



2021

YEAR 11

CURRICULUM HANDBOOK

Responsibility & Relationships

Being responsible for one's health and body, one's education, the College environment and planning responsibility or future

Year 11 Pastoral Care Theme

A large orange circle with a white number "11" inside, positioned in the bottom right corner of the page.

This handbook is designed to assist students in selecting their courses for 2021 and should be read in conjunction with each of the following documents, as well as with information delivered at the:

**Year 11, 2021 Course Selection Night
Thursday, 18 June 2020***

and

**Year 11 Course Counselling Interviews
Monday, 20 July 2020**

** At the time of publication this information night will not require attendance at the College but will be available electronically.*

- Student Semester 1 Year 10 Report
- Course Recommendations
- [SCSA Year 10 Information Handbook 2020](#)
- [TISC University Admission 2023 Guide](#)

CURRICULUM HANDBOOK

YEAR 11, 2021

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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 6 to Year 7. It is exciting and challenging; exciting since it heralds a new beginning; challenging because it offers so many choices and options (more than forty courses 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 course selection. These changes include:

- (a) Introduction of new courses.
- (b) The compulsory retention of senior students, resulting in greater importance being placed on the less academic courses.
- (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 course, a Religious Education course and four other courses from a substantial list of courses 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 course as approved by the Bishops of Western Australia.

This booklet is an essential aide in meeting the challenge of course selection for Year 11. It has been carefully prepared and I am grateful to all those who have contributed to its preparation. I ask both students and parents to please take the time to read this handbook carefully.

Mr Chris Wallace
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. Information relating to the WACE, Secondary Graduation requirements, University and Institute requirements are provided to assist your decision-making process.

It is important that course 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 courses are not permitted after the School Curriculum and Standards Authority (SCSA) deadline. Students who do not qualify for certain courses will not be permitted to study these courses in Year 11 unless there are extenuating circumstances. Students should not enrol in a course on a trial basis. If a student needs to change courses, 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 course, and on the availability of other courses or student numbers in that course.

In order to achieve success in many upper school courses, students need to have demonstrated a high degree of academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with the Year 11 course content. Students should also be encouraged to study courses 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 courses in order to meet tertiary entrance requirements.

Each student will receive a list of those Year 11 courses 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 course requirements in Year 11. It would, therefore, be extremely unwise for students to ignore this advice. Students who choose courses 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

CHRISTIAN SERVICE LEARNING PROGRAM

Christian Service Learning was introduced to Mandurah Catholic College in 2007 and it is an expectation that all Mandurah Catholic College students complete a minimum of 30 hours of Christian Service Learning in the community over Years 10 to 12.

Underpinned by the spirituality of the Holy Family and College motto to "Seek Truth", the Christian Service Learning program offers students the opportunity to grow from a Catholic faith perspective as people of service and justice. The program focusses on learning life skills, encourages the habit of giving and using personal gifts and abilities to care for others. It has a unique educational value for our students as well as impacts on their personal, academic and social development.

Students are encouraged to give something back to the community while developing the values, skills and understandings needed to contribute to civic wellbeing. By educating students to "think of other", the program enables students to address many of the core shared values outlined in the National Curriculum and Gospel teachings as well as the core values of our College.

Christian Service is defined as:

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

The College encourages students to prioritise marginalised and vulnerable community members in the service learning activities and to also respond to the specific needs of the community at large.

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

- Conducted out of school hours
- Completed individually or collaboratively
- At least more than one different type of service activity
- Completed over one or more years

The College provides insurance for the students while they complete their Christian Service Learning.

RECORDING HOURS:

The College provides each student with a Journal which is the official record of a student's Christian Service Learning. It is the student's responsibility to maintain their Christian Service Learning Journal and to submit it to the Coordinator of Christian Service Learning by the due date so the hours can be recorded by the College. Students must also complete the guided reflection questions each year in their journal.

All Christian Service Learning hours and reflection questions must be completed by the end of Term 2, Year 12. Students who change schools before they have completed 30 hours of Christian Service should take their Journal, as a record of their hours, to the new school.

For more information please contact the Coordinator of Christian Service Learning.

CONTACTS

The following staff are available to give more detailed information to enable your child to select the course offerings best suited to their aspirations and abilities.

Principal	Mr Chris Wallace
Vice Principal	Mr Troy Francesconi
Deputy of Teaching and Learning	Mr Paschal McCarthy
Head of Learning Area - Religious Education	Mr Richard Sellwood
Director of The Arts	Mrs Torryl Blackwell
Head of Learning Area - English	Mr Chris Winters
Head of Learning Area - Health & Physical Education	Mr Matthew Ritikis
Head of Learning Area - Humanities & Social Science	Mrs Karen Hall
Head of Learning Area - Mathematics	Mr Ricky Pedersen
Head of Learning Area - Science	Mr Andrew Proctor
Head of Learning Area - Technologies	Mr Ian Pemberton
Head of Learning Area - Vocational Programmes	Mrs Michelle Lucas
Careers Counsellor	Mrs Lynn Wilson
Timetabling Co-ordinator	Mrs Sonia Stephenson
Head of Year 10 (Year 11 in 2021)	Miss Chloe Sullivan

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 Western Australia Certificate of Education (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 scores.

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 Australian Qualifications Framework (AQF) VET Certificate II or higher and in their other course achievements.

SUBJECT 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 complete 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, https://scsa.wa.edu.au](https://scsa.wa.edu.au).

MANDURAH CATHOLIC COLLEGE YEAR 11 AND YEAR 12 AWARDS

CHANEL DUFALL MEMORIAL SCHOLARSHIP

Chanel Dufall was a student entering Year 12 in 2006. Chanel was elected as St Bernadette's Cultural Captain and was keen to commence her final year at school with enthusiasm and passion. She did not commence Year 12 as she and her mother were tragically taken from us before the start of the academic year. Chanel's grandparents have donated this scholarship each year since 2006 in her memory. The Chanel Dufall Memorial Scholarship is a monetary award (\$1000) offered to a student entering Year 12 and shall be applied toward tuition only.

YEAR 11 CATENIANS' ASSOCIATION CHRISTIAN LEADERSHIP AWARD

The scholarship is awarded by the Catenians' Association to a student in Year 11 who has demonstrated exceptional Christian character and leadership abilities as well as proven consistent learning abilities and who has demonstrated servant-leadership by serving God in the Church, in school, and in the community. The Year 11 Christian Leadership Scholarship is a monetary award (\$500) that shall be applied toward tuition only. Candidates are evaluated on the basis of demonstrated Christian leadership.

YEAR 11 CALTEX ALL-ROUNDER AWARD

This is awarded to a student who excels in all areas of College life including sport, leadership and Christian living.

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.

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.

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.

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 art.

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.

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.

DUX OF VET PROGRAM

This is awarded to a Year 12 student who achieves the best overall performance in his or her subjects in Year 12.

PROXIME ACCESSIT

This is awarded to the Year 12 student who achieves the second top overall performance in his or her subjects based on the predicted ATAR score.

COLLEGE DUX

This is awarded to the Year 12 student who achieves the best overall performance in Year 12 in their ATAR subjects.

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, ie, achieving a Western Australian Certificate of Education (WACE). These can be found in the [WACE Manual 2020](#), available at. In response to these requirements, the College sets the following guidelines for all students to adhere when selecting courses 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) courses 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 courses for Year 11**, although we strongly recommend they choose five (5) or more.
- **VET students will do the course Career & Enterprise.** It incorporates an endorsed unit, Workplace Learning.

BREADTH AND DEPTH REQUIREMENTS

- **Students must complete one English course.**
- **Students must include at least one (1) List B course.** The table below shows courses offered at the College in Lists A and B. **Note:** Certificate courses cannot be used to fulfil this requirement.

List A - (arts/languages/social sciences)	List B - (mathematics/science/technology)
Business, Management & Enterprise	Accounting & Finance
Career and Enterprise	Biology
Children, Family & Community	Chemistry
Dance	Computer Science
Drama	Design
Economics	Earth & Environmental Science
English	Food Science & Technology
Geography	Human Biology
Health Studies	Integrated Science
Italian: Second Language	Materials Design & Technology
Literature	Mathematics
Media Production & Analysis	Outdoor Education
Modern History	Physical Education Studies
Music	Physics
Politics & Law	Psychology
Religion & Life	
Visual Arts	

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/>

COURSE SELECTION PROCESS

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

Vocational Education and Training (VET) Pathway	OR	ATAR Pathway
<ul style="list-style-type: none"> • This pathway provides access to employment, Training Institutes and alternative entry to university. • A total of six courses including :- <ul style="list-style-type: none"> ▪ Religion & Life General ▪ English General ▪ Career & Enterprise General • Work experience • Off-site training • Externally Set Tasks in Year 12 <p>See Page 14 for more information.</p>		<ul style="list-style-type: none"> • This pathway provides access to both university and Training Institutes • A total of six courses including:- <ul style="list-style-type: none"> ▪ Religion & Life General or Religion & Life ATAR ▪ English ATAR or Literature ATAR • External examinations in at least four courses in Year 12 <p>See Page 15 for more information.</p>

COURSES OFFERED

Courses listed on the following pages will be offered to Year 11 students for 2021. It is possible that if insufficient students choose a particular course, the College will not be able to proceed with that course. The College is also able to support students studying courses through the Catholic Education (WA) Virtual School Network (ViSN).

COURSE ENTRANCE REQUIREMENTS

Pre-requisites are established for entry to Year 11 courses. These pre-requisites are included in the course 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 course. For most Year 12 ATAR courses, satisfactory achievement in its corresponding Year 11 ATAR course 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 courses. Such pre-requisites and standards can be waived at the discretion of the Deputy of Teaching and Learning after consultation with the Head of Year or Head of Learning Area concerned.

Students are strongly advised not to enrol in any course for which they fail to meet the pre-requisites indicated.

COURSE COUNSELLING PROCESS

To ensure that each student has chosen an appropriate pathway and courses in Years 11 and 12 some middle managers have been trained as Course Counsellors. After the Year 10 Course 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**.

Students and their parents should consider their course selections over the July holiday in conjunction with their Semester 1 report and recommendations for each course. 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 courses;
- Check that they have chosen the correct balance of courses to ensure graduation eligibility;
- Refer the student and parents, if necessary with the relevant Head of Learning Area, to set appropriate academic targets if students and parents have a good case for choosing against recommendation.
- Guide the student to choose an alternative course 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 course 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.

The [Mandurah Catholic College Careers](#) website provides information on careers, post-secondary education providers, their courses and scholarships, as well as containing useful tools and information for both students and parents.

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 COURSES

Students will study:

- **Three Compulsory courses**
 - ✓ Religion and Life General
 - ✓ English General
 - ✓ Career and Enterprise General
- **Three elective courses**
 - ✓ At least one must be a General List B course.
 - ✓ Students may choose one (1) certificate course. If they wish to choose more than one certificate course 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 course 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 outlined below:

School Based Traineeships

- ✓ 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.

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.

Pathway Programs

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 is the perfect introduction into the world of work for senior secondary 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 courses at school
- Achieving an acceptable standard in their chosen courses

Enrolment Procedure

- Students select courses at the start of Term 3.
- Students are responsible for enrolment in Off-campus training. Applications can be collected from the VET 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

**Further information may be obtained by contacting the Head of Learning Area - Vocational Programs,
Mrs Michelle Lucas, at michelle.lucas@cewa.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 [TISC University Admission 2023 Guide](#).
- **Pre-requisites for Some University Courses**
Please refer to the [TISC University Admission 2023 Guide](#) 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 COURSE COMBINATIONS

Certain course combinations are not acceptable in relation to the calculation of the ATAR. Both courses 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 [TISC University Admission 2023 Guide](#).

EXTERNAL ASSESSMENTS

All Year 12 students enrolled in Units 3 and 4 of an ATAR course must sit the external examination.

HOW AN ATAR IS CALCULATED

The final mark awarded in each WACE examination course 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 courses 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 course 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 course 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 [TISC University Admission 2023 Guide](#).

COURSES OFFERED AT YEAR 11 FOR 2021

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Primarily Designed for Entrance to Training Institutes or Employment

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Virtual School Network (ViSN)

CERTIFICATE III BUSINESS (VET)	62
CURTIN UNIREADY (university enabling course)	
EARTH AND ENVIRONMENTAL SCIENCE ATAR	
ECONOMICS ATAR	
HEALTH STUDIES ATAR	
POLITICS AND LAW ATAR	

COMPULSORY COURSES

Some of these courses have 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 course after Semester 1 in Year 10 will need to consult with the Head of Learning Area and may have this reviewed at the end of Year 10.

RELIGION AND LIFE GENERAL

This course 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 is compulsory.

LEADS TO

This course is a pre-requisite for Religion & Life General, units 3 and 4, in Year 12. Students are strongly advised that Religion & Life General units 1 and 2 does not prepare students adequately for Religion and Life ATAR units 3 and 4.

RELIGION AND LIFE ATAR

This course 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 is compulsory.

LEADS TO

A result of 60% or above in this course is recommended for Religion & Life ATAR Units 3 and 4 in Year 12.

CAREER AND ENTERPRISE GENERAL (incorporating WORKPLACE LEARNING)

This course is compulsory for Vocational Education & Training students. ATAR students are welcome to select this course.

PRE-REQUISITES

Students must complete an application form in Term 3. 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 COURSE LEVY

This course incurs an additional levy of approximately \$350, which includes TAFE training, Personal Protective Equipment, Induction Day, Interview Test, First Aid training and logbook.

LEADS TO

Certificate II in Skills for Work and Vocational Pathways.

ENGLISH GENERAL

This course 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 every day, 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%

LEADS TO

This course is the minimum pre-requisite for English General Units 3 and 4 in Year 12.

ENGLISH FOUNDATION

This course is only available to students who have not successfully achieved Level 3 in Reading and Writing in OLNA.

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%

LEADS TO

On successful attainment of minimum standard of literacy students will enrol in English General.

ENGLISH ATAR

This course 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. This incursion is linked to an assessment and is compulsory.

LEADS TO

A result of 60% or above in this course is a recommended pre-requisite for English ATAR Units 3 and 4 in Year 12.

LITERATURE ATAR

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

PRE-REQUISITES	At least 75% in Course 1 English	
SUGGESTED BACKGROUND	A high level of competency in written assessments	
COURSE OUTLINE	<p>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.</p> <p>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.</p>	
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 three plays per year.	
LEADS TO	A result of 60% or above in this course is a recommended pre-requisite for Literature ATAR Units 3 and 4 in Year 12.	

NON-COMPULSORY COURSES

**Primarily Designed for Entrance to
Training Institutes or Employment**

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES	None				
SUGGESTED BACKGROUND	At least C grade in Course 2 English and HASS				
COURSE OUTLINE	<p>The Business Management and Enterprise General course gives students the opportunity to understand how vital business is in society. In a constantly changing world, individuals, businesses and nations must adapt their position in a global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle of day-to-day running and continuing viability and expansion of a business.</p> <p>Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.</p> <p>The focus of Unit 1 is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.</p> <p>The focus of Unit 2 is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.</p>				
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Business research</td> <td>40%</td> </tr> <tr> <td>Response</td> <td>60%</td> </tr> </table>	Business research	40%	Response	60%
Business research	40%				
Response	60%				
EXCURSIONS/INCURSIONS/CAMPS	Business corporate speakers will be invited in to discuss enterprise and business ideas.				
LEADS TO	A result of 60% or above in this subject is a recommended pre-requisite for Business Management General Units 3 and 4 in Year 12.				

CHILDREN, FAMILY AND THE COMMUNITY GENERAL

This course 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	<p>This course aims to promote a better understanding of families, relationships and communities. Students are provided with knowledge and opportunities to explore and observe family uniqueness, role of families, relationships between families and their communities and factors that affect development.</p> <p>Students will learn that promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities. This is done through shared research practice, decision making, goal setting, self-management and cooperation skills.</p> <p>This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.</p>						
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Investigations</td> <td>30%</td> </tr> <tr> <td>Production</td> <td>55%</td> </tr> <tr> <td>Response</td> <td>15%</td> </tr> </table>	Investigations	30%	Production	55%	Response	15%
Investigations	30%						
Production	55%						
Response	15%						
ADDITIONAL COURSE LEVY	This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.						
LEADS TO	This course leads to Children Family and the Community General Units 3 and 4 in Year 12.						

COMPUTER SCIENCE GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES	None						
SUGGESTED BACKGROUND	Year 9 or Year 10 Digital Technology						
COURSE OUTLINE	<p>This 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; the representation of data; and how data are represented and structured symbolically.</p> <p>Students will study content, including the following topics:</p> <ul style="list-style-type: none"> • collecting, managing and analysing data • defining problems • designing solutions • implementing and evaluating solutions • communicating, collaborating and managing projects <p>Unit 1 – Personal use of computer systems</p> <p>This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases. While considering personal needs, students examine the social, ethical and legal implications of personal computer use.</p> <p>Unit 2 – Personal use of communication and information systems</p> <p>This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.</p> <p>At the completion of Units 1 and 2, students will gain the general capabilities that encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. These encompass; Literacy, Numeracy, Information and Communication technology capability, Critical and Creative Thinking, Personal and Social Capability and Ethical Understanding in relation to Computer Science. Students learn to formulate problems, logically organise and analyse data, and represent it in abstract forms. They automate solutions through algorithmic logic. Students decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions.</p>						
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Project</td> <td>60%</td> </tr> <tr> <td>Theory Test</td> <td>20%</td> </tr> <tr> <td>Practical Test</td> <td>20%</td> </tr> </table>	Project	60%	Theory Test	20%	Practical Test	20%
Project	60%						
Theory Test	20%						
Practical Test	20%						
LEADS TO	This course leads to Computer Science General Units 3 and 4 in Year 12.						

DANCE GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES	None				
SUGGESTED BACKGROUND	Dance in Years 9 and/or 10				
COURSE OUTLINE	<p>Unit 1- Exploring the Components of Dance</p> <p>The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection, and response. Technologies and design concepts are introduced to the planning stage of dance creation.</p> <p>A thorough study of dance genres enables students to place dance in its time and place to better understand its functions in society.</p> <p>Dance Genres: Contemporary and Jazz</p> <p>Unit 2 – Dance as Entertainment</p> <p>Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.</p> <p>Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.</p> <p>Dance Genres: Contemporary and Tap</p> <p>The course content is divided into three areas:</p> <ul style="list-style-type: none"> • <u>Choreography</u>: Choreographic processes, Dance language, Design concepts and technologies. • <u>Performance</u>: Skills and technique, Safe and healthy dance, Experiential anatomy, Performance qualities and preparation responsibilities • <u>Contextual knowledge</u>: Functions and contexts of dance, Case study, 				
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Performance/Production</td> <td style="text-align: right;">70%</td> </tr> <tr> <td>Response</td> <td style="text-align: right;">30%</td> </tr> </table>	Performance/Production	70%	Response	30%
Performance/Production	70%				
Response	30%				
EXCURSIONS/INCURSIONS/CAMPS	Students will participate in an excursion to view a live Dance performance. This is a compulsory part of the course which may occur after school hours or on a weekend.				
LEADS TO	The successful completion of this course is the recommended pre-requisite for Dance General Units 3 and 4 in Year 12.				

DRAMA GENERAL

This course 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 successful completion of Drama in previous years				
COURSE OUTLINE	<p>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.</p> <p>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.</p>				
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Performances / Production</td> <td>70%</td> </tr> <tr> <td>Response</td> <td>30%</td> </tr> </table>	Performances / Production	70%	Response	30%
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.				
LEADS TO	This course leads to Drama General Units 3 and 4 in Year 12.				

FOOD SCIENCE AND TECHNOLOGY GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES	None						
SUGGESTED BACKGROUND	Completed Year 9 or 10 Food Science and Technology with at least a C grade						
COURSE OUTLINE	<p>The Food Science and Technology General Course develops student interest and skills through the design, production and management of food related tasks.</p> <p>Students will learn that food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. They will gain understanding through the practical and theoretical elements that science and technology has an important role in understanding how the properties of food are used to meet the needs of consumers, producers and changing consumer demands.</p> <p>Practical and theoretical elements of the course include food preparation, cooking skills and methods, food presentation, menu planning, nutrition & health promotion, occupational health and safety and food science.</p>						
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Investigations</td> <td>30%</td> </tr> <tr> <td>Production</td> <td>60%</td> </tr> <tr> <td>Response</td> <td>10%</td> </tr> </table>	Investigations	30%	Production	60%	Response	10%
Investigations	30%						
Production	60%						
Response	10%						
ADDITIONAL COURSE LEVY	This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.						
LEADS TO	This course leads to Food Science and Technology General Units 3 and 4 in Year 12.						

HUMAN BIOLOGY GENERAL

This course 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	<p>This course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.</p> <p>Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.</p>						
ASSESSMENT OUTLINE	<table> <tr> <td>Tests</td> <td>40%</td> </tr> <tr> <td>Practical Work</td> <td>20%</td> </tr> <tr> <td>Extended Answers</td> <td>40%</td> </tr> </table>	Tests	40%	Practical Work	20%	Extended Answers	40%
Tests	40%						
Practical Work	20%						
Extended Answers	40%						
LEADS TO	This course leads to Human Biology General Units 3 and 4 in Year 12. The course content deals directly and indirectly with many different occupations in areas, such as nursing, social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.						

INTEGRATED SCIENCE GENERAL

This course 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	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • forensic science • rocketry • kitchen chemistry • cosmetics • marine archaeology • mining 						
ASSESSMENT OUTLINE	<table> <tr> <td>Tests</td> <td>20%</td> </tr> <tr> <td>Practical Work</td> <td>50%</td> </tr> <tr> <td>Extended Answers</td> <td>30%</td> </tr> </table>	Tests	20%	Practical Work	50%	Extended Answers	30%
Tests	20%						
Practical Work	50%						
Extended Answers	30%						
EXCURSIONS/INCURSIONS/CAMPS	Students may participate in an excursion relevant to the context being studied.						
LEADS TO	This course leads to Integrated Science General Units 3 and 4 in Year 12.						

MATERIALS DESIGN AND TECHNOLOGY METAL GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES	None						
SUGGESTED BACKGROUND	Prior experience in Design Technology Wood, Metal or Design						
COURSE OUTLINE	<p>The Materials Design and Technology Metal General course has a focus on the design and manufacture of products using different metal sections. Students have the opportunity to develop their design skills which will lead to the manufacture of high quality products.</p> <p>Students will follow design briefs that will allow them to research materials, construction and finishes, analyse existing solutions and create suitable specifications. They will also produce designs and plan for the manufacture of a two high quality practical projects.</p> <p>A range of practical skills will be developed using traditional and modern construction techniques that will include the use of hand tools, hand power tools and welding. These skills will be put to use and demonstrated in the manufacture of:</p> <ul style="list-style-type: none"> • A rocket stove • A water feature <p>Theory elements of this course will include the properties of materials, project planning & costings, workshop terminology and occupational safety and health.</p> <p>This course will provide students with a portfolio of evidence towards future careers in the fabrication, building & construction, plumbing and electrical trades industries. It also allow for students to build on knowledge gained in Vocational Education.</p>						
ASSESSMENT OUTLINE	<table> <tr> <td>Design</td> <td>25%</td> </tr> <tr> <td>Production</td> <td>60%</td> </tr> <tr> <td>Response</td> <td>15%</td> </tr> </table>	Design	25%	Production	60%	Response	15%
Design	25%						
Production	60%						
Response	15%						
ADDITIONAL COURSE LEVY	This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.						
LEADS TO	This course leads to Materials Design and Technology Metal General Units 3 and 4 in Year 12						

MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES	None						
SUGGESTED BACKGROUND	Prior experience in Design Technology Wood, Metal or Design						
COURSE OUTLINE	<p>The Materials Design and Technology Wood General course has a focus on the design and manufacture of products using timbers and manufactured boards. Students have the opportunity to develop their design skills which will lead to the manufacture of high quality products.</p> <p>Students will follow design briefs that will allow them to research materials, construction and finishes, analyse existing solutions and create suitable specifications. They will also produce designs and plan for the manufacture of a two high quality practical projects.</p> <p>A range of practical skills will be developed using traditional and modern construction techniques that will include the use of hand tools, hand power tools and machinery. These skills will be put to use and demonstrated in the manufacture of:</p> <ul style="list-style-type: none"> • A storage device • A personalised coffee table <p>Theory elements of this course will include the properties and aesthetics of materials, project planning & costings, workshop terminology and occupational safety and health.</p> <p>This course will provide students with a portfolio of evidence towards future careers in the cabinetry, building & construction, carpentry and electrical trades industries. It also allow for students to build on knowledge gained in Vocational Education.</p>						
ASSESSMENT OUTLINE	<table> <tr> <td>Design</td> <td>25%</td> </tr> <tr> <td>Production</td> <td>60%</td> </tr> <tr> <td>Response</td> <td>15%</td> </tr> </table>	Design	25%	Production	60%	Response	15%
Design	25%						
Production	60%						
Response	15%						
ADDITIONAL COURSE LEVY	This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.						
LEADS TO	This course leads to Materials Design and Technology Wood General Units 3 and 4 in Year 12.						

MATHEMATICS ESSENTIAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES

At least a C grade in Mathematics General

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 course. 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, and 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%

LEADS TO

This course is a pre-requisite for Mathematics Essentials Units 3 and 4 in Year 12.

MEDIA, PRODUCTION AND ANALYSIS GENERAL

This course 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	<p>The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. This course has both written and practical components</p> <p><u>Unit 1- Mass Media</u> The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.</p> <p><u>Unit 2 – Point of view</u> Students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.</p>				
ASSESSMENT OUTLINE	<table> <tr> <td>Productions</td> <td>70%</td> </tr> <tr> <td>Response</td> <td>30%</td> </tr> </table>	Productions	70%	Response	30%
Productions	70%				
Response	30%				
LEADS TO	This course leads to Media, Production and Analysis General Units 3 and 4 in Year 12.				

MUSIC GENERAL

This course 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	<p>Students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historic factors shape music in the specific context selected for study.</p> <p>Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.</p>
ASSESSMENT OUTLINE.	<p>Aural and Theory 20-25%</p> <p>Composing and Arranging 15-20%</p> <p>Investigation and Analysis 15-20%</p>
LEADS TO	This course leads to Music General Units 3 and 4 in Year 12.

OUTDOOR EDUCATION GENERAL

This course 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	<p>This course 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.</p> <p>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.</p> <p>The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.</p> <p>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:</p> <ul style="list-style-type: none"> • Hiking • Navigation • Canoeing • Mountain Biking • Climbing/Abseiling 								
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Investigation</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Performance 1 (Practical Skills Assessment)</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Performance 2 (Expedition performance)</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Response (Expedition journal)</td> <td style="text-align: right;">25%</td> </tr> </table>	Investigation	25%	Performance 1 (Practical Skills Assessment)	30%	Performance 2 (Expedition performance)	20%	Response (Expedition journal)	25%
Investigation	25%								
Performance 1 (Practical Skills Assessment)	30%								
Performance 2 (Expedition performance)	20%								
Response (Expedition journal)	25%								
INCURSIONS/EXCURSIONS/CAMPS	Students <u>must</u> participate in an expedition each semester. These are compulsory and are formally assessed.								
ADDITIONAL COURSE LEVY	This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.								
LEADS TO	This course leads to Outdoor Education General Units 3 and 4 in Year 12.								

PHYSICAL EDUCATION STUDIES GENERAL

This course 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

Practical (Performance)	50%
Investigation	25%
Response	25%

LEADS TO

This course leads to Physical Education General Units 3 and 4 in Year 12.

VISUAL ARTS GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.

PRE-REQUISITES	None						
SUGGESTED BACKGROUND	Prior experience in Visual Arts						
COURSE OUTLINE	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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	<table> <tr> <td>Production</td> <td>70%</td> </tr> <tr> <td>Analysis</td> <td>15%</td> </tr> <tr> <td>Investigation</td> <td>15%</td> </tr> </table>	Production	70%	Analysis	15%	Investigation	15%
Production	70%						
Analysis	15%						
Investigation	15%						
ADDITIONAL COURSE LEVY	This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.						
LEADS TO	This course leads to Visual Arts General Units 3 and 4 in Year 12.						

NON-COMPULSORY COURSES

Designed for Preparation for University Entrance (ATAR)

Each course 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 course 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 course is only suitable for those students studying for an ATAR.

PRE-REQUISITES

At least 65% in a Humanities and Social Science course. Competence in English and 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%

EXCURSIONS/INCURSIONS/CAMPS

Students will participate in an excursion, 'Meet the business Leader' in Perth. The costing for this event will be calculated nearer the time.

LEADS TO

A result of 60% or above in this course is a recommended pre-requisite for Accounting and Finance ATAR Units 3 and 4 in Year 12.

BIOLOGY ATAR

This course 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.

LEADS TO

A result of 60% or above in this course is a recommended pre-requisite for Biology ATAR Units 3 and 4 in Year 12.

CHEMISTRY ATAR

This course 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 Pre-Applications Mathematics

COURSE OUTLINE

This course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students 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.

LEADS TO

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

DANCE ATAR

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

PRE-REQUISITES	None				
SUGGESTED BACKGROUND	Dance in Years 9 and/or 10				
COURSE OUTLINE	<p>Unit 1- Popular Culture In this unit students explore the use of dance in popular culture and study the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations, and appreciate that informed responses should take into account the varying contexts within which dance works are created. Prescribed genre: Contemporary Additional Genre: Jazz</p> <p>Unit 2 – Australian Dance Students will gain an understanding of the diverse range of functions and contexts of dance in Australia. This course allows students to make relevant comparisons between their own dance and the dance of others. They analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community. Prescribed genre: Contemporary Additional Genre: Tap</p> <p>The course content is divided into three areas:</p> <ul style="list-style-type: none"> • <u>Choreography</u>: Choreographic processes, Dance language, Design concepts and technologies. • <u>Performance</u>: Skills and technique, Safe and healthy dance, Experiential anatomy, Performance qualities and preparation responsibilities • <u>Contextual knowledge</u>: Functions and contexts of dance, Case study, 				
ASSESSMENT OUTLINE	<table border="0"> <tr> <td>Performance/Production</td> <td>60%</td> </tr> <tr> <td>Response</td> <td>40%</td> </tr> </table>	Performance/Production	60%	Response	40%
Performance/Production	60%				
Response	40%				
EXCURSIONS/INCURSIONS/CAMPS	Students will participate in an excursion to view a live Dance performance. This is a compulsory part of the course which may occur after school hours or on a weekend.				
LEADS TO	The successful completion of this course is the recommended pre-requisite for Dance ATAR Units 3 and 4 in Year 12.				

DESIGN ATAR

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

PRE-REQUISITES	At least 70% in Design, Materials Design Technology (Wood), Materials Design Technology (Metal) and competence in English	
SUGGESTED BACKGROUND	Year 9 or Year 10 Design	
COURSE OUTLINE	<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>	
ASSESSMENT OUTLINE	Production (Design Portfolio)	50%
	Response	30%
	Examination	20%
LEADS TO	A result of 60% or above in this course is a recommended pre-requisite for Design ATAR Units 3 and 4 in Year 12.	

DRAMA ATAR

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

PRE-REQUISITES	Competence in English								
SUGGESTED BACKGROUND	Successful completion of Drama in previous years								
COURSE OUTLINE	<p>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.</p> <p>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.</p>								
ASSESSMENT OUTLINE	<table> <tr> <td>Performance/ Production</td> <td>40%</td> </tr> <tr> <td>Response</td> <td>40%</td> </tr> <tr> <td>Written Examination</td> <td>10%</td> </tr> <tr> <td>Practical Examination</td> <td>10%</td> </tr> </table>	Performance/ Production	40%	Response	40%	Written Examination	10%	Practical Examination	10%
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.								
LEADS TO	A result of 60% or above in this course is a recommended pre-requisite for Drama ATAR Units 3 and 4 in Year 12.								

GEOGRAPHY ATAR

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

PRE-REQUISITES

At least 65% in a Humanities and Social Sciences course

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 and will focus on bushfires, cyclones or earthquakes as their first depth study. They will also explore ecological hazards, such as a biological or chemical hazard as their second depth study. For both studies the concepts of risk management will be examined. Students will use and apply geographical inquiry tools and skills to assess and forecast the risks associated with natural and ecological hazards.

Unit 2 – Global Networks and Interconnections

This unit focuses on the process of 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. Students will explore the ideas developed in the unit through two in-depth studies. One will examine the production and consumption of a good, commodity or service, such as wine. The second depth study investigates the diffusion, adoption and adaptation of music, fashion or sport (football) as an element of culture. They will use and apply the geographical inquiry methods, tools and skills required to investigate the transformations taking place throughout our ever 'shrinking' world.

ASSESSMENT OUTLINE

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

EXCURSIONS/ INCURSIONS/CAMPS

Students will be required to complete fieldwork, which is a vital component of their course work and as such students will attend two excursions, which will be formally assessed.

LEADS TO

A result of 60% or above in this course is a recommended pre-requisite for Geography ATAR Units 3 and 4 in Year 12.

This course may be available as an online course of study through the Virtual School Network (ViSN) should minimal enrolments occur. Student interviews will need to apply for suitability of online courses.

HUMAN BIOLOGY ATAR

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

PRE-REQUISITES

At least 65% in Semester One Science

COURSE OUTLINE

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

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

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

ASSESSMENT OUTLINE

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

LEADS TO

A result of 60% or above in this course is a recommended pre-requisite prior to Human Biology ATAR Units 3 and 4 in Year 12.

MATHEMATICS APPLICATIONS

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

PRE-REQUISITES

At least 60% in Pre-Applications 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 spread sheets.

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 course is a recommended pre-requisite for Mathematics Applications Units 3 and 4 in Year 12.

MATHEMATICS METHODS

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

PRE-REQUISITES

At least 65% in Pre-Methods 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 course.

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 course is a recommended pre-requisite for Mathematics Methods Units 3 and 4 in Year 12.

MATHEMATICS SPECIALIST

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

PRE-REQUISITES

At least 80% in Pre-Methods Mathematics

CO-REQUISITES

A student must also be enrolled in Mathematics Methods to do this course.

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 course.

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

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

LEADS TO

A result of at least 60% in this course is a recommended pre-requisite for Mathematics Specialist Units 3 and 4 in Year 12.

MEDIA PRODUCTION AND ANALYSIS ATAR

This course 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 course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret 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 course is a recommended pre-requisite for Media Production and Analysis ATAR Units 3 and 4 in Year 12.

MODERN HISTORY ATAR

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

PRE-REQUISITES

At least 65% in a Humanities and Social Sciences course

COURSE OUTLINE

This course 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 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

Students examine the significance of the modern era, including the ideas that inspired them and their consequences. Students examine one elective – The Age of Imperialism (1848-1914). The focus of this unit looks at the main causes of imperial expansion including the emergence of market economies in Europe and the establishment of new colonies in Africa, Asia and the Pacific.

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 powerful European nation to challenge the world and therefore world safety and security.

ASSESSMENT OUTLINE

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

LEADS TO

A result of 60% or above in this course is a recommended pre-requisite for Modern History ATAR Units 3 and 4 in Year 12.

OUTDOOR EDUCATION ATAR

This course is only suitable for ATAR students.

PRE-REQUISITES	Competence in English and a B grade in Outdoor Education										
SUGGESTED BACKGROUND	Year 9 and Year 10 Outdoor Education										
COURSE OUTLINE	<p>The focus of this course 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.</p> <p>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.</p> <p>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.</p> <p>As part of this unit students will be required to participate in the following outdoor activities:</p> <ul style="list-style-type: none"> • Indoor Climbing • Canoeing 										
ASSESSMENT OUTLINE	<table> <tr> <td>Investigation (Expedition planning)</td> <td>20%</td> </tr> <tr> <td>Performance 1 (Climbing and Canoeing)</td> <td>10%</td> </tr> <tr> <td>Performance 2 (Expedition performance)</td> <td>20%</td> </tr> <tr> <td>Response (Expedition journal and exams)</td> <td>20%</td> </tr> <tr> <td>Exam</td> <td>30%</td> </tr> </table>	Investigation (Expedition planning)	20%	Performance 1 (Climbing and Canoeing)	10%	Performance 2 (Expedition performance)	20%	Response (Expedition journal and exams)	20%	Exam	30%
Investigation (Expedition planning)	20%										
Performance 1 (Climbing and Canoeing)	10%										
Performance 2 (Expedition performance)	20%										
Response (Expedition journal and exams)	20%										
Exam	30%										
INCURSIONS/EXCURSIONS/CAMPS	Students will participate a three-day expedition in Semester 1 and a four-day expedition in Semester 2. These are compulsory and are formally assessed.										
ADDITIONAL COURSE LEVY	This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.										
LEADS TO	A result of 60% or above in this course is a recommended pre-requisite for Outdoor Education ATAR Units 3 and 4 in Year 12.										

PHYSICAL EDUCATION STUDIES ATAR

This course is only suitable for ATAR students.

PRE-REQUISITES	Competence in English and a B grade in Physical Education								
SUGGESTED BACKGROUND	Physical Education Major								
COURSE OUTLINE	<p>This course 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.</p> <p>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.</p> <p>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.</p> <p>Physical Education Studies prepares students for a career in the Sport and Recreation Industry.</p>								
ASSESSMENT OUTLINE	<table> <tr> <td>Practical (Performance)</td> <td>30%</td> </tr> <tr> <td>Investigation</td> <td>15%</td> </tr> <tr> <td>Response</td> <td>15%</td> </tr> <tr> <td>Examination</td> <td>40%</td> </tr> </table>	Practical (Performance)	30%	Investigation	15%	Response	15%	Examination	40%
Practical (Performance)	30%								
Investigation	15%								
Response	15%								
Examination	40%								
LEADS TO	A result of 60% or above in this course is a recommended pre-requisite for Physical Education ATAR Units 3 and 4 in Year 12.								

PHYSICS ATAR

This course 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 Mathematics Pre-Applications.

COURSE OUTLINE

in this course 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 course.

ASSESSMENT OUTLINE

Examinations	40%
Tests	30%
Practical Work	30%

EXCURSIONS/INCURSIONS/ CAMPS

Students will participate in an excursion to Adventure World.

LEADS TO

A result of 60% or above in this course is a recommended pre-requisite for Physics ATAR Units 3 and 4 in Year 12.

PSYCHOLOGY ATAR

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

PRE-REQUISITES

Pre-Applications 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

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

LEADS TO

A result of 65% or above in this course is a recommended pre-requisite for Psychology ATAR Units 3 and 4 in Year 12.

VISUAL ARTS ATAR

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

PRE-REQUISITES

Competence in English

SUGGESTED BACKGROUND

Visual Arts in Years 9 and/or 10

COURSE OUTLINE

In this course students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course 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 for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Unit 2 – Identities

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

The course content is divided into two areas:

- Art making: Inquiry, Visual language, Visual influence, Art forms, Media and Techniques, Art practice, Presentation and Reflection.
- 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.

ADDITIONAL COURSE LEVY

This course incurs an additional levy which will be finalised prior to commencing the course. Further information may be obtained by contacting the Assistant Business Manager.

LEADS TO

The successful completion of this course is the recommended pre-requisite for Visual Arts ATAR Units 3 and 4 in Year 12.

VIRTUAL SCHOOL NETWORK (ViSN)

The Virtual School Network (ViSN) allows students to study online with a teacher from another Catholic school in Western Australia. Courses that can be offered through ViSN but are not otherwise available at Mandurah Catholic College are:

CERTIFICATE III BUSINESS (VET)

CURTIN UNIREADY (university enabling course)

EARTH AND ENVIRONMENTAL SCIENCE ATAR

ECONOMICS ATAR

HEALTH STUDIES ATAR

POLITICS AND LAW ATAR

If you are interested in studying a course through the ViSN program please read the [Virtual School Network 2021 Handbook](#) and speak with the Coordinator of Timetabling or Deputy of Teaching and Learning. You will be required to complete additional documentation and have an interview. Places are limited.