
  - Career and Enterprise General (Incorporating Workplace Learning) ............. 22
  - English General ................................................................................................. 23
  - English Foundation ............................................................................................ 24
- ATAR subjects
  - English ATAR ..................................................................................................... 25
  - Literature ATAR ................................................................................................. 26

**Elective subjects primarily designed for entrance to Training Institutes or Employment**
- Applied Information Technology General ......................................................... 28
- Children, Family and the Community General ................................................. 29
- Creative Industries (Media) Certificate II ......................................................... 30
- Dance General ...................................................................................................... 31
- Drama General ...................................................................................................... 32
- Engineering (Pathways) Certificate II ............................................................... 33
- Food Science and Technology General ............................................................. 34
- Integrated Science General ................................................................................ 35
- Mathematics Essentials ..................................................................................... 36
- Music Certificate II .............................................................................................. 37
- Outdoor Education General ............................................................................... 38
- Physical Education Studies General ................................................................. 39
- Visual Arts General .............................................................................................. 40
- Visual Arts and Contemporary Craft Certificate II (Wood focus) .................... 41

**Elective subjects designed as preparation for University entrance (ATAR)**
- Accounting and Finance ATAR ......................................................................... 43
- Biology ATAR ....................................................................................................... 44
- Chemistry ATAR .................................................................................................. 45
- Design ATAR ....................................................................................................... 46
- Drama ATAR ........................................................................................................ 47
- Economics ATAR .................................................................................................. 48
- Geography ATAR .................................................................................................. 49
- Human Biology ATAR .......................................................................................... 50
- Materials Design and Technology (Wood) ATAR ............................................. 51
- Mathematics Applications ................................................................................... 52
- Mathematics Methods ........................................................................................ 53
- Mathematics Specialist ...................................................................................... 54
- Media Production and Analysis ATAR ............................................................... 55
- Modern History ATAR ........................................................................................ 56
- Music ATAR .......................................................................................................... 57
- Outdoor Education ATAR .................................................................................... 58
- Physical Education Studies ATAR ...................................................................... 59
- Physics ATAR ........................................................................................................ 60
- Psychology ATAR ................................................................................................ 61
- Visual Arts ATAR ................................................................................................ 62
COMPULSORY SUBJECTS
RELIGION AND LIFE – GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR. It is compulsory for Vocational Education & Training (VET) students.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
At least a C grade in Year 10 English.

COURSE OUTLINE
The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

Unit 1 Why Religion: Understanding Religion
The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Unit 2 People and Religion: A Just World
The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

ASSESSMENT OUTLINE
Investigation: 30-40%
Explanation: 30-40%
Source Analysis: 30-40%

EXCURSIONS/INCURSIONS/CAMPS
Students will participate in a retreat. Attendance at the retreat is compulsory. The estimated cost of this event is $150. A final costing will be calculated closer to the date.

LEADS TO
This subject is a pre-requisite for Religion & Life General, units 3 and 4, in Year 12.
RELIGION AND LIFE - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 60% in Religious Education

COURSE OUTLINE
The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions. Every religion offers a system of beliefs and practices.

In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face. The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them. Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

Unit 1
The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Unit 2
The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

ASSESSMENT OUTLINE
Explanation 20%
Investigation 25%
Source Analysis 25%
Examination 30%

EXCURSIONS/INCURSIONS/CAMPS
Students will participate in a retreat. Attendance at the retreat is compulsory. The estimated cost of this event is $150. A final costing will be calculated closer to the date.

LEADS TO
A result of 60% or above in this subject is recommended for Religion & Life ATAR Units 3 and 4 in Year 12.
CAREER AND ENTERPRISE – GENERAL (incorporating WORKPLACE LEARNING)
This subject is compulsory for Vocational Education & Training students (not available for ATAR students).

PRE-REQUISITES
Students must complete an application form in Term 3. Interviews are conducted in Term 4, 2014. Students must have a positive attitude to learning and to school. They will need to be independent learners willing to accept the challenge of being an independent learner.

COURSE OUTLINE
The Career and Enterprise General course engages students in learning about developing careers 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 Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work.

Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society. Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work. The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the Core Skills for Work Development Framework (2013) and the Australian Blueprint for Career Development (the Blueprint).

WORKPLACE LEARNING
Workplace Learning is an Authority-developed 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 Authority’s Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority’s Workplace Learning Skills Journal after each 55 hours completed in the workplace.

ASSESSMENT OUTLINE
Investigation 30%
Production/performance (mock job interview) 30%
Individual pathway plan/career portfolio 20%
Response 20%

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy of $350, which includes TAFE training, Personal Protective Equipment, Induction Day, Interview Test, First Aid training and logbook.

LEADS TO
Certificate II in Work Skills and Vocational Pathways.
ENGLISH - GENERAL
This subject is compulsory for Vocational Education & Training students (not available for ATAR students).

PRE-REQUISITES
None

SUGGESTED BACKGROUND
This course is suggested for those students who have not achieved 65% in English at the end of Year 10 or for those students who wish to pursue a vocational pathway.

COURSE OUTLINE
Unit 1
Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:
- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

Unit 2
Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:
- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

ASSESSMENT OUTLINE
Responding 40-60%
Creating 40-60%

EXCURSIONS/INCURSIONS/CAMPS
There are no required excursions or incursions.

LEADS TO
This subject is the minimum pre-requisite for English General Units 3 and 4 in Year 12.
ENGLISH - FOUNDATION
This subject is only available to students who have not successfully achieved the minimum standard of Literacy.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
This course is suggested for those students who have not achieved the minimum standard of literacy at the end of Year 10, as determined by OLNA testing.

COURSE OUTLINE

Unit 1
By the end of this unit, students will:
- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

Unit 2
By the end of this unit, students will:
- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

ASSESSMENT OUTLINE
Reading 35%
Writing 35%
Oral Communication 30%

EXCURSIONS/INCURSIONS/CAMPS
There are no required excursions or incursions.

LEADS TO
On successful attainment of minimum standard of literacy students will enrol in English General
ENGLISH - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 English

SUGGESTED BACKGROUND
A high level of competency in written essays and an ability to comprehend sophisticated texts. Those students who read regularly will adapt more easily to the reading requirement of this course.

COURSE OUTLINE
Unit 1
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
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.

ASSESSMENT OUTLINE
Responding 35-40%
Creating 35-40%
Examinations 20-30%

EXCURSIONS/INCURSIONS/CAMPS
English students will need to attend one incursion on the analysis of still images. The approximate cost of this incursion is $25. This incursion is linked to an assessment and is compulsory.

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for English ATAR Units 3 and 4 in Year 12.
LITERATURE – ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 70% in Course 1 English

SUGGESTED BACKGROUND
A high level of competency in written assessments

COURSE OUTLINE
The Literature ATAR course focuses on the study of prose fiction, poetry and drama 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 course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. Students actively participate in literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Literary texts, drawn from the past and present and from Australian and other cultures, are reflected on to see what these texts offer students as individuals, as members of Australian society and as world citizens. Students express 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.

ASSESSMENT OUTLINE
- Extended written response: 10 - 20%
- Short written response: 30 - 40%
- Creative production of a literary text: 10 - 20%
- Oral: 10 - 20%
- Examination: 20 - 30%

EXCURSIONS/INCURSIONS/CAMPS
Literature students are recommended to attend 3 plays per year at an approximate cost of $30 per play.

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Literature ATAR Units 3 and 4 in Year 12.
ELECTIVE SUBJECTS

Primarily Designed for Entrance to Training Institutes or Employment
APPLIED INFORMATION TECHNOLOGY - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
Year 9 or Year 10 Information Technology

COURSE OUTLINE
The syllabus continues to develop student learning around the knowledge, understandings and skills within the Year 7-10 Digital Technologies curriculum and focuses on the components of digital systems, software hardware and networks and their use.

Students will study content, including the following topics:
- Design Concepts
- Managing Data
- Hardware
- Networks
- Impacts of Technology
- Application Skills
- Project Management

Unit 1: Personal Communications
The focus of this unit is to enable students to use 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: Working with Others
The focus of this unit is to enable students to use a variety of technologies to 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.

At the completion of study of Units 1 and 2, student knowledge and skills will include project management, the elements and principles of design, input, output and peripheral devices, troubleshooting techniques, work health and safety in the personal working area, word processing, document design and layout, audio and video editing, hardware, networking, image manipulation and cybercrime impacts on our society.

ASSESSMENT OUTLINE
- Project 70%
- Short Answer Test 20%
- Extended Answer Test 10%

LEADS TO
This subject leads to Applied Information Technology General Units 3 and 4 in Year 12.
CHILDREN, FAMILY AND THE COMMUNITY - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
At least a C grade in English and Science

COURSE OUTLINE
The Children Family and the Community General course aims to promote within students, a better understanding of children in our society. This is done through providing students with knowledge and opportunities to explore and observe all aspects of the development of children from birth to five years of age.

These experiences will promote understanding of the contribution a caring, supportive environment makes to the child’s developing personality and positive feeling of self-worth and self-confidence. Practical activities include preparing meals for mothers and babies, making items of play, interacting and working with children, and participating in the Virtual Baby program.

Students who study this course, may wish to pursue further studies and careers in social work, teaching, nursing, physiotherapy, medicine and child care related vocations.

ASSESSMENT OUTLINE
Investigations 30%
Production 55%
Response 15%

LEADS TO
This subject leads to Child Family and the Community General Units 3 and 4 in Year 12.
CREATIVE INDUSTRIES (MEDIA) CERTIFICATE II
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
A high level of interest in studying and creating media texts

COURSE OUTLINE
This course will introduce students to all the exciting options and opportunities that will be available in the vibrant film and television Industry.

Students will learn how to use professional standard video cameras and the Adobe Premier Pro editing program to plan, produce and distribute a number of audio-visual productions for an audience. Students will also learn how to plan and produce a multi-camera studio production using industry standard equipment. This is an excellent entry point into the media industry and leads directly into higher-level courses and training.

To ensure that students are given sufficient time to develop their own subject knowledge and practical based skills the Creative Industries (Media) Certificate II will run over two years.

Students will complete the following units:
- BSBCRT101A  Apply critical thinking techniques
- CUFIND201A  Develop and apply creative arts industry knowledge
- CUSOHS301A  Follow Occupational Health and Safety procedures
- BSBWOR203A  Work effectively with others
- CUFCAM201A  Assist with a basic camera shoot
- CUFPOS201A  Perform basic vision and sound editing
- BSBDE201A  Follow a creative process
- ICAU2006B  Operate computing packages

ASSESSMENT OUTLINE
Creative Industries (Media) Certificate II will be assessed using Competences. To achieve a full certificate, students must be passed as ‘Competent’ in all Units studied.

LEADS TO
This subject continues to completion in Year 12.
DANCE - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
Year 10 Dance and/or relevant experience in Dance

COURSE OUTLINE

Unit 1
The focus for this unit of Dance is to explore the components of dance. Students will be introduced to the language of dance, reflecting and responding to their own performance and that of others. Through practical and theoretical lessons, students will develop the skills and understanding of choreography, performance (skills, techniques, safe dance practice and experiential anatomy) and contextual knowledge (cultural/functions of dance in society).

Unit 2
The focus for this unit of Dance is dance as entertainment (dance in musical theatre, movies etc). Students will develop and extend their understanding and skill based knowledge of choreographical processes, dance language terminology and dance concepts and technologies. Students will extend their technical skill in genre specific dance, with a focus on basic nutrition for a dancer and anatomy and physiology. Students will develop their performance skills, in addition to exploring theatre etiquette, both on and off stage.

EXCURSIONS/INCURSIONS/ CAMPS
Students will be required to attend excursions/incursions throughout the year. The estimated cost of these events is $50. A final costing will be calculated closer to the events.

LEADS TO
This subject leads to Dance General Units 3 and 4 in Year 12.
DRAMA - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
At least a C in English and successful completion of Drama in previous years

COURSE OUTLINE
Unit 1 — Dramatic storytelling
The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2 — Drama performance events
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 Australian and/or world sources to produce drama that is collaborative and makes meaning.

ASSESSMENT OUTLINE
Performances / Production  70%
Response  30%

EXCURSIONS/INCURSIONS/ CAMPS
Students will participate in excursions and incursions. These are compulsory and are formally assessed. These will be in the form of workshops and live performances. The estimated cost of these events is $85. A final costing will be calculated closer to the events.

LEADS TO
This subject leads to Drama General Units 3 and 4 in Year 12.
ENGINEERING (PATHWAYS) CERTIFICATE II
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
Successful completion of Year 10 Materials Design Technology (Metal) or full Competence in Furnishing Certificate I

COURSE OUTLINE
The Certificate II in Engineering Pathways qualification is appropriate for students who plan to work in Engineering or related working environment. The qualification will equip students with the knowledge and skills which will enhance their prospects of employment in an engineering or manufacturing environment, such as welding, sheet metalwork, fabrication, boiler making and mechanical fitting. The course is the first step towards an apprenticeship in many trades, with competency in units being able to be used as credit towards a range of engineering and manufacturing qualifications.

To ensure that students are given sufficient time to develop their own subject knowledge and practical based skills the Certificate II in Engineering Pathways will run over two years. Over this period the students will manufacture four products, a cantilever tool box and set of yard cricket wickets in Year 11, and a boat anchor and fire pit in Year 12. During the production of these projects students learn about and develop their skills with electric welding techniques, brazing and using hand and power tools.

ASSESSMENT OUTLINE
The minimum requirement for achievement of the Certificate II in Engineering Pathways is the completion of 12 Units of Competency. Students will study:

- 4 Compulsory Core Units
- 8 Elective Units

In Year 11 students will start 10 of the 12 units of competency, with 5 of these being completed in Year 11. The remaining 5 units will be completed in Year 12 along with a further two units. Units studied will include using Electric Welding Machinery, Apply Principles of OHS in the Working Environment, Use Fabrication Equipment and Use Oxy Acetylene & Soldering Equipment.

To achieve a full certificate, students must be passed as ‘Competent’ in all Core and Elective units studied.

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This subject continues to completion in Year 12.
FOOD SCIENCE AND TECHNOLOGY - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
At least a C grade in Food Science and Technology

COURSE OUTLINE
The Food Science and Technology General course, provides students with the opportunity to develop foundation skills, knowledge and attitudes, to work effectively in one of the many Food and Hospitality industries. The course also focuses on providing students with the knowledge and skills related to food preparation for private and commercial purposes.

Practical and theoretical elements of the course include basic food preparation, cooking skills and methods, cooking equipment, food presentation, menu planning, nutrition & health promotion and occupational health and safety.

ASSESSMENT OUTLINE
Investigations 30%
Production 60%
Response 10%

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This subject leads to Food Science and Technology General Units 3 and 4 in Year 12.
INTEGRATED SCIENCE - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
At least a C grade in Semester 1 Science

SUGGESTED BACKGROUND
A proven ability to work on long term individual or group tasks/projects

COURSE OUTLINE
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. Possible contexts which may be used for the teaching of the key concepts are:
- forensic science
- rocketry
- kitchen chemistry
- cosmetics
- marine archaeology
- mining

ASSESSMENT OUTLINE
Tests 20%
Practical Work 50%
Extended Answers 30%

EXCURSIONS/INCURSIONS/CAMPS
This subject incurs an additional levy which will be finalised prior to commencing the subject. This levy includes the cost of completing a Recreational Skippers Ticket (RST) worth $120 per student. Students may participate in an excursion to AQWA. The estimated cost of this event is $50. A final costing will be calculated closer to the event.

LEADS TO
This subject leads to Integrated Science General Units 3 and 4 in Year 12.
MATHEMATICS ESSENTIALS
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
At least a C grade in Course 3 Mathematics

COURSE OUTLINE
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. A range of technological applications and techniques will be used in this subject. 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.

Unit 1
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. There are four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs. The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Unit 2
This unit provides students with the mathematical skills and understanding to solve problems related to 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. There are four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion. The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

ASSESSMENT OUTLINE
Responses (Tests) 50%
Practical applications and Statistical Investigation process 50%

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This subject is a pre-requisite for Mathematics Essential Units 3 and 4 in Year 12.
MUSIC CERTIFICATE II
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None.

SUGGESTED BACKGROUND
Music in Year 9 and Year 10.

COURSE OUTLINE
This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. It is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry. This qualification allows learners to develop skills and knowledge to prepare for work, but there are no specific employment outcomes at this level. Students complete a total of 8 units from:

Core Units (Compulsory)
- BSBHOHS201A Participate in OHS processes
- BSBWOR203A Work effectively with others
- CUFIND201A Develop and apply creative arts industry knowledge

Group A Units (Specialist)
- CUESOU01C Repair and maintain audio equipment
- CUFSOU204A Perform basic sound editing
- CUSMLT201A Develop and apply musical ideas and Listening skills
- CUSMPP201A Play or sing simple musical pieces
- CUSMPP204A Play music from simple written notation

Group B Units
- ICPMM296A Create and test a CD-ROM/DVD
- ICAU2005B Operate computer hardware
- ICAU2006B Operate computing packages
- BSBINM201A Process and maintain workplace Information
- CUETGE15B Handle physical elements safely during bump in/bump out
- BSBBSM201A Identify suitability for micro business
- BSBWOR202A Organise and complete daily work activities.

ASSESSMENT OUTLINE
Music Certificate II will be assessed using Competences. Students complete a total of 8 units including 3 core units, 3 Group A units and 2 Electives from Group A or B. To achieve a full certificate, students must be passed as ‘Competent’ in all core and elective units studied.

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This course continues to completion in Year 12. In some circumstances a student may study Certificate III in Year 12 where Certificate II is already completed in Year 11.
OUTDOOR EDUCATION - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
Year 9 and Year 10 Outdoor Education

COURSE OUTLINE
This subject is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Students plan and participate in a range of outdoor activities, develop knowledge and skills for participating safely in these activities, learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, ecotourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

As part of this unit students will be required to participate in outdoor activities that will be dependent on group interest and resource availability and may include:
- Hiking
- Navigation
- Canoeing
- Surfing
- Mountain Biking
- Climbing/Abseiling

ASSESSMENT OUTLINE
Investigation 15 - 25%
Performance 1 (Practical Skills Assessment) 30 - 40%
Performance 2 (Expedition performance) 20 - 30%
Response (Expedition journal) 15 - 25%

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This course leads to Outdoor Education General Units 3 and 4 in Year 12.
PHYSICAL EDUCATION STUDIES - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
Physical Education Major

COURSE OUTLINE
Unit 1
The focus for this unit is participation in physical activity. Within this broad focus, teachers select learning contexts that tap into their students’ interests and develop their understanding about their own participation in physical activity. Students are introduced to fundamental movement concepts and the structure of their body that provide a basis for exploring their participation. In selected physical activities, students are introduced to a ‘game sense’ approach to understand tactical problems. Students use observation and simple qualitative methods to assess personal movement competency, undertake general fitness activities, practise interpersonal and mental skills and make decisions and set simple goals. They reflect on personal attitudes towards values associated with physical activity and the characteristics of the coach.

Unit 2
The focus for this unit is participation with peers. Within this broad focus, teachers select learning contexts that enable students to extend the depth and breadth of their knowledge of participation in physical activity. Selected learning contexts enable students to enhance their understanding of themselves and others. In selected physical activities and in response to problems that are encountered, students observe their peers and teach simple skills. This includes the implementation of skills and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making and strategies to enhance motivation. They plan and conduct warm-up and cool-downs and develop skills in sports first aid.

The essential content of the course is divided into three content areas:
- Movement, skills, strategies and tactics
- Physiological dimensions
- Social dimensions.

ASSESSMENT OUTLINE
Topic Tests 25%
Practical Assessment 60%
Investigation 15%

LEADS TO
This course leads to Physical Education General Units 3 and 4 in Year 12.
VISUAL ARTS - GENERAL
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
At least a C grade in English and Visual Arts in Year 9 and/or Year 10

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

Unit 2 – Explorations
The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.
The course content is divided into two areas:
• Art making: Inquiry, Visual language, Visual influence, Art practice, Presentation, and Reflection
• Art interpretation: Visual analysis, Personal response, Meaning and purpose, Social, cultural and historical contexts

ASSESSMENT OUTLINE
Art Making (production) 50%
Visual Enquiry 20%
Analysis 15%
Investigation 15%

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This subject leads to Visual Arts General Units 3 and 4 in Year 12.
VISUAL ARTS AND CONTEMPORARY CRAFT CERTIFICATE II (WOOD Focus)
This subject may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES
None

SUGGESTED BACKGROUND
At least a C grade in Materials Design Technology (Wood) or full Competence in Furnishing Certificate I

COURSE OUTLINE
The Visual Arts & Contemporary Craft (Wood focus) Certificate II is an appropriate qualification for a student planning on working in Timber based industries, such as roof carpentry, cabinet making, furniture making, joinery and carpentry. It is the first step towards an apprenticeship in many of these trades. This course provides students with the fundamental knowledge in many facets of building products in timber and working effectively and safely in a workshop environment.

To ensure that students are given the sufficient time to develop their own subject knowledge and practical skills, this course will run over two years. Over this period students will manufacture minor and major projects that will include a Bar Stool and Hall Table. During the production of all projects students will learn about, and develop their skills in timber selection, marking & measuring, joint preparation & cutting, part assembly and finishing techniques. Other topics covered will include workshop OHS, using basic drawing techniques, hand production of timber joints and the application of laminates and veneers.

This course is suitable for students who upon leaving school, wish to pursue an apprenticeship in many of the practical timber and building based trades available.

ASSESSMENT OUTLINE
Visual Arts & Contemporary Craft (Wood focus) Certificate II will be assessed using Competences. Students will study:
• 4 compulsory Core units
• 5 Elective units

To achieve a full certificate, students must be passed as 'Competent' in all Core and Elective units studied.

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This subject continues to completion in Year 12.
ELECTIVE SUBJECTS

Designed for Preparation for University Entrance (ATAR)

Each subject has a pre-requisite entry requirement. This is based on historical evidence that suggests that this level of competence is required for success. Other factors, including work ethic and ability to work independently are also considered.

A student who does not have approval for a subject after Semester 1 in Year 10 can target set in consultation with the Head of Learning Area and may have this reviewed at the end of Year 10.
ACCOUNTING AND FINANCE - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 English and at least 60% in Course 2 Mathematics

COURSE OUTLINE
Financial matters affect everybody. We all make numerous financial decisions on a personal or business level, many of them with far-reaching consequences. The course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved. Small businesses are the largest employers so many students will find themselves self-employed and they will need to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis. In a rapidly changing world, the impact of technology on financial and accounting practices has been vast. The use of computer systems for record keeping, and the communication of financial data are already vital, and will continue to shape future careers. New careers are continuously evolving and they will require technology and financial practices at some level.

Unit 1
The focus is double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. They develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Service Tax (GST). They will also learn about the various forms of business organisations adopted by small business.

Unit 2
The focus is accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. They prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and function of the professional accounting and financial associations.

ASSESSMENT OUTLINE
Tests 50%
Project 10%
Examination 40%

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Accounting and Finance ATAR Units 3 and 4 in Year 12.
BIOLOGY – ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Semester One Science

COURSE OUTLINE
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.

ASSESSMENT OUTLINE
Examinations 40%
Tests 20%
Practical Work 30%
Extended Answers 10%

EXCURSIONS/INCURSIONS/CAMPS
Students may participate in an excursion to the regional Dryandra State Forrest Camp and/or Perth Zoo. The estimated cost of these events is $100. A final costing will be calculated closer to the events.

LEADS TO
A result of 60% or above in this subject is a recommended prerequisite for Biology ATAR Units 3 and 4 in Year 12.
CHEMISTRY - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 75% in Semester One Science and a result of at least 60% in Course 2 Mathematics

COURSE OUTLINE
This subject 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 recognise 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.

Students prepare 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.

ASSESSMENT OUTLINE
Examinations 50%
Tests 15%
Practical Work 25%
Extended Answers 10%

EXCURSIONS/INCURSIONS/CAMPS
Students may participate in an excursion to Western Mining Corporation Nickel Refinery and BP Australia Kwinana Refinery. The estimated cost of this event is $50. A final costing will be calculated closer to the events.

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Chemistry ATAR Units 3 and 4 in Year 12.
DESIGN - ATAR

This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES

At least 65% in Design, Materials Design Technology (Wood), Materials Design Technology (Metal) or full Competence in Furniture Certificate 1

SUGGESTED BACKGROUND

Design

COURSE OUTLINE

The goals of this course are to facilitate deeper understanding of how design works; and how ideas, beliefs, values, attributes, messages and information are effectively communicated to specific audiences.

The Design Units 1 and 2 course is for students who wish to study some of the many areas of design to ATAR level. This course provide the basic knowledge for those wishing to pursue higher education and careers in Communication Studies, Digital Design, Technical Graphics, Engineering, Architecture, Graphic Design, Product Design, Interior Design, Computer Aided Design and Marketing.

Through design projects (based on Product and Cultural Designs), students will develop and demonstrate their skills and understanding of design principles and processes. Students will have exposure to:

- 2D and 3D modelling techniques using Computer Aided Design and Manufacture
- 3D Prototyping
- Freehand sketching techniques
- Advanced line rendering techniques
- Layout and Typesetting techniques
- Interpretation of drawings and plans

Areas of theoretical content will include the principals and elements of design, communication methods, colour, tone, texture, font design, design strategies & processes and product design. Achievement will be obtained in; Design Understanding, Design Process, Application of Design and Design in Society.

ASSESSMENT OUTLINE

Production (Design Portfolio) 50%
Response 30%
Examination 20%

LEADS TO

A result of 60% or above in this subject is a recommended pre-requisite for Design ATAR Units 3 and 4 in Year 12.
DRAMA - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 English

SUGGESTED BACKGROUND
Successful completion of Drama in previous years

COURSE OUTLINE
Unit 1 – Representational, realist drama
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.

Unit 2 – Presentational, non-realist drama
The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

ASSESSMENT OUTLINE
Performance/ Production 40%
Response 40%
Written Examination 10%
Practical Examination 10%

EXCURSIONS/INCURSIONS/ CAMPS
Students will participate in excursions and incursions. These are compulsory and are formally assessed. These will be in the form of workshops and live performances. The estimated cost of these events is $85. A final costing will be calculated closer to the events.

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Drama ATAR Units 3 and 4 in Year 12.
ECONOMICS - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in a Humanities and Social Science subject

COURSE OUTLINE
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. It aims to analyse and understand the allocation and distribution of scarce resources that determine our wealth and wellbeing and develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business and government behaviour at the local, national and global levels.

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

Unit 2 – Macroeconomics
This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

ASSESSMENT OUTLINE
Data interpretation and short response 30%
Extended Answer 40%
Examination 30%

LEADS TO
A result of 65% or above in this subject is a recommended pre-requisite for Economics ATAR Units 3 and 4 in Year 12.
GEOGRAPHY - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in a Humanities and Social Science subject

COURSE OUTLINE
The study of geography draws on our curiosity about the diversity of the world’s places and their peoples, cultures and environments. It enables us to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

Unit 1 – Natural and Ecological Hazards
This unit focuses on understanding how natural and ecological hazards and their associated risks are perceived and managed at local, regional and global levels. Students will explore natural hazards, including atmospheric, hydrological and geomorphic hazards such as bushfires, flooding and earthquakes. They will also explore ecological hazards including diseases and pandemics. They will examine the concepts of risk management applying it to both hazards. Students will use and apply geographical inquiry tools and skills to model, assess and forecast risk and to investigate the risk associated with natural and ecological hazards.

Unit 2 – Global Networks and Interconnections
This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. Students will explore the ideas developed in the unit through two in-depth studies. One will examine the production and consumption of a selected commodity, good or service, such as a mineral ore or manufactured good and the other will study cultural diffusion, adoption and adaptation through political/social ideas or language. They will use and apply the geographical inquiry methods, tools and skills required to investigate the transformations taking place throughout the world.

ASSESSMENT OUTLINE
Geography inquiry 20%
Fieldwork/practical skills 20%
Short and extended response 30%
Examination 30%

EXCURSIONS/ INCursions/ CAMPS
Students will participate in excursions, which are compulsory are formally assessed. The approximate cost of the excursions is $70 per student plus transportation costs. A final costing will be calculated closer to the excursion date.

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Geography ATAR Units 3 and 4 in Year 12.
HUMAN BIOLOGY – ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Semester One Science

COURSE OUTLINE
This subject gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics.

Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

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

ASSESSMENT OUTLINE
Examinations 40%
Tests 25%
Practical Work 20%
Extended Answers 15%

LEADS TO
A result of 60% or above in this subject is a recommended prerequisite prior to Human Biology ATAR Units 3 and 4 in Year 12.
MATERIALS DESIGN AND TECHNOLOGY (WOOD) – ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Materials Design Technology (Wood), Materials Design Technology (Metal) or Design, or full Competence in Furnishing Certificate I

SUGGESTED BACKGROUND
Advantageous to have studied Year 10 Materials Design Technology (Wood) or Furnishing Certificate I

COURSE OUTLINE
Materials Design and Technology (Wood) is for students who wish to study a practical subject to ATAR level, and may wish to pursue higher education in the areas of furniture design, design and materials technology. It prepares students for a future in a technological world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

The aim of the course is for students to learn about the nature of designing for client and target audience. 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 impact and issues related to a variety of timbers and production techniques. Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the process of designing and manufacturing their own piece of hand crafted furniture.

ASSESSMENT OUTLINE
Design (Practical Portfolio) 25%
Production (Hand Crafted Practical Project) 50%
Response (Written) 25%

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
A result of 60% is a recommended pre-requisite for Materials Design Technology (Wood) ATAR Units 3 and 4 in Year 12.
MATHEMATICS APPLICATIONS
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 60% in Course 2 Mathematics

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

UNIT 1
Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spreadsheet.

Algebra and matrices continues the Year 7-10 curriculum study of algebra and introduces the 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 builds on and extends the knowledge and skills students developed in the Year 7-10 curriculum with the concept of similarity and associated calculations involving simple 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
Univariate data analysis and the statistical process develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

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.

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.

ASSESSMENT OUTLINE
Responses (Tests) 40%
Investigations 20%
Examinations 40%

LEADS TO
A result of at least 60% in this subject is a recommended pre-requisite for Mathematics Applications Units 3 and 4 in Year 12.
MATHEMATICS METHODS
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 70% in Course 1 Mathematics

COURSE OUTLINE
Mathematics Methods 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. Students require a CAS calculator to support the computational and graphical aspects of this subject.

Unit 1
This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. 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 inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence.

Unit 2
The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. 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 both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

ASSESSMENT OUTLINE
Responses (Tests) 40%
Investigations 20%
Examinations 40%

LEADS TO
A result of at least 60% in this subject is a recommended pre-requisite for Mathematics Methods Units 3 and 4 in Year 12.
MATHEMATICS SPECIALIST
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 80% in Course 1 Mathematics

CO-REQUISITES
A student must also be enrolled in Mathematics Methods to do this subject.

COURSE OUTLINE
Mathematics Specialist provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and use mathematical models more extensively. Students require a CAS calculator to support the computational and graphical aspects of this subject.

Unit 1
Unit 1 of the Mathematics Specialist ATAR course contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The proficiency strand reasoning of the Year 7–10 curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course. Geometry also provides the opportunity to summarise and extend students’ studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. Vectors in the plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3. Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students’ ability to construct mathematical arguments. The three topics considerably broaden students’ mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility.

Unit 2
Unit 2 of the Mathematics Specialist ATAR course contains three topics: Trigonometry, Matrices, and Real and complex numbers. Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students’ study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

ASSESSMENT OUTLINE
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<tr>
<td>Investigations</td>
<td>20%</td>
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<td>Examinations</td>
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LEADS TO
A result of at least 60% in this subject is a recommended pre-requisite for Mathematics Specialist Units 3 and 4 in Year 12.
MEDIA PRODUCTION AND ANALYSIS - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 English

SUGGESTED BACKGROUND
A high level of competency in written essays and an interest in media texts. The course complements the study of English ATAR. Media forms studied in English are critically analysed in more depth in Media Production and Analysis.

COURSE OUTLINE
This subject 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 the stories of others. Students learn the languages of media communication and how a story is constructed using representations.

Students will study two main units in Year 11:
• Pop Culture - this unit will introduce students to high definition filmmaking that will culminate in the production of their own music video.
• Journalism – this unit will introduce students to photojournalism, photography and the importance that a photo has in representing an event. Students will use the DSLR cameras to capture their own photographs.

ASSESSMENT OUTLINE
Investigations (take home essays) 20-30%
Productions 40-60%
Response (in class essays and exams) 20-30%

LEADS TO
A result of 60% or above in this subject is a recommended prerequisite for Media Production and Analysis ATAR Units 3 and 4 in Year 12.
MODERN HISTORY - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 English or at least 65% in a Humanities and Social Sciences subject.

COURSE OUTLINE
This subject enables students to study the forces that have shaped today's world and provides them with a broader and deeper understanding of the world. While the focus is on the 20th century, the course covers changes from the late 18th century towards the changing world of the 21st century.

The themes that run through the units include:
- Local, national and global conflicts and their resolution
- The rise of nationalism and its consequences
- The decline of imperialism and the process of decolonisation
- The struggle for the recognition of human rights
- The transformation of social and economic life
- The regional shifts in power and the rise of Asia
- The changing nature and influence of ideologies

Unit 1
This unit concentrates on the swashbuckling age of Empires. In this age of exploration brave sailors set out from Europe to discover new lands and their people and resources. Students undertaking this unit will examine the consequences of this exploration on indigenous people and also the modern world.

Unit 2
The main focus of this unit is the rise of Fascism in Germany. Germany considered that it was treated very harshly under the Treaty of Versailles at the end of World War One. Consequently Hitler rose out of a chaotic situation and Germany emerged as a modern day super power to challenge the world and therefore world safety and security.

ASSESSMENT OUTLINE
Historical Inquiry 20%
Explanation 20-30%
Source Analysis 20-30%
Examinations 30%

EXCURSIONS/INCURSIONS/CAMPS
Students will participate in an excursion and an incursion with a guest speaker. These are compulsory and are formally assessed. The estimated cost of these events is $50. A final costing will be calculated closer to the events.

LEADS TO
A result of 60% or above in this subject is a recommended prerequisite for Modern History ATAR Units 3 and 4 in Year 12.
MUSIC - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 English and at least 70% for both written and practical work in Music and completion of instrumental music or interview with The Head of Music.

COURSE OUTLINE
Across the two units, the study of a range of repertoire enables students to develop an understanding of the elements of music and apply these through creating, composing, performing and responding to music. Students explore how social, cultural and historical factors shape music. These units provide the opportunity for teachers to introduce students to music in the specific context/s being studied.

Students studying these units are expected to develop an understanding of the application of Western staff notation, this being an essential component of the of the ATAR Units 1 & 2 examination.

Written Course context: Contemporary (Rock and Pop).

ASSESSMENT OUTLINE
Written 50%
Practical 50%
(Practical context may be independent of context studied in class eg, Jazz Performance).

EXCURSIONS/INCURSIONS/ CAMPS
Students will participate in an excursion and may be required to attend another excursion or incursion during the course of the year. These are compulsory, however, are not formally assessed. Students are required to attend these excursions to gain a greater appreciation of the Arts subject that they are studying. The estimated cost of these events is $70. A final costing will be calculated closer to the events.

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
This subject is a pre-requisite for Music ATAR Units 3 and 4 in Year 12. Students must have passed both Written and Practical with a result of at least 70% in both sections in order to be eligible for Music ATAR Units 3 and 4.
OUTDOOR EDUCATION - ATAR
This subject is only suitable for ATAR students.

PRE-REQUISITES
At least 65% in Course 2 English and a B grade in Outdoor Education

SUGGESTED BACKGROUND
Year 9 and Year 10 Outdoor Education

COURSE OUTLINE
The focus of this subject is on being responsible in the outdoors and attaining independence in the outdoors. Students are exposed to the broad range of responsibilities involved in undertaking short duration expeditions. They explore the responsibilities involved in planning related to selecting appropriate resources, establishing a risk management process and enhancing their abilities to respond to an emergency.

Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They develop problem solving and decision-making skills, strategies for building effective group relationships and their outdoor leadership skills.

Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies and examine the role of technology in mediating their relationship with nature.

As part of this unit students will be required to participate in the following outdoor activities:
• Indoor Climbing
• Canoeing

ASSESSMENT OUTLINE
Investigation (Expedition planning) 10 - 20%
Performance 1 (Climbing and Canoeing) 20 - 30%
Performance 2 (Expedition performance) 20 - 30%
Response (Expedition journal and exams) 30 - 40%

EXCURSIONS/INCURSIONS/CAMPS
Students will participate in two expeditions. These are compulsory and are formally assessed. The estimated cost of these events is $350. A final costing will be calculated closer to the events.

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Outdoor Education ATAR Units 3 and 4 in Year 12.
PHYSICAL EDUCATION STUDIES - ATAR
This subject is only suitable for ATAR students.

PRE-REQUISITES
At least 65% in Course 2 English and a B grade in Physical Education

SUGGESTED BACKGROUND
Physical Education Major

COURSE OUTLINE
This subject offers students an insight into the diverse realm of Sports Science. Students will learn about the anatomy and physiology of the human body, the biomechanics of movement, sport psychology and the influences of learning and coaching.

There is also a practical component involved in the course where students will need to apply strategies and tactics to a range of tactical problems presented in given sports.

The course also looks at the application of fitness and conditioning principles to improve the performance of competitive athletes and how these athletes respond to varying conditions. This process will involve students participating in a number of laboratory activities and practical activities examining the body’s responses to exercise.

Physical Education Studies prepares students for a career in the Sport and Recreation Industry.

ASSESSMENT OUTLINE
Investigations 30%
Practical Performance 25%
Response (Tests and Exams) 45%

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Physical Education ATAR Units 3 and 4 in Year 12.
PHYSICS - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 75% in Semester 1 Science in and at least 50% in Course 1 Mathematics

COURSE OUTLINE
in this subject student 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. They 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 subject.

ASSESSMENT OUTLINE
Examinations 40%
Tests 30%
Practical Work 30%

EXCURSIONS/INCURSIONS/CAMPS
Students may be invited to participate in an excursion to Adventure World or STAWA Physics Day. The estimated cost of these events is $100. A final costing will be calculated closer to the events.

LEADS TO
A result of 60% or above in this subject is a recommended prerequisite for Physics ATAR Units 3 and 4 in Year 12.
PSYCHOLOGY — ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 Mathematics or at least 65% in Semester One Science

COURSE OUTLINE
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. 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. It 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.

Unit 1
This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, 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
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.

ASSESSMENT OUTLINE
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Investigation</td>
<td>20%</td>
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<tr>
<td>Response</td>
<td>30%</td>
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<tr>
<td>Project</td>
<td>20%</td>
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<tr>
<td>Examination</td>
<td>30%</td>
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</tbody>
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EXCURSIONS/INCURSIONS/ CAMPS
Excursions may be available. Details and costs will be advised at a later date.

LEADS TO
A result of 65% or above in this subject is a recommended pre-requisite for Psychology ATAR Units 3 and 4 in Year 12.
VISUAL ARTS - ATAR
This subject is only suitable for those students studying for an ATAR.

PRE-REQUISITES
At least 65% in Course 2 English

SUGGESTED BACKGROUND
At least a C grade in Visual Art in Year 9 or Year 10

COURSE OUTLINE
In this subject students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The subject promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. It allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Unit 1 – Differences
The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

Unit 2 – Identities
The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

The course content is divided into two areas:
- **Art interpretation**: Visual analysis, Personal response, Meaning and purpose and Social, cultural and historical contexts.

ASSESSMENT OUTLINE
Production 50%
Analysis 15%
Investigation 15%
Examination 20%

EXCURSIONS/INCURSIONS/CAMPS
Students will participate in an excursion and camp. These are compulsory and are formally assessed. The estimated cost of these events is $270. A final costing will be calculated closer to the events.

ADDITIONAL SUBJECT LEVY
This subject incurs an additional levy which will be finalised prior to commencing the subject. Further information may be obtained by contacting the Assistant Bursar.

LEADS TO
A result of 60% or above in this subject is a recommended pre-requisite for Visual Arts ATAR Units 3 and 4 in Year 12.