

# Senior Secondary Course Continuation Booklet



Year 12 :: 2022



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## SENIOR SECONDARY

For many students, Year 12 is a continuation of Year 11 and students study a similar academic program. For others it may see a change of direction. To enable students to complete the programs that were started in Year 11, the timetable grid for **Year 12 2022** is based on the timetable grid used in Year 11 2021. It is important that students review their course selection carefully at this time. For some students this reflection may assist to identify specific goals for the future. Others may identify a need to change direction and subsequently modify their academic program.

This booklet recaps the information that was published in 2020 when students made selections for Year 11. It describes the ATAR and GENERAL courses which follow on from the courses being studied this year. The expectation of the School is that students will progress through the unit pairs of a particular course. In other words, we would expect a student who has studied units 1 and 2 in a particular ATAR or GENERAL course in Year 11 to move into units 3 and 4 of that course in Year 12. Advice on Year 11 to Year 12 pathways are provided later in this booklet. Although this pathway will be followed by the vast majority of students it is not always the case. Some students may elect to alter their academic program at this point. Should a student be finding the Year 11 academic courses very challenging, it is sensible to consider a possible vocational pathway. If so, it is very important to speak with Mrs Walker early to investigate the opportunities available through TAFE.

When reviewing course selections for Year 12, students and parents should be aware of the requirements for achieving a Western Australian Certificate of Education (WACE). These are described later in this document. In particular it should be noted that every Year 12 student is required to complete either a minimum of four Year 12 ATAR courses or a Certificate II or higher in order to satisfy the WACE requirements. Further, a student is required to achieve a minimum of fourteen 'C' grades in Year 11 and 12 units with a minimum of six grades from Year 12 courses. Additionally, students must complete 10 units or equivalent in Year 12. This is a change from previous years where course grades could be 'averaged'. Students and parents should only select courses where there is a realistic expectation of a student achieving a minimum of a 'C' grade. Students who achieved a 'D' or 'E' grade should seek further advice from course teachers before selecting that course for Year 12.

Students should also be aware that units 3 and 4 are required to be taught and examined as a pair. This means students must take year-long courses in Year 12 and once started there can be no movement between units. It is therefore even more important that students select their courses carefully, having consulted widely with teachers, parents and having investigated the requirements for future study or training. The School reserves the right to insist that a student must have obtained a 'C' grade, by the end of the year, in any Year 11 course to be eligible to progress into the subsequent Year 12 course in 2022.

All Year 12 ATAR courses have compulsory externally set examinations. Year 12 GENERAL courses do not have examinations, but students are required to take an 'Externally Set Task' in each GENERAL course which is marked by teachers and reviewed externally to the School. This task is worth 15% of the year

Each Learning Faculty section in this booklet describes the Year 12 courses offered and indicates which courses we would expect students to move into from Year 11 courses. Students are asked to nominate their selection of courses on the sheet which is provided with this booklet. Changes to programs and courses would need to be accommodated in the grid and would need to be discussed on an individual basis. On occasions changes in course combinations could be impossible due to the timetable established in 2021. It should be noted that whilst every effort will be made to accommodate student requests, the initial priority is to ensure that all students who wish to, may continue on the academic program established in Year 11.



Year 12 courses will begin straight after the Year 11 examinations in Week 6 of Term 4, 2021, beginning with a day long retreat for Year 11 students moving into Year 12. This gives students approximately a four week academic program based on the Year 12 syllabus which allows a seamless progression into Year 12 next year.

During this four week program at least one piece of assessment should occur in each course unit. Students will have an opportunity to review their choices during the final four weeks of term.

Some general detail is provided in the next pages, to remind parents and students about the requirements for achieving a WACE, and about entry to TAFE and University. Each Learning Faculty then provides information on the course progression available and some further detail on the courses available in the area. For further information, I would encourage students and parents to speak with current teachers. I am also available to assist students and parents with these decisions.

A Year 11 Parent/Student/Teacher evening, scheduled to be held on Thursday, 19 August is provided to give parents and students the opportunity to review selections in addition to discussing current progress. Student are welcome to submit their 2022 selections. They may prefer to wait until after the Parent/Student/Teacher evening. However, I would ask that all forms are returned by Friday, 27 August.

### Useful Resources

The following websites will be helpful to you in giving detailed information about TAFE and university courses:

<a href="http://www.tisc.edu.au">www.tisc.edu.au</a>	<b>Tertiary Institutions Service Centre (University Admission)</b>
<a href="http://www.scsa.edu.au">www.scsa.edu.au</a>	<b>School Curriculum and Standards Authority (SCSA) (Course outlines, information about WACE)</b>
<a href="http://www.trainingwa.wa.gov.au">www.trainingwa.wa.gov.au</a>	<b>Department of Training and Workforce Development</b>
<a href="http://www.curtin.edu.au">www.curtin.edu.au</a>	<b>Curtin University</b>
<a href="http://www.ecu.edu.au">www.ecu.edu.au</a>	<b>Edith Cowan University</b>
<a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a>	<b>Murdoch University</b>
<a href="http://www.uwa.edu.au">www.uwa.edu.au</a>	<b>University of Western Australia</b>
<a href="http://www.nd.edu.au">www.nd.edu.au</a>	<b>University of Notre Dame</b>

Mr David White  
Director of Studies

August 2021



## YEAR 12, 2022 COURSE SELECTION TIMETABLE 2021

<b>Thursday, 19 August</b>	<b>Year 11 Parent/Student/Teacher Meetings</b>
<b>Friday, 27 August</b>	<b>Provisional Course Selections due</b>
Staff review of student choices, with counselling, where appropriate.	
Final Grid Publication and Issue of Course Confirmation Slips Date to be advised (early Term 4)	

**YEAR 12 – 2022**

**COURSES START**

**TUESDAY 16 NOVEMBER**

**(WEEK 6 - TERM 4)**



## SENIOR SECONDARY EDUCATION

### AN OVERVIEW

All Year 12 students will be enrolled in pairs of course units in 2022. It is expected that students will complete five or six pairs in Year 12. In 2022 students will graduate with the Western Australian Certificate of Education or WACE. The following section provides advice and information regarding courses, pathways and WACE requirements.

### THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is the certificate which will be issued by the School Assessment and Standards Authority to all students who achieve Secondary Graduation. A summary of the key points is given below.

### WACE REQUIREMENTS

Achievement of a WACE signifies that a student has successfully met the requirements for breadth and depth, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

### FOR 2016 AND BEYOND, THESE REQUIREMENTS ARE:

#### Breadth-and-depth

- Completion of a minimum of 20 units or the equivalent. This requirement must include at least:
  - 10 units or the equivalent at Year 12
  - two Year 11 units from an English course and one pair of Year 12 units from an English course
  - one pair of units completed in Year 12 from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

#### Achievement standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, with a minimum of six C grades or the equivalent at Year 12.
- Completion of at least four Year 12 ATAR courses or of a Certificate II (or higher) VET qualification.

#### Literacy and numeracy standard

- Completion of at least four units of an English course post-Year 10 and studied over at least two years. Demonstration of the minimum standard of literacy and numeracy.

This is a change from previous years where course grades could be 'averaged' of six grades from Year 12 courses. Students and parents should only select courses where there is a realistic expectation of a student achieving a minimum of a 'C' grade. Students who achieved a 'D' or 'E' grade in a course in Semester 1 should seek further advice from course teachers before selecting that course for Year 12.

Explanatory notes relating to WACE requirements can be found in the appendix.



## GENERAL ADVICE ON PATHWAYS

Typically:

- University bound students would study a program of ATAR course units in Years 11 and 12. In their final year, all, or most, of the units would be from ATAR courses.
- Students who may be headed to vocational and further education and training or the workforce would study mostly General courses in Years 11 and 12, although some students may select a number of ATAR courses depending on their interests and aptitudes. Students would be expected to study Career and Enterprise Units 1 and 2 in Year 11 and students will have the opportunity to undertake a Workplace Learning as an Endorsed program through the School.

### ENGLISH

General Pathway Description	Year 11	Year 12
Typical university oriented pathway	English ATAR Unit 1 & 2 Literature ATAR Unit 1 & 2	English ATAR Unit 3 & 4 Literature ATAR Unit 3 & 4
Typical pathway to further training or employment	English General Unit 1 & 2	English General Unit 3 & 4

### MATHEMATICS

Increased opportunities to study Mathematics units have been introduced for students to develop general mathematical skills for further training or employment.

General Pathway Description	Year 11	Year 12
Double Mathematics for university entry to specialist courses such as Engineering, Physical Sciences & Mathematics.	Specialist 1 & 2 & Methods 1 & 2	Specialist 3 & 4 & Methods 3 & 4
Single Mathematics for university courses where further Mathematics is likely to be needed. Also suitable for preparation for higher level training in technical areas	Methods 1 & 2 or Applications 1 & 2	Methods 3 & 4 or Applications 3 & 4
Single Mathematics for further education and training or university entry where further Mathematics is unlikely to be needed	Applications 1 & 2	Applications 3 & 4
Single Mathematics for students to develop general mathematical skills for further training or employment	Essential 1 & 2	Essential 3 & 4

### COURSE AND UNIT SELECTION

The overriding principle behind course/unit selection should be the 'best interest of students' to ensure their future opportunities are maximised.

All students are encouraged to enrol in the units for each course at the highest level of which they are capable and that match their prior achievements, background and aspirations. Students should seek advice from their teachers. In selecting courses, a student must be aware of the requirements for a WACE. This includes the requirement for the 'breadth of study' which requires a student complete, in their final WACE year (Year 12), at least one course from list A (Arts, Languages/Humanities) and one course from list B (Mathematics/ Science/Technology) to satisfy the School Curriculum and Standards Authority requirements. Page 16 of this booklet provides a list of 'A' and 'B' courses.



## EXTERNAL EXAMINATIONS AND ASSESSMENTS

All Year 12 ATAR courses (Units 3 and 4) have externally set examinations which are **compulsory**. At least four external examinations must be written in Year 12 in order to get an Australian Tertiary Admission Rank (an ATAR is required for university entry). Therefore, **to get an ATAR Year 12 students need to be doing at least four ATAR courses**.

The following points regarding external examinations are important:

- Each examination will assess the content, knowledge and skills described in the syllabus for the unit pair studied.
- Practical and performance examinations will be held for some courses.

***Students must be available to sit these examinations, some of which occur in the Term 3 holidays.***

Year 12 General courses do not have externally set examinations. However, students are required to complete an Externally Set Task (EST), which is common to all students enrolled in a particular General course. The task is set by the SCSA, completed under test conditions and is worth 15% of the final mark for that pair of units. ESTs are marked by the teacher using a marking key provided by SCSA.

## COURSES WITH DIFFERENT CONTEXTS

Some courses have a number of different contexts in which the course may be studied.

These courses are:

- Design: Photography, Graphics, Technical Graphics, and Dimensional Design (General only)
- Materials Design and Technology: Metal, Textiles, Wood (ATAR and General)
- Music: Contemporary, Jazz, Western Art (ATAR only).

A student may enrol in more than one context in each course with defined contexts but only a maximum of four units will count towards the WACE requirement and students can sit only one ATAR examination for the course.

## WORKPLACE LEARNING COURSE

There will be no external set task (EST) in the Workplace Learning course as it is an Endorsed Program.

## EXAMINATIONS

All full time students in their final year of compulsory schooling who are enrolled in at least one pair of ATAR course units are required to sit the WACE examination in that course. A student who should sit an examination and chooses not to or chooses not to make a genuine attempt in the examination, will not get a course report. Nor will the grades for those units be counted towards the requirements for the WACE. *External examinations will not be held for General courses.*

## PRIVATE CANDIDATES

Typically, students enrolled at a school cannot sit an Authority examination as a private candidate from 2016. One exception to this is when a student is studying a language course through interstate language offerings or when a student is undertaking background European language courses.



## UNIVERSITY ADMISSION

**Some of the material in this section is reproduced from**

*'2022 Admission Requirements for School Leavers',*  
TISC, Perth, Western Australia.

Admission to Western Australian Universities (except Notre Dame) is managed by the Tertiary Institute Service Centre (TISC). Entry to Notre Dame University is not managed by TISC. Students interested in securing a place at Notre Dame should make a direct application to the University.

To be considered for university admission as a school leaver applicant, normally you must -

- meet the requirements for the **Western Australian Certificate of Education (WACE)** prescribed by the School Assessment and Standards Authority, and
- achieve **competence in English** as prescribed by the individual universities, and
- obtain a sufficiently high **ATAR** for entry to a particular course (Edith Cowan University may not require an ATAR for some pathways) and
- satisfy any prerequisites or special requirements for entry to particular courses.

**A brief summary of the requirements for University entry in 2022, based on the advice from TISC, are described below. Further and more detailed information should be obtained from the TISC website. Students and Parents are advised to download the booklet entitled 'University Admission' for the appropriate year of entry. It should be noted that entry requirements can change for future years and it is always advisable to reference the information on the TISC website, which may have been updated since the publication of this guide.**  
<http://www.tisc.wa.edu.au>

It should be noted that Murdoch and Edith Cowan Universities also offer Portfolio pathways for entry. (Please see **Appendix**).

There are also a range of alternative entry paths and possibilities which can change from year to year. The specific University Website and the TISC Website provides the most up to date information on such pathways.

The School provides assistance to Year 12 students as they complete the university application process.

### **WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)**

It is essential for you to satisfy the requirements of the WACE to enter all four universities unless you are an applicant from a non-standard WA school.



## COMPETENCE IN ENGLISH

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in a course from the English Learning Faculty: English or Literature

Curtin University of Technology Murdoch University University of Western Australia	You must achieve a final combined <b>scaled</b> score of at least 50 from Units 3 and 4 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR. This means you must have sat the external WACE examination in the ATAR English or Literature course.
Edith Cowan University	In Year 12, you must achieve a scaled score of 50 <b>or</b> A grade of A, B or C in English units 3 and 4 studied in Year 12. A grade of A, B or C in Literature units 3 and 4 studied in Year 12.

## CONCESSIONS

<b>MURDOCH UNIVERSITY</b>	
a. If you have not met the requirement for this university, the university will concede competence in English to you if you have:	<ul style="list-style-type: none"> <li>achieved a moderated numeric school assessment or numeric examination assessment of at least 55 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, a standardised moderated written school assessment or standardised written exam mark of at least 55 is required.</li> </ul>
b. If you have not met requirement (a) above for this university, but you have:	<ul style="list-style-type: none"> <li>achieved an ATAR/Selection Rank above the minimum specified annually by the university; <b>and</b></li> <li>achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another test of English approved by the university concerned early in January.</li> </ul>
<b>THE UNIVERSITY OF WESTERN AUSTRALIA, CURTIN UNIVERSITY</b>	
a. If you have not met the requirement for Curtin University, The University of Western Australia, These Universities will concede competence in English to you if you have:	<ul style="list-style-type: none"> <li>achieved a moderated numeric school assessment or numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, a standardised moderated written school assessment or written exam mark of at least 60 is required.</li> </ul>
b. If you have not met requirement (a) above for Curtin University or The University of Western Australia, but you have:	<ul style="list-style-type: none"> <li>achieved an ATAR/Selection Rank above the minimum specified annually by the university; <b>and</b></li> <li>achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another University of Western Australia approved test of English early in January.</li> </ul>

## THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the basis of admission to most university courses. Students are ranked in order of merit based on the Tertiary Entrance Aggregate. This is the sum of a student's best four scaled moderated scores.



## WHAT IS THE ATAR?

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using scaled scores in courses.

## WHAT IS SCALING?

Scaling is a statistical process of adjusting the marks of courses to ensure fairness to all students. It is designed to eliminate the element of inequity between marks for a 'difficult course' compared to marks from a course which is perceived as 'easier'. This detailed statistical process is complex, and it is something about which schools can do nothing. A full explanation of the process is provided on the TISC website, see '*Marks Adjustment Process for University Admission*'. A scaled score can only be calculated if a student sits the WACE examination for that course.

## CALCULATION OF THE TEA

The ATAR is derived from the Tertiary Entrance Aggregate (TEA) The TEA will be calculated by adding a student's best four scaled scores plus any applicable course-specific bonuses, as detailed below, based on the following rules:

Courses which can be used in the ATAR are listed below.
You may accumulate scaled scores which contribute to your ATAR over <b>five</b> consecutive years, with no subject or course counting more than once. You may use previous scaled scores back to 2014.
No more than two Mathematics scaled scores can be used in the calculation of an ATAR.
There are unacceptable course combinations whereby scores in both courses cannot both be used (see explanation under Unacceptable Course Combinations from the TISC guide online)
A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2014 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.
A Mathematics bonus of 10% of the scaled score for each of Mathematics Methods ATAR and Mathematics Specialist ATAR is added to the aggregate of the best four scaled scores. You receive the Mathematics bonus irrespective of whether your Mathematics Methods ATAR and/or Mathematics Specialist ATAR course scaled scores were counted in the best four.
In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a non-school basis.
Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2021 and will be used directly in the calculation of an ATAR, if applicable.
The maximum TEA is 430.



## TEA TO ATAR

Tertiary Institutional Service Centre (TISC) will construct a table to convert a student's TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.

## BCGS COURSES WHICH CAN BE USED TO FORM THE ATAR

All ATAR courses offered at the School can be used to calculate a student's ATAR. At student must have sat the external WACE examination to obtain a scaled score. We recommend that students attempt ATAR units in Year 12, if they are capable of doing so and are intending to keep open the option of tertiary entrance.

## UNACCEPTABLE COMBINATIONS

Some courses cannot both be counted towards TEA. No more than two mathematics scaled scores can be used in the calculation of an ATAR. Few other unacceptable combinations exist. **Please see the TISC website for a detailed list: <http://www.tisc.wa.edu.au>**

## PREREQUISITES

Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. **A scaled mark of 50 or more for the specific course is generally required in order to satisfy the prerequisite requirements.** Please note that Mathematics prerequisites differ across university courses.

Please see the Guide to University Admission 2022 (available from the TISC website) for information about prerequisites for particular courses. It is important to check this information prior to selecting courses for Year 11 and again if a student is considering reducing their load for Year 12.

## SUMMARY: REQUIREMENTS FOR UNIVERSITY ADMISSION

To be considered for university admission as a school leaver applicant, normally you must:

- 1 meet the requirements for the **Western Australian Certificate of Education (WACE)** prescribed by the School Curriculum and Standards Authority, and
- 2 achieve **competence in English** as prescribed by the individual universities, and
- 3 obtain a **sufficiently high ATAR** for entry to a particular university and/or course (Some universities may not require a ATAR for some pathways), and
- 4 study at least four pairs of ATAR units in Year 12, and
- 5 satisfy any **prerequisites** or special requirements for entry to particular courses.



## ADMISSION TO OTHER TERTIARY EDUCATION

Admission to further education Institutions such as the South Regional TAFE can be complex as there is such a range and variety on offer at vastly different levels. We strongly recommend that students work individually with appropriate school staff to ensure that they are well positioned to access the courses in which they are interested.

### SELECTION CRITERIA (COMPETITIVE ENTRY)

This will involve the accumulation of points drawing upon:

- communication and maths skills
- existing qualifications
- academic merit and
- experience in the workplace through workplace learning and/or employment

Some courses do require you to have passed certain subjects. For example, many courses require a C or better in your English course. A few courses may require you to have an ATAR Mathematics course. Please check the training provider website and Selection Criteria carefully.

Some Institutions may award extra points for subjects that are considered relevant to the course for which you are applying. For example, if you want to do Registered Nursing, you get extra points for subjects like Human Biology. If you want to do Information Technology, you may get extra points for units in Applied Information Technology (AIT) and so on.

Work Experience is very valuable for entry into many Institutions. This may include your Year 10 Work Experience, any part-time work you do, and certainly your Workplace Learning placements. It may include voluntary work such as coaching or charity work. Work Experience which is considered relevant to your course is awarded even more points. For example, work placement in a childcare centre earns you extra points for the Diploma in Children's Services. You must provide written evidence supporting your claim.

Some courses require you to undergo an interview, skills test or submit a folio as part of your application.

If you would like to know more about entry or about specific courses, please make an appointment to see Mrs Walker. The South Regional TAFE Information and Career Advisory Service can also help. They can be contacted on 9780 7070.

Many courses are highly competitive. Most Certificate I-III level qualifications require a minimum of Year 10 or 11 academic levels, however applicants with only Year 10 or 11 should be aware that they will be competing against others with higher qualifications. The degree of competition from more qualified or experienced applicants may make it difficult to gain an offer of a place. Certificate IV level qualifications usually require a minimum of Year 11, and the Diploma level courses require a minimum of Year 12 completion, though they sometimes require completion of a lower level Certificate.

There are well established pathways from Certificate IV courses into a wide range of university degree courses. Mrs Walker or Mrs Chiera can assist you in planning an alternative pathway to University.



## CAREERS INFORMATION

By the end of Year 11 some students will have a clear idea of a possible career path. Many students do not!

For most, career decisions are made over time and sometimes do not become clear until the student is completing a course at a further education Institution or a degree at University.

To help students on their career journey, the School arranges several activities during Senior Secondary years.

- Career breakfasts are held which provide students with the opportunity to spend time with someone who works in an area of interest.
- Representatives from all of the Western Australian Universities visit the School early in Year 12, to provide advice and information for students.
- The School organises visits to some of the University Open Days in Term 3.
- An external Career Adviser provides individual career assistance through one-to-one interviews which are held in June or August each year. These interviews can be booked through Mrs Walker.
- Students may elect to become involved in a Specialist Pathway Program.

## COMPULSORY SENIOR SECONDARY COURSES

### RELIGIOUS AND PHILOSOPHICAL STUDIES

This program is taken on a compulsory basis for one period each week. Eucharist services will be held in House Groups during the year. During class lessons, students will investigate personality traits using the Enneagram and other personality testing tools. The concept of Love & Relationships, in their various forms will also be explored. To help with this, students will use work booklets, and have a range of guest speakers and appropriate films.

Later in Semester 1 and in Semester 2 we concentrate on important things such as finishing Year 12 safely and well. We invite the Police to talk about safety at Leavers' activities, representatives from further and higher education establishments and former students to talk about their Year 12 experiences.

Students who plan to apply for University will be taken through the application process during these sessions. It is important that students attend these lessons during the year so as not to miss vital information.

### SPORT

This program is taken on a compulsory basis for two periods each week. The program offers the opportunity for involvement in vigorous physical activity on a regular basis which is vital to a healthy, active lifestyle.

As well as assisting in the development of personal fitness, the timetabled sport program encourages cooperation and social interaction through involvement in team sports.

The Interhouse sporting competition is integrated with this program.



**CLASSIFICATION OF THE SCHOOL CURRICULUM & STANDARDS AUTHORITY  
COURSES OFFERED FOR YEAR 12, 2022**

Please note that a student **MUST** study at least one pair of units in List A and one pair from List B in Year 12. The courses are grouped in Learning Faculty's.

<p><b>List A</b></p>	<p>English GENERAL and ATAR Literature ATAR</p> <p>Drama ATAR Media Production &amp; Analysis ATAR &amp; GENERAL Music ATAR Visual Art ATAR &amp; GENERAL</p> <p>French Second Language ATAR Japanese ATAR Modern History ATAR Economics ATAR Geography ATAR Career &amp; Enterprise GENERAL</p>
<p><b>List B</b></p>	<p>Physical Education Studies ATAR</p> <p>Mathematics Essential GENERAL Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist ATAR</p> <p>Biology ATAR Chemistry ATAR Human Biology ATAR Physics ATAR Psychology ATAR</p> <p>Accounting &amp; Finance ATAR Design ATAR Food Science &amp; Technology GENERAL Materials Design &amp; Technology (Wood) GENERAL</p>
<p><b>Certificate Courses delivered in School:</b></p>	<p>Certificate II Workplace Skills (Business) Certificate II Sport and Recreation Certificate III Music</p>



## ENGLISH and LANGUAGES LEARNING FACULTY

### COURSE PATHWAYS

YEAR 11	➔	YEAR 12
English ATAR		English ATAR
English GENERAL		English GENERAL
English Literature ATAR		English Literature ATAR
French Second Language ATAR Course Units 1 & 2		French Second Language ATAR course Units 3 & 4
Japanese Second Language ATAR Course Units 1 & 2		Japanese Second Language ATAR Course Units 3 & 4

### ENGLISH

In English courses students learn about the English language: how it works and how to use it effectively. Language plays a central role in human life, providing a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language humans shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

Students must complete four semester long units of English over Years 11 and 12. These are done as two sets of paired units. The English ATAR and English GENERAL units are based on the two broad areas of Responding and Creating. Whereas the English Literature ATAR and English Literature GENERAL are more specifically based on Extended and Short Written Responses and Creative Production.

*These areas will be assessed through:*

#### Written and Oral modes.

Students write analytical essays in response to texts studied as well as compose a range of imaginative, interpretive and persuasive texts. Students listen and speak with purpose, understanding and critical awareness in a wide range of contexts.

#### Responding to Texts

Students read and view a wide range of written and visual texts with purpose, understanding and critical awareness. There is a greater emphasis on viewing in English ATAR, English GENERAL and Literature GENERAL than in Literature ATAR.

#### Composing

Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

ATAR courses lead to the ATAR examination and a pathway to university entrance. GENERAL courses lead to further education Institutions excluding university and are designed for workplace English.



## AIMS

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing;
- capacity to create texts for a range of purposes, audiences and contexts; and understanding and appreciation of different uses of language.

In addition, the English ATAR and Literature ATAR courses aims to develop students' abilities to engage in a high standard of critical analysis and evaluation of texts.

## ENGLISH ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning. Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

### UNIT 3

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

### UNIT 4

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

## ASSESSMENT ENGLISH ATAR:

Evidence of levels of achievement of the Course will be derived from school-managed assessment in Year 12, including two examinations, with results submitted to the School Assessment and Standards Authority at the end of the year. Students in English ATAR are required to sit the external WACE examination.



## ENGLISH GENERAL - PERSPECTIVES AND ISSUES

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

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

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

### ENGLISH GENERAL UNIT 3

Unit 3 focuses on exploring different viewpoints presented in a range of texts and contexts.

Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

### ENGLISH GENERAL UNIT 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.



## LITERATURE ATAR

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

### UNIT 3

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

### UNIT 4

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

## ASSESSMENT FOR LITERATURE ATAR:

Evidence of levels of achievement of the Literature Course will be derived from school-managed assessment in Year 12, including two examinations, with results submitted to the School Assessment and Standards Authority at the end of the year. Unless granted an exemption, students must sit an external Literature ATAR examination during the WACE examination period.

## RELEVANCE

Western Australian Universities have shown their support for languages by offering a bonus on their ATAR ranking for language students. Details of this bonus are available on the SCSA website or from the Languages staff at School. The University of Western Australia enables the inclusion of language electives in any undergraduate degree.



With increasing numbers of Australians travelling the world for employment and for leisure, and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in French or Japanese, in conjunction with other skills, provides students with enhanced career opportunities in practically any field, notwithstanding medicine, banking and international finance, commerce, diplomacy, government, law, tourism and hospitality, winemaking, fashion and cosmetics, media, science and technology and translating and interpreting.

The French and Japanese courses are designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

### FRENCH: SECOND LANGUAGE ATAR UNITS - YEAR 12 UNITS 3 & 4 RATIONALE

The French: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

#### Course Outcomes

In the French: Second Language course, communication is paramount. Students develop the skills and knowledge to communicate in French. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of four types of communication: Listening and Responding, Viewing, Reading and Responding: Writing and Spoken Interaction.

#### LEARNING CONTEXTS AND TOPICS:

##### UNIT 3

Learning contexts	Topics
<p><b>The individual</b> Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Technology and me</b> Students reflect on the role of technologies in their lives and in the lives of young people in French speaking communities.</p>



<p><b>The French-speaking communities</b> Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Film and music</b> Students develop an insight into the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music.</p>
<p><b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>In the media</b> Students consider the media and its impact on the global community.</p>

**UNIT 4**

Learning contexts	Topics
<p><b>The individual</b> Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Planning my future</b> Students reflect on their plans for the future.</p>
<p><b>The French-speaking communities</b> Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Migrant experiences</b> Students explore the accounts of French-speaking migrants to and from French-speaking communities, to consider reasons for migration, and experiences of participating in a new community.</p>
<p><b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Youth issues</b> Students consider global youth issues related to coping with pressures: stress, drugs and alcohol.</p>

**Overseas Exchange**

It is highly recommended that students studying French become involved in an exchange program in a French speaking country where they are immersed in the language and culture, and experience family and school life. There are various options available, including the four week linguistic and cultural exchange on Reunion Island which is available to Year 10, 11 & 12 students. There also exist opportunities through Round Square to study in France and Canada. The benefits gained from these exchange programs are numerous, and although exchange trips are not a compulsory part of this course, they are highly recommended. ***For more information, including application forms for these exchanges, please contact the Languages Department.***



## JAPANESE: SECOND LANGUAGE ATAR UNITS - YEAR 12 UNITS 3 & 4 RATIONALE

The Japanese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to or interacted in the language outside of the language classroom. They have typically learnt everything they know about the Japanese language and culture, through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Japanese for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

### Overseas Exchange

It is highly recommended that students studying Japanese become involved in an exchange program in Japan where they are immersed in the language and culture, and experience family and school life. There exist opportunities through Round Square to study in Japan. ***For more information, including application forms for these exchanges, please contact the Languages Department.***

### Course Outcomes

In the Japanese: Second Language course, communication is paramount. Students develop the skills and knowledge to communicate in Japanese. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. The Four main assessment areas are: Listening and responding, Oral communication, Viewing, reading and responding, and written communication in a variety of text types.



LEARNING CONTEXTS AND TOPICS

UNIT 3

Learning contexts	Topics
<p><b>The individual</b> Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>Travel</b> Students reflect on their own travel experiences, including highlights and problems, travel preparations: what to take, booking accommodation, transport options and sight-seeing.</p> <p><b>Part-time jobs and money</b> Students reflect on part time work, pocket money and saving and spending money.</p>
<p><b>The Japanese-speaking communities</b> Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Travel</b> Students explore travel in Japanese-speaking communities: preparation, accommodation, transport options, places of interest and typical travel experiences.</p>
<p><b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Travel</b> Students consider the importance of travel for young people.</p>

UNIT 4

Learning contexts	Topics
<p><b>The individual</b> Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p><b>This year and beyond</b> Students reflect on significant events of the year and school life: school balls, graduation, obtaining a driver's license and their future plans.</p>
<p><b>The Japanese-speaking communities</b> Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p><b>Youth events and pathways</b> Students explore important events and future plans for young people in Japanese-speaking communities.</p>
<p><b>The changing world</b> Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p><b>Future plans</b> Students consider the education and career pathways available to young people in a technological world and how the study of Japanese can influence their choices.</p>



ARTS LEARNING FACULTY

COURSE PATHWAYS

YEAR 11		➔	YEAR 12	
Drama ATAR			Drama ATAR	
Music ATAR			Music ATAR	
Certificate III Music (2-year program)			Certificate III Music (2-year program)	

**DRAMA ATAR**

Drama is part of our everyday life and is one of the oldest art forms. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres.

In the Drama course, students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. Students understand drama in the context of their own society and culture; they draw on a diverse range of drama from other cultures, places and times to enrich their inter-cultural understanding.

The Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. In this course, students engage in processes such as improvisation, play building, text interpretation, writing and dramaturgy to create original drama and interpret a range of texts devised by others. Their work in this course will include production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front of house activities and sound and lighting. The course encourages students to present drama to a range of audiences in different performance settings. Through drama, students can understand the experience of other times, places and cultures in a meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

While some students intend to make a career of drama and related fields, students also participate in drama for enjoyment and satisfaction. Through drama students experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers or situations. Drama builds confidence, empathy, understanding of human experience and a sense of identity and belonging.



## COURSE PROGRESSION

The Drama course is offered for students who wish to study Drama at a high level and intend to use the score for use in the ATAR. All students taking ATAR Drama will sit both performance and written examinations.

***PERFORMANCE EXAMINATIONS ARE HELD DURING THE OCTOBER HOLIDAYS IN YEAR 12. STUDENTS SELECTING ATAR DRAMA IN YEAR 12 MUST ENSURE THAT THEY ARE AVAILABLE DURING THESE HOLIDAYS TO SIT THIS COMPULSORY PERFORMANCE***

## MUSIC - WESTERN ART ATAR

Music involves the organisation of sound and silence in structures that have meaning for participants and listeners. In studying music, students develop physical and cognitive skills in the areas of creativity and performance. Studying music now provides the basis for a lifetime of further participation which contributes to the musical culture of the future.

Music ATAR is a highly challenging course which requires a commitment to exploring the fundamentals of solo and ensemble performance as well as further developing skills in the areas of aural work, theory, analysis, composition, arrangement and cultural and historical analysis. The course is designed to provide students with knowledge of the Western musical tradition from the Baroque period through to the twenty first century in the genres of concerto, symphony, chamber music and music for solo instruments. Performance is compulsory and is the largest component of the course. Instrumentalists other than pianists are required to have an accompanist, the cost of which must be borne by the student.

***PERFORMANCE EXAMINATIONS ARE HELD DURING THE OCTOBER HOLIDAYS IN YEAR 12. STUDENTS SELECTING MUSIC ATAR IN YEAR 12 MUST ENSURE THAT THEY ARE AVAILABLE DURING THESE HOLIDAYS TO SIT THIS COMPULSORY PERFORMANCE EXAMINATION.***



HEALTH & PHYSICAL EDUCATION LEARNING FACULTY

COURSE PATHWAYS

Year 11		➔	YEAR 12	
Certificate II Sport & Recreation			Certificate II Sport & Recreation	
Physical Education Studies ATAR			Physical Education Studies ATAR	

**PHYSICAL EDUCATION STUDIES OR CERTIFICATE II SPORT & RECREATION**

The Physical Education Studies course will appeal to a broad spectrum of students, with varying backgrounds, physical activity knowledge and dispositions, including students with disabilities. The emphasis is on learning *through* movement and personalised learning experiences to achieve progress towards the course outcomes of Physical Activity Skills; Self-management and Interpersonal Skills for Physical Activity; Knowledge and Understandings for Physical Activity and Values and Attitudes for Physical Activity. The course is designed to challenge students to consider issues such as what it really takes to prepare for and become good at physical activities; why so many people advocate physical activity but significant numbers find it difficult to fit into their daily lives; what it takes to create programs that can enhance their own and others' readiness for, interest and ability in physical activity.

Students undertaking the Physical Education Studies course will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. It will prepare them to play an active role in the development of communities and societies. Enhanced self-understanding and respect and concern for others, whatever their interests and abilities in relation to physical activity, are a focus throughout the course. Students achieving the course outcomes will be well prepared for a range of post-school destinations, including immediate employment, or tertiary studies. They will be valuable recruits to an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, in education, sport development, youth work and health and medical fields linked to physical activity and sport. They will also be well positioned to take on the roles of volunteers and leaders in community activities.

Students studying Physical Education Studies ATAR in Year 12 may use their results to gain university entrance. It is necessary for students to have studied PES ATAR in Year 11. Students wishing to study Physical Education for reasons of personal leisure, fitness and vocationally oriented career paths should select Certificate II in Sport and Recreation in Year 12.

**ALL COURSES HAVE A PRACTICAL COMPONENT. STUDENTS STUDYING PES ARE ASKED TO SELECT A NAMED SPORT WHICH THEY ARE REQUIRED TO PLAY DURING A PRACTICAL EXAMINATION WHICH IS HELD DURING THE TERM 3 HOLIDAYS. IN THE PAST THIS EXAMINATION HAS BEEN HELD IN PERTH. STUDENTS MUST BE AVAILABLE TO ATTEND THIS EXAMINATION DURING THE HOLIDAYS, AND MUST BE ABLE TO TAKE PART IN SPORTING ACTIVITIES THROUGHOUT THE YEAR.**



HUMANITIES AND SOCIAL SCIENCES LEARNING FACULTY

COURSE PATHWAYS

YEAR 11	YEAR 12
Accounting & Finance ATAR Units 1 & 2	Accounting & Finance ATAR Units 3 & 4
Business Management & Enterprise General Units 1 & 2	Certificate II in Workplace Skills (Business)
Career & Enterprise GENERAL Units 1 & 2	Career & Enterprise GENERAL Units 3 & 4
Economics ATAR Units 1 & 2	Economics ATAR Units 3 & 4
Geography ATAR Units 1 & 2	Geography ATAR Units 3 & 4
Modern History ATAR Units 1 & 2	Modern History ATAR Units 3 & 4

**ACCOUNTING AND FINANCE ATAR**

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

**ACCOUNTING AND FINANCE ATAR – YEAR 12**

**UNIT 3**

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

**UNIT 4**

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



## **CERTIFICATE II IN WORKPLACE SKILLS**

The BSB20120 Certificate II in Workplace Skills - This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

## **CAREER AND ENTERPRISE GENERAL**

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. Career education has moved towards learning to manage and take responsibility for personal career development before even leaving school. The Career and Enterprise course equips students with the tools to head confidently into an uncertain future.

The Career and Enterprise General course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The course recognises that work both reflects and shapes the culture and values of our society.

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

## **ECONOMICS**

Not so many years ago, anything to do with the economy was kept strictly in the business section of the newspaper. Front pages were for crime, sport or the antics of celebrities. Now economics dominates our media, our governments, and our culture. Issues such as the global financial crisis, price of oil, interest rates, inflation, alternative energy sources, solutions to global warming, retirement planning, wages and working conditions are constantly in the news. Economic literacy is essential for survival in our complex modern world.

This Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. Each individual and group in society must economise. The economic literacy developed through this course is key aspect of personal development and education for life. The topics studied cover issues such as markets, prices, money, trade, business behaviour, investment, taxation, unemployment, inflation and government policies.

### **Economics is a valuable subject because:**

- It is fundamental to understanding the modern world.
- Most careers require a reasonable level of economic literacy. For some it is essential and requires it to be studied at a tertiary level. All the universities have faculties of Economics, Commerce or Business. It is also crucial for those who wish to develop a trade or start their own business.
- A well informed student of economics will be a well-informed citizen, better able to take part in meaningful discussions on economic matters and make a greater contribution to society.
- Understanding economics empowers you to take better control of aspects of your own life.



### UNIT 3

The focus for this unit is **Australia and the global economy**. It explores Australia's economic relationships with other economies, and contemporary global economic events and issues of significance to Australia.

### UNIT 4

The focus for this unit is **economic policies and management**. It explores how economic policies and actions of the government and other authorities, such as fiscal policy, monetary policy and microeconomic reform operate in the pursuit of the economic objectives of the government.

### Assessment

Multiple choice test items, data interpretation activities, extended written responses (essays) and research assignments are used to assess the outcomes of the course. Students are also expected to have an awareness and understanding of current economic events and are encouraged to take note of economic issues featured in the media.

### GEOGRAPHY

The course units are designed to be delivered as a pair.

#### UNIT 3 - GLOBAL ENVIRONMENTAL CHANGE

The Earth's surface is constantly changing, and all environments are, to a greater or lesser extent, being modified by human activity. Students examine the processes causing change in land cover. The scale at which these processes are occurring is so extensive that very few truly 'natural' environments still exist, and most are now, to some degree, anthropogenic in nature. Human action has altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity and altered soils.

Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of climate change land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to both climate change and land cover change, their local, regional and global environmental consequences, and possible sustainable solutions

#### UNIT 4 - PLANNING SUSTAINABLE PLACES

Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. Students will investigate the four challenges of congestion, transport, urban sprawl and housing faced by Perth and New York City. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth. The second study focuses on challenges faced in a megacity, New York City. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

### MODERN HISTORY

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time, it helps us clarify our own beliefs and values compared to those of others. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces



behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

### UNIT 3

The focus for this unit is **Modern nations in the 20<sup>th</sup> century**. This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation.

Historical context: *The Russian Revolution*

### UNIT 4

This unit examines some significant and distinctive features of the modern world within the period 1945– 2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study **one** of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

Historical context: *The struggle for peace in the Middle East.*

### Assessment

Assessment is continuous throughout the year and takes the form of document study, essays, in class tests and research tasks.



**MATHEMATICS LEARNING FACULTY**

**COURSE PATHWAYS**

YEAR 11		YEAR 12
Mathematics Essential 1 & 2		Mathematics Essential 3 & 4
Mathematics Applications 1 & 2		Mathematics Applications 3 & 4
Mathematics Methods 1 & 2		Mathematics Application 3 & 4
Mathematics Methods 1 & 2		Mathematics Methods 3 & 4
Mathematics Specialist 1 & 2		Mathematics Specialist 3 & 4

The Mathematics Learning Faculty offers ATAR (university entrance) or General (employment or training) courses in Years 11 and 12. These are:

**ATAR** comprising of Year 12 courses:

- Mathematics Applications Units 3 & 4
- Mathematics Methods Units 3 & 4
- Mathematics Specialist Units 3 & 4

Mathematics Specialist Units 3 & 4 **MUST** be paired with Mathematics Methods Units 3 & 4.

**COURSE DESCRIPTIONS**

**MATHEMATICS METHODS ATAR**

This course 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.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

**MATHEMATICS SPECIALIST ATAR**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in



many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

### MATHEMATICS APPLICATIONS ATAR

This course 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.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at further education institutions or university.

### GENERAL MATHEMATICS ESSENTIAL UNITS 3 AND 4

The Mathematics Essential General course 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.

### COURSE PATHWAYS

The following indicate likely pathways with pre-requisites and require successful completion of Year 11 courses before progression to Year 12, higher level courses.

Year 11 Course	Grade	Year 12 Course
Methods 1 & 2 Specialist 1 & 2	A / B	Methods 3 & 4 Specialist 3 & 4
Methods 1 & 2	A / B / Good C	Methods 3 & 4
Methods 1 & 2	Low C or D	Applications 3 & 4
Applications 1 & 2	A / B / C	Applications 3 & 4
Applications 1 & 2	D	Essential 3 & 4
Essential 1 & 2	A / B / C or D	Essential 3 & 4

It is expected that most students will move to units 3 & 4 of their course in Year 12. Change of course may be possible, depending on the timetable. Students are advised to discuss their individual circumstances with their class teacher or Mrs Chiera.



SCIENCE LEARNING FACULTY

COURSE PATHWAYS

YEAR 11	➔	YEAR 12
Biology ATAR Units 1 & 2		Biology ATAR Units 3 & 4
Chemistry ATAR Units 1 & 2		Chemistry ATAR Units 3 & 4
Human Biology ATAR Units 1 & 2		Human Biology ATAR Units 3 & 4
Physics ATAR Units 1 & 2		Physics ATAR Units 3 & 4
Psychology ATAR Units 1 & 2		Psychology ATAR Units 3 & 4

**ATAR BIOLOGICAL SCIENCES UNIT 3 & 4**

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly with regard to the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact on the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology and underpins the study of all living systems. Australian, regional and global communities rely on the biological sciences.

The Year 12 syllabus is divided into two units which are delivered as a pair.

**UNIT 3 – CONTINUITY OF SPECIES**

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

**UNIT 4 – SURVIVING IN A CHANGING ENVIRONMENT**

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

To complete this course successfully students should have achieved a C grade or better in ATAR Biological Science UNIT 1 & 2. This course requires both recall of information and the ability to apply ideas to novel situations. It should not be regarded as the 'easy science'.

**ATAR CHEMISTRY UNIT 3 & 4**

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and



processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. The Chemistry ATAR course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

The Year 12 syllabus is divided into two units which are delivered as a pair.

### **UNIT 3 – EQUILIBRIUM, ACIDS AND BASES, AND REDOX REACTIONS**

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

### **UNIT 4 – ORGANIC CHEMISTRY AND CHEMICAL SYNTHESIS**

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

*To complete this course successfully students should have achieved a C grade or better in ATAR Chemistry course UNIT 1 & 2.*

## **ATAR HUMAN BIOLOGICAL SCIENCES UNIT 3 & 4**

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Students study our nervous and hormonal systems. They explore new biotechnological techniques and how these can assist with the immune system. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

The Year 12 syllabus is divided into two units which are delivered as a pair.

### **UNIT 3 – HOMEOSTASIS AND DISEASE**

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

### **UNIT 4 – HUMAN VARIATION AND EVOLUTION**

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

*To complete this course successfully students should have achieved a C grade or better in ATAR Human Biological Science UNIT 1 & 2. This course requires both recall of information and the ability to apply ideas to novel situations. It should not be regarded as the 'easy science'.*



## ATAR PHYSICS UNIT 3 & 4

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based. The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory and the laws of classical mechanics.

The Year 12 syllabus is divided into two units which are delivered as a pair.

### UNIT 3 – GRAVITY AND ELECTROMAGNETISM

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

### UNIT 4 – REVOLUTIONS IN MODERN PHYSICS

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity and the Standard Model of particle physics.

To complete this course successfully students should have achieved a C grade or better in ATAR Physics course UNIT 1 & 2.

## ATAR PSYCHOLOGY UNIT 3 & 4

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

The year 12 syllabus is divided into two units, which are delivered as a pair

### UNIT 3

In this unit, students focus on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour.

### UNIT 4

In this unit, students focus on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community.



*To complete this course successfully students should have achieved a C grade or better in ATAR psychology UNIT 1 & 2. This course requires both recall of information and the ability to apply ideas to novel situations. It should not be regarded as an “easy science”.*



TECHNOLOGIES & ENTERPRISE LEARNING FACULTY

COURSE PATHWAYS

YEAR 11	➔	YEAR 12
Food Science & Technology GENERAL		Food Science & Technology GENERAL
Design ATAR Units 1 & 2		Design ATAR Units 3 & 4
Materials Design & Technology Wood GENERAL		Materials Design & Technology Wood General
Media Production and Analysis ATAR & GENERAL		Media Production and Analysis ATAR & GENERAL
Visual Arts ATAR Visual Arts GENERAL		Visual Arts ATAR Visual Arts GENERAL

**FOOD SCIENCE & TECHNOLOGY GENERAL**

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

**UNIT 3 – FOOD SCIENCE**

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems.

Students develop their expertise with technology and communication skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.



## **UNIT 4 – THE UNDERCOVER STORY**

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

## **DESIGN ATAR**

This course introduces students to the concepts of commercial design by developing skills that enable them to communicate a message more effectively through the use of design understandings. These skills will enable them to generate work that is used to inform and persuade people through forms of advertising and associated visual communications. Students will look at design through commercial and influential design ideas to produce portfolios of work.

This course will continue to be mainly taught within the context of Photography but includes many graphic design concepts including aspects of layout, logo design and typography.

This course would be of benefit to students interested in courses in Design, Photography, Advertising, Interior Design and other technical or creative areas.

## **UNIT 3 – COMMERCIAL DESIGN**

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands. Commercial design is client and market driven and is a reflection of contemporary consumer demands. Students are introduced to a client-focused design brief to create a product or service. They plan, develop and analyse to create designs that reflect the client, audience, and market needs. They also consider commercial and manufacturing requirements for a real world solution, with relevant production skills and processes, materials, and technologies.

## **UNIT 4 – INFLUENTIAL DESIGN**

The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes. Students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning. They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using a research, testing and feedback mechanism.

Students will sit an external examination at the end of the year.



## **MATERIALS DESIGN AND TECHNOLOGY - WOOD AND METAL GENERAL AND ATAR**

### **Common content:**

The wood and metal learning contexts in the Materials Design and Technology Year 12 General course have common content in the following areas:

Design fundamentals and skills  
ICT  
Safety

Skills and techniques  
Drawing  
Production management

Students complete a variety of practical projects in the workshop and compile a written portfolio that complements the practical work.

### **UNIT 3 - WOOD AND METAL CONTEXTS (GENERAL)**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

### **UNIT 4 - WOOD AND METAL CONTEXTS (GENERAL)**

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

## **MEDIA PRODUCTION AND ANALYSIS ATAR - UNITS 3 & 4**

The media is an integral part of our society. It gives us entertainment and information; they tell us stories about ourselves and others. It produces works that are enjoyed and appreciated by audiences for their beauty, entertainment, ingenuity and originality. The breadth of the Media Production and Analysis course outcomes reflects the importance of media skills and understandings to so many aspects of contemporary life. The media are central to entertainment, information dissemination, communication and education and so they are of fundamental importance in defining the ways we see ourselves and others.

Behind every media product are the producers; the men and women involved in the design, making, editing and final appearance of the product. These people make decisions about the target audience, the style of the product, the story to be told and the best way to tell it. Their work is characterised by decisions about what to include and what to leave out.



Through the creation of their own media works, students have opportunities to engage in this production process. The production of media works is designed to entertain, inform, communicate or critique, enabling students to demonstrate their understanding of concepts as well as their creativity and originality. Production also provides students with the opportunity to reflect on and discuss their own creative work, intentions and outcomes. Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for a lifelong awareness about the media.

## COURSE PROGRESSION

Students intending to take MPA as a tertiary entrance subject should select the ATAR – Unit 3 and 4 in Year 12. The Media Production and Analysis ATAR course is assessed using both written and practical assessment tasks. In Year 12 the ATAR score for MPA comprises of 50% School mark (of which approx. 25% is practical), 25% written examination and 25% practical submission piece. Students will be required to submit a production piece as part of their ATAR exams at the end of Year 12.

## VISUAL ART

At BCGS there are two possible pathways to follow for Year 12 study in Visual Art.

### PATHWAY 1

#### VISUAL ARTS ATAR

The second pathway is for students who have studied Visual Art ATAR Units 1 and 2 Year 11 to progress to units 3 and 4 in Year 12.

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

#### Structure of the syllabus

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

#### Unit 3 – Commentaries

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

#### Unit 4 – Points of view

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



## PATHWAY 2

### **VISUAL ARTS GENERAL**

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

This course places value on divergence, uniqueness and individuality and it assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

The Visual Arts General course enables students to develop their visual literacy and communication skills and encourages them to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. They will be engaged in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

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

#### **Unit 3 – Inspirations**

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

#### **Unit 4 – Investigations**

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop



their knowledge and understanding of visual language and apply this to both art making and art interpretation.

In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

## ASSESSMENT

### **Production (50%)**

Students produce a body of work that incorporates resolved artwork/s and documentation of thinking and working practices.

### **Critical Analysis (25%)**

Students respond to, analyse and evaluate artworks.

### **Investigation (25%)**

Students develop Investigation studies involving research and visual analysis focused on Australian and/or international art.

## CAREER OPPORTUNITIES

Art is very beneficial in developing creative thinking and practical skills. These can be valuable in a wide variety of career paths, not just the obvious art based careers. Students do develop specific skills and understandings which will be critical for students interested in fine art, art education, fashion design and illustration, graphic design, interior design, jewellery design, product design and photography. Other areas such as marketing, advertising, architecture and public relations have a strong creative aspect. Knowledge of art can also be very useful in these careers.



## WORKPLACE LEARNING AND VET (VOCATIONAL EDUCATION AND TRAINING)

### WORKPLACE LEARNING

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. 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 his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace.

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement.

Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. That is:

Less than 55 hours	0 unit equivalents
55 - 109 hours	1 unit equivalent
110 – 164 hours	2 unit equivalents
165 – 219 hours	3 unit equivalents
220 + hours	4 unit equivalents.

The Workplace Learning Endorsed Program provides an opportunity for a student to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills.

Developing competence in workplace skills assists an individual in gaining a Traineeship, an Apprenticeship or employment.

The Endorsed Program is based on the skills, knowledge and understandings that underpin successful participation in work.

### VET OPPORTUNITIES

**General vet opportunities within the school are described in the course details of the relevant Learning Faculty's.**

#### **Vet opportunities outside of school:**

All of our students will have access to Certificate Courses run at the 3 Bunbury Regional Trade Training Centres (BRTTC) along with courses at South Regional TAFE.

*Transport to and from the different venues is a parent/guardian and student responsibility.  
Course costs will vary and will not be able to be finalised until later in the year; some of these costs may be covered by Bunbury Cathedral Grammar School.*



## VET Pathway Summary 2022 (Proposed) for Year 12

VET Delivered at School on Timetable					
Pathway	Years	Program	Industry Qualification	Training RTO	Notes
School RTO	1	<b>Business</b>	Certificate II Workplace Skills (Business)	iVET	There are no set pre-requisites.

*Programs outlined below are subject to change as they involve partnership with external RTO`s. Entry will be competitive.*

VET in SCHOOLS (Delivered at the Bunbury Regional Trade Training Centre on Thursday or Fridays)	
South West Regional TAFE – FREE – ALL 2 days a week	Bunbury Regional Trade Training Centres – at a cost
Certificate II Electrotechnology Certificate II Building and Construction (in various trades) Certificate II in Kitchen Operations Certificate II in Retail Cosmetics Certificate II in Salon Assistant Certificate II in Conservation & Land Management Certificate II Hospitality Certificate II in Engineering Pathways Certificate II in Financial Services Certificate III in Accounts Administration Certificate II in Information, Digital Media and Technology Certificate II in Tourism	Certificate III in Education Support Certificate II Engineering Pathways Certificate III in Work Health and Safety Certificate II in Automotive Servicing Technology Certificate II in Automotive Electrical Servicing Certificate II in Aviation (Remote Pilot- Drone) Certificate II Electrotechnology Certificate III in Business Certificate III in Community Services Certificate IV in Community Services Certificate III in Early Childhood Education and Care Certificate III in Health Care Certificate II Medical First Response Certificate IV in Health Science Certificate IV in Education Support (must have Cert III) Certificate IV in Community Services Certificate IV Business Certificate IV in Preparation for Health and Nursing



*Please note:*

*Application forms for all Vocational courses are available from Mrs Walker. It is essential that students contact Mrs Walker as early as possible to discuss external Vocational courses, as deadlines for applications must be met.*



## APPENDIX

### EXPLANATORY NOTES RELATING TO WACE REQUIREMENTS

The breadth-and-depth requirement can be met through ATAR, General and Foundation courses. The achievement standard can be met through ATAR, General, VET industry specific and Foundation courses.

Of the 20 units required for a WACE, up to a *maximum of four Year 11 units and four Year 12 units may be substituted by VET qualifications and/or endorsed programs*. A student may choose to substitute using only VET qualifications (up to a total of eight units) **or** using endorsed programs (up to a total of four units) **or** using a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs).

1. Students are able to substitute the course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher and/or endorsed programs.
2. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, *do not contribute to the WACE requirements more than once*.

Students enrolled in Units 3 and 4 in an ATAR course must sit the external examination in that course. If students do not sit, or do not make a genuine attempt in this examination, the grades for the pair of

3. units completed in that year will not contribute to the calculation of the achievement standard, but they will still count in the breadth-and-depth requirement. Students who do not sit the examination will not receive a course report. Year 12 students enrolled in Units 3 and 4 in a General or Foundation course must sit the EST in that course.
4. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a 'C' grade in at least 14 units. A 'C' grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).
5. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.
6. If students do not demonstrate the literacy and numeracy standard by the time, they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.

More detailed information can be found at the School Assessment and Standards Authority website: [http://www.scsa.wa.edu.au/internet/Publications/WACE\\_Manual](http://www.scsa.wa.edu.au/internet/Publications/WACE_Manual) or directly contacting Mrs Chiera at school.



## **PORTFOLIO ENTRY PATHWAY TO ECU**

Edith Cowan University offers an additional pathway for entry by school leaver students. To be considered for admission by Portfolio Entry Pathway, school leavers must meet WACE, English competency requirements, satisfy any prerequisites or special requirements for entry to particular courses and have studied a minimum of four WACE courses in Year 12 (two of which must be at a minimum Stage 2). Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or [www.reachyourpotential.com.au](http://www.reachyourpotential.com.au).

## **MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY**

Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in Communication and Media Studies, Games Art and Design, Interactive Digital Design, Journalism, Photography, Public Relations, Radio, Screen Production, Sound, Web Communication. Students must satisfy Murdoch's English requirement, and should apply through TISC but submit their Portfolios directly to the Student Centre at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline. For more information see [www.murdoch.edu.au](http://www.murdoch.edu.au).

## **OTHER UNIVERSITY PATHWAYS**

In order to monitor new opportunities for University entry Students are strongly encouraged to visit University websites regularly, where the most current information is available.



## CERTIFICATION OF STUDENT ACHIEVEMENT

### SENIOR SECONDARY CERTIFICATION

#### FOLIO OF ACHIEVEMENT

At the end of senior secondary schooling, all students will receive a folio of achievement. The folio will contain one or more of the items listed in the table below.

#### Contents of the folio of achievement

- *Western Australian Certificate of Education (WACE)*  
This certificate is issued to Year 12 students who meet the specified requirements.
- *Certificate of Distinction and Certificate of Merit*  
These certificates are awarded to students who meet the eligibility criteria listed in Section 8.
- *Western Australian Statement of Student Achievement (WASSA)*  
A statement of student achievement is issued to all Year 12 students at the completion of their secondary schooling.

The statement of student achievement formally records, as relevant:

<ul style="list-style-type: none"> <li>• Achievement of WACE requirements</li> <li>• Achievement of literacy (reading and writing) standard</li> <li>• Achievement of numeracy standard</li> <li>• Achievement of exhibitions and awards school grades, school marks, and</li> <li>• Combined scores in ATAR units * school grades and school marks in General and Foundation units *</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Preliminary units completed</li> <li>• VET industry specific units successfully</li> <li>• Completed VET qualifications and VET units of competency completed endorsed</li> <li>• Programs number of community service</li> <li>• Hours undertaken (if reported by the school)</li> </ul>
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*\* In Year 12, Units 3 and 4 are reported as a year-long course. In Year 11, Units 1 and 2 are reported as a year-long course unless a student completes Unit 1 and enrolls in Unit 2 in another course at the end of Semester 1. In this case, Unit 1 and Unit 2 will be reported separately.*



## ATAR COURSE REPORT

An ATAR course report is issued to students (excluding private candidates\*) who sit an ATAR course examination in that course. The ATAR course report records:

<ul style="list-style-type: none"><li>• School marks**</li><li>• Moderated school marks**</li><li>• Examination marks**</li><li>• Combined score</li></ul>	<ul style="list-style-type: none"><li>• State-wide distribution of combined scores in that course</li><li>• The number of candidates for that examination.</li></ul>
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<ul style="list-style-type: none"><li>• Private candidates will receive a letter from the Authority notifying them of their ATAR course examination mark.</li><li>• ** A course that has a practical examination component will have the written and practical marks reported separately.</li><li>• The ATAR course report shows how the student performed relative to all other students who completed the course (represented by a location on a graph).</li><li>• A sample ATAR course report for a student completing Chinese: Second Language ATCSL is provided overleaf.</li></ul>
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SAMPLE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT



Government of Western Australia School Curriculum and Standards Authority



WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT

Student identifier: 12345678/1111
Date of issue: 31 December 2016
Page: 1 of 2

Jane Francis Student
123 Sample Street
SAMPLETON WA 6234

Western Australian Certificate of Education
Achieved

Literacy and numeracy standard

Reading standard Demonstrated
Writing standard Demonstrated
Numeracy standard Demonstrated

Exhibitions and awards

Certificate of Distinction

Achievement in WACE course units

Table with 7 columns: Year, Course Year, Course, Course Type, School Grade, School Mark, Combined Score. Rows list subjects like Chinese, Economics, Literature, Mathematics Specialist, Physics, and Politics and Law for years 11 and 12.

(See reverse for explanation.)

Continued on next page



## WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT

Student identifier: 12345678/1111  
Date of issue: 31 December 2016  
Page: 2 of 2

### Achievement of endorsed programs

The Western Australian Statement of Student Achievement lists endorsed programs reported by Sample Senior High School.

### Provider-developed programs

- 2016 Duke of Edinburgh WA: Silver Award
- 2015 World Challenge Australasia: World Challenge Expedition
- 2015 Department of Transport: WA Recreational Skipper's Ticket
- 2014 Duke of Edinburgh WA: Bronze Award

### Authority-developed programs

- 2015 School Curriculum and Standards Authority: Off-campus Enrichment Program

### Community Service

25 hours of community service have been undertaken during senior secondary schooling.

End of Report

CHAIR

CHIEF EXECUTIVE OFFICER



SAMPLE COURSE REPORT



Government of Western Australia School Curriculum and Standards Authority

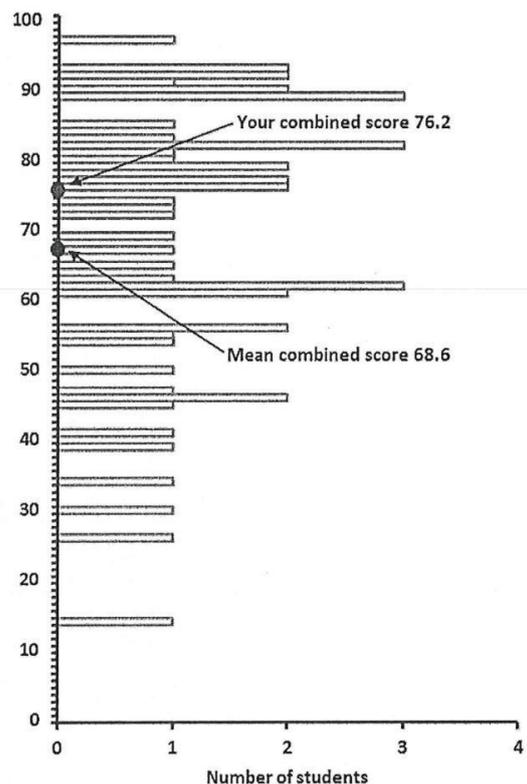


Chinese Second Language – ATCSL

Jane Francis Student
Student identifier: 12345678/1111
Date of issue: 31 December 2016

Table with 5 columns: Component, School mark, Moderated school mark, Examination mark, Combined score (W 70%, P 30%). Rows include Written and Practical components.

Combined score



51 students completed the course

2014/27817