



**KINGSWAY**  
CHRISTIAN COLLEGE

**YEAR 11  
COURSE SELECTION  
HANDBOOK  
2019**



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We are here to help ...

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## INTRODUCTION

This Year 11 Course Handbook is designed to make your transition into senior school as smooth as possible and to provide you with the necessary information required for you to make informed decisions about your senior education.

## CHOOSING COURSES

At Kingsway Christian College in 2019, there are three types of courses offered:

1. Courses leading to University
2. Courses leading to TAFE
3. Compulsory courses (Christian Life Studies & Physical Education).

The Heads of Learning Area have provided course recommendations for each student. It is strongly advised that parents and students comply with these recommendations. Generally, we recommend students continue the same course from Year 11 into Year 12.

When selecting a Course, it is important to select the unit that will enable you to reach your desired post-school destination. In general, students who are aiming at university entrance should choose ATAR courses in Year 11 and in Year 12. Students who are planning for TAFE entry should choose the General courses.

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

### *The WACE requirements*

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE from 2019, a student must satisfy the following:

### **General requirements**

You can demonstrate the minimum standard:

- through the School Curriculum and Standards Authority's Online Literacy Numeracy Assessment (OLNA),  
OR  
if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

### Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/ science/technology).

List A (arts/languages/ social science)	List B (mathematics/science/technology)
Drama	Accounting
Economics	Biology
English	Computer Science
English as an Additional Language/Dialect	Chemistry
French	Engineering
Geography	General Engineering
Literature	Food Science Technology (Hospitality)
Media Production & Analysis	Human Biology
Modern History	Certificate II in Creative Industries
Music	Materials Design and Technology (Wood)
Politics and Law	Mathematics
Textiles	Mathematics Specialist
Visual Arts	Physics
Workplace Learning & Business Cert II	Physical Education Studies
Dance	Physical Education Studies - Golf
	Psychology

### Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

## **VET programs**

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE (graduate). You can also begin training for your career while still at school by undertaking a VET qualification. Students can apply to start a School Based Traineeship doing a Certificate II or III in an area of their choice from a wide range of Industry Areas e.g. Hospitality, Electrical and other trade, Child Care, Sport & Recreation, Health & Community Services to name a few.

This involves the student going to TAFE or a work placement one day per week whilst still at school and doing what is required to complete the certificate. Some traineeships are funded by the government, other are run on a user pays basis. If you are thinking of doing this to get your Cert II qualification you need to see Mrs Arthur for information and application forms.

*Kingsway Christian College will offer the following certificate courses in 2019:*

BSB20115 Certificate II in Business

CUA20215 Certificate II in Creative Industries

SIS20412 Certificate II in Sport Career Oriented Participation (Golf)

CUA31015 Certificate III Screen & Media

SIT30616 Certificate III Hospitality

**VETiS** Consulting Services is a private RTO (RTO Code: 52499) providing auspicing arrangements with Kingsway Christian College for nationally recognised qualifications in Creative Industries and Golf. As the RTO for these qualifications, VETiS Consulting Services requires the student and their Parent to read their Student Handbook which outlines your rights and responsibilities and policies and procedures relating to your enrolment, together with the Parents Handbook which includes an approval to enrol sheet at the back of the book. This sheet must be signed by parents and returned to the Mrs Arthur as an acceptance of enrolling into the course. These booklets are downloadable from the VETiS website at [www.vetis.net.au](http://www.vetis.net.au).

**YMCA** is a private RTO (RTO Code: 3979) providing auspicing arrangements with Kingsway Christian College for national recognised qualifications in Certificate II Business.

**AITC** is a private RTO (RTO Code 52514) providing auspicing arrangements with Kingsway Christian College for national recognised qualifications in Certificate III in Hospitality

## **Endorsed programs**

Endorsed programs address areas of learning not covered by WACE courses. Examples



include workplace learning, Cadets WA, and independently administered examinations in music, speech and drama. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

You should discuss endorsed programs opportunities with the Deputy Principal (Staff and Administration).

### **Enrolments**

Each student is enrolled in their selected WACE units, VET and/or endorsed programs with the School Curriculum and Standards Authority. Changes to enrolments will be made through the College.

### **Enrolment criteria for EAL/D as a Year 12 student**

If you do not speak Standard Australian English as your home language or a limited period of residence in a country where English is not widely used, you may be eligible to enrol in EAL/D.

Eligibility criteria apply for this course and applications are submitted in Year 11 at the end of Term 1. There is a form that needs to be completed together with documents in support of the application to ensure you are permitted to enrol in EAL/D in Year 12.

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the School Curriculum and Standards Authority website at [www.scsa.wa.edu.au/internet/Events and Forms/Application Order Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms). You should discuss your enrolment options with your year coordinator.

## **SCHOOL ASSESSMENT**

### ***Grades and school marks***

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the College.

Teachers of Year 11 and Year 12 students submit results to the School Curriculum and Standards Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed, The notation of 'U' can be used non-final year students who, for reasons acceptable to the College, do not complete the assessment program. Only students who will be returning the following year to complete the assessment program can be awarded a 'U'

notation.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

In Year 11 there may be occasions when you need to change your course enrolment at the completion of Semester 1 (e.g. you may nominate to transfer from an ATAR course to a General course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a 'completed' status instead of a grade for VET's course unit pairs. The notation 'completed' counts the same as a C grade.

Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents.

## ATAR EXAMINATIONS

The School Curriculum and Standards Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

### **Enrolling in examinations**

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

### **Certification**

#### ***Folio of achievement***

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

- WACE

- WASSA
- WACE course report (ATAR courses only)
- Award certificates achieved

The WACE indicates that you have satisfied the requirements for WACE achievement.

The WASSA formally records, where appropriate:

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

The WACE ATAR course report (ATAR courses only) records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units.

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

## TAFE

Each qualification offered by TAFE is divided into two groups. The first group of qualifications require applicants to address both 'minimum entry requirements (MER) and selection criteria' and the second group of qualifications require applicants to address only the 'minimum entry requirements'. Qualifications that require 'entry requirements and selection criteria' are those where there are more applicants than places available. Qualifications that have 'minimum entry requirements only' are those where there are more places than applicants (approximately 70% of courses). Applicants for 'minimum entry requirement only' courses will only need to submit their personal information, the name of the qualification for which they are seeking entry and evidence that they meet the minimum entry requirements. These minimum entrance requirements refer to minimum Communication and Mathematics skills. These skills are described as benchmarks which are displayed using a system of dots ranging from one dot to four dots. Each course has differing benchmark requirements.

Applicants seeking places in qualifications with ‘entry requirements and selection criteria’, will be required to address both the minimum entry requirements and the selection criteria. Selection criteria will focus on qualification pathways (maximum 29 points), work experience (maximum 29 points), and the past academic/skill development achievement (maximum 42 points). Some qualifications require an interview, skills test or folio. A student will typically apply for up to four TAFE courses, listing them in order of preference. Selection then depends on the student’s ranking compared with other applicants and the number of places being offered in the relevant course.

### **Minimum Entrance Requirements (MER)**

Most Certificate I – III level qualifications require Year 10 or 11 academic levels for entry and scoring. Years 10 and 11 students will find it difficult to get a place in courses that require selection criteria to be addressed due to competition from applicants with higher qualifications and experience. Certificate IV, Diploma and Advanced Diploma level qualifications generally require the completion of Year 12 to meet MER and to score on academic merit in the selection criteria. All students need to have achieved a C grade in an English course.

Interested students should make sure that they access [trainingwa.wa.gov.au](http://trainingwa.wa.gov.au) for courses and Careers information. The TAFEs located in Perth are as follows:

1. North Metropolitan TAFE – 1300 300 822
2. South Metropolitan TAFE – 13 23 98

For information on TAFE courses, contact the Information and Career Advice Officer at any TAFE campus, or:

Department of Training and Workforce Development

Customer Service Centre

GPO Building

Level 7, 3 Forrest Place

Perth, WA 6000

PH 9224 6500

Email – [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

<http://www.dtwd.wa.gov.au/>

## **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

Admission into university is competitive with most courses having more applicants than places. Selection for university admission for most courses is based on a student’s Australian Tertiary Admission Rank (ATAR). Applicants

for each university course will be ranked in order of merit based on their ATAR. What is the ATAR? The ATAR is a number between zero and 99.95 that reports a student's rank position relative to all other students of Year 12 school leaving age in the State. It takes into account the number of students with a Australian Tertiary Admission Rank (ATAR) and the number of people of Year 12 school leaving age in the population of this State. For example, a ATAR of 75.00 indicates an overall result equal to, or better than, 75% of the Year 12 school leaving age population in Western Australia. The ATAR will be calculated by adding the best four final ATAR subject results.

The table below gives an idea of what average exam percentage is required for a particular ATAR. This data is accurate for 2010, but generally can be used as a rough guide for future years.

Average Mark Across 4 Subjects	ATAR	Average Mark Across 4 Subjects	ATAR
45	51	66.7	86
49	58	68.5	88
52	62	69.6	90
53	64	70.7	91
54	66	71.9	92
55	67	73.2	93
56	69	74.8	95
57	71	76.5	96
58	73	78.5	97
59	74	80.9	98
60	76	84.4	99
62	79	86	99.2
63	80	88	99.5
64	82	90	99.7
65	84	92	99.8

## MATHEMATICS ATAR COURSES: TEA BONUS

Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia have recently announced the introduction of a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging

Mathematics ATAR course options, Mathematics Methods and Mathematics Specialist. The bonus will apply to the calculation of the Tertiary Entrance Aggregate (TEA) from 2017 onwards. Ten percent of the final scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the TEA, from which the ATAR is derived. Bonuses from both courses may be counted and will apply even if the scaled scores from the courses are not one of the student's best four scores.

**Further Information can be obtained from:****CURTIN UNIVERSITY OF TECHNOLOGY**

**BENTLEY Campus**  
**Future Student Centre**  
Kent Street  
BENTLEY WA 6102  
Tel: 9266 1000  
[www.curtin.edu.au](http://www.curtin.edu.au)

**WESTERN AUSTRALIAN SCHOOL OF MINES**

Student Services  
Egan St  
KALGOORLIE WA 6430  
Tel: 9088 6179  
**Course Information - 1800 688 377 (24 Hours)**

**THE UNIVERSITY OF WESTERN AUSTRALIA**

Admissions Centre  
35 Stirling Highway  
CRAWLEY WA 6009  
Tel: 6488 2477  
[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

**TERTIARY INSTITUTIONS SERVICE CENTRE**

100 Royal Street  
EAST PERTH WA 6000  
Tel: 9318 8000  
[www.tisc.edu.au](http://www.tisc.edu.au)

**NOTRE DAME UNIVERSITY**

Prospective Student Office  
Tel: 9433 0533  
[www.nd.edu.au](http://www.nd.edu.au)

**WA ACADEMY OF PERFORMING ARTS**

2 Bradford Street  
MOUNT LAWLEY WA 6050  
Tel: 134 328

**EDITH COWAN UNIVERSITY**

[www.ecu.edu.au.com](http://www.ecu.edu.au.com)  
**BUNBURY Campus**  
585 Robertson Drive  
BUNBURY WA 6230  
Tel: 9780 7756  
**JOONDALUP Campus**  
270 Joondalup Drive  
JOONDALUP WA 6027  
Tel: 6304 5000  
**MOUNT LAWLEY Campus**  
2 Bradford Street  
MOUNT LAWLEY WA 6050  
Tel: 9370 6420

**MURDOCH UNIVERSITY**

**MURDOCH Campus**  
Prospective Student Office  
90 South Street  
MURDOCH WA 6150  
Tel: 9360 6000  
[www.murdoch.edu.au](http://www.murdoch.edu.au)  
**ROCKINGHAM Campus**  
Dixon Road  
ROCKINGHAM WA 6168  
Tel: 9360 7070  
**PEEL CAMPUS (Mandurah)**  
Peel Education & TAFE Campus  
Education Drive  
MANDURAH WA 6210  
Tel: 9582 5501

## CHANGING COURSES

All students wishing to change courses must complete a *Change of Course Form* available from Student Services. The course change process requires a course teacher and HOLA signature, a parent signature and an interview with the Deputy Principal (Staff and Administration). Parents/Guardians may make appointments directly with the Deputy Principal (Staff and Administration) to begin the course change process.

## LEAVING SCHOOL

Parents should be aware that in November 2005 the Acts Amendment/Higher School Leaving Age and Related Provisions Bill (2005) was enacted. The age at which students may leave school and the conditions under which this can happen have changed substantially and students may no longer just leave school at the end of Year 10. All parents who are considering allowing their child to leave before the completion of Year 12 must arrange an interview with the Deputy Principal (Staff and Administration) before withdrawing their child.

## POTENTIAL IMPACT OF “TIME OFF CAMPUS”

All senior school students should be aware that certain six course combinations involve a considerable amount of time spent off campus on excursions, camps or Workplace Learning. Time spent off campus in a course can not be used as an excuse for failing to meet deadlines in other courses. Parents and students should consider the cumulative amount of time spent off campus resulting from the selected course combinations.

## WORKPLACE LEARNING PROGRAM

The Year 11 and 12 Workplace Learning Program is designed for students who are preparing for entry into a TAFE, the workforce, an apprenticeship or a traineeship. The Program offers a joint school, industry and training partnership. Students work towards Secondary graduation whilst gaining workplace experience. The Workplace Learning Program offers on-the-job learning with a host employer. At Kingsway Christian College the WPL Program takes place in two week blocks in Term 2 and Term 4. Workplace Learning is an endorsed programme and is not compulsory but it may assist students to gain valuable workplace experience as well as contribute towards requirements for graduation.



## ONE-TO-ONE PROGRAM

It is compulsory for students in Year 11 to bring their own device to school.

### **What is One-to-One at Kingsway Christian College?**

A One-to-One program is where a student brings a specified device to school for use in their learning. The term One-to-One is used for a number of different programs in different schools. At Kingsway Christian College we view One-to-One as meaning that:

1. Students will bring in a device to use in their learning which meets the required specifications.
2. Teachers may provide opportunities for these devices to be used in the classroom or allow these devices to be used alongside other classroom technologies.
3. The school will permit limited, controlled and monitored access to the school wireless network for these devices.

Details of the program, including required specifications and answers to frequently asked questions can be found at [www.kingsway.wa.edu.au](http://www.kingsway.wa.edu.au)

For more information please refer to the One to One Technology Information Booklet available for parents.

## SEQTA

This is an online service which provides parents of students in Years 3 to 12 up-to-date information on assessment results.

### **Assessment Feedback**

In Years 3 to 12 all formative assessment results are available for you to view through the learning management system, SEQTA ENGAGE. In this way you are kept informed of when assessments are scheduled, and also the results as they occur.

To login to SEQTA Engage, click on the link **SEQTA™** in the current parents column at the bottom of the Kingsway website <http://www.kingsway.wa.edu.au>, please use your username and password provided at the beginning of the year. If you have any difficulties please notify the College on [seqta@kcc.wa.edu.au](mailto:seqta@kcc.wa.edu.au).

## TUTORING

Tutoring is available in most subject areas for students in Year 11 and 12 and we would encourage you to contact the relevant Head of Learning Area for further information regarding days and times.

## YEAR 11 CAMP

The Kingsway Christian College's Ningaloo Reef Adventure Camp in 2018 forms part of the College's program for all Year 11 students and will take place from Sunday 8<sup>th</sup> April until Friday 13<sup>th</sup> of April 2018. The camp is an important part of the senior school program in that it provides an opportunity for students to form strong relationships with their peers which is very important in the senior secondary years. The camp also teaches students important life skills that they take with them when they leave secondary schooling, which is in line with the College's mission statement: "*empowering and equipping students for life through Christ centered education*". More information about the camp and activities can be found at <http://www.ningalooadventures.com/> There will be two parent information evenings held during the year and another one at the beginning of next year where we will provide full details of the camp. It is important that a member of the family attends each of the meetings. The first meeting coincides with the Year 10 subject information night. Payment options will be discussed on the night. The cost of the camp is \$1500 per student and this amount will be included with the school fees for 2018. The price includes all costs for transport, accommodation, food and all activities including:

- Snorkeling with whale sharks
- A glass bottom boat tour that includes fish feeding, reef snorkeling, water photography, and a tour of Coral bay's reef including Maud's landing and the Ayers Rock trail
- An interactive underwater scooter tour and a snorkeling tour as part of a speed boat tour
- A two part educational program regarding Giant Manta Rays, Whale Sharks and the Ningaloo Reef provided by world leaders in the field
- Coral Bay Activities aimed at team building and relationships that includes: morning walks, devotions, sand boarding, fishing, golf (for golf academy students only), sand castle competitions, tent inspections, beach and night team building games
- Coral Bay Scuba diving (available only for qualified open water divers. Certification courses are available through an external service provider at an additional cost).

In order to receive relevant information it is essential that parents attend the information sessions provided by the College.

## YEAR 11 GRIDLINES 2019

	UNIVERSITY ATAR COURSES						TAFE GENERAL COURSES		
Line 1	Literature	English	EALD	Maths Methods	Physics		English		
LINE 2	Physical Education Studies	English	Maths Applications	French as a second language	Maths Methods	Geography	Maths Essential	Visual Art	Music
LINE 3	Psychology	Economics	Physics	Engineering	Maths Applications		Cert III in Hospitality	Dance	General Engineering
LINE 4	Politics & Law	Computer Science	Accounting	Maths Applications	Music	Maths Specialist	Materials, Design & Technology: Textiles	Physical Education Studies: General	
LINE 5	Human Biology	English	Biology	Modern History	Chemistry	Maths Applications	WPL + Cert II (Business)	WPL + Cert 11 in Creative Industries	Media Production
LINE 6	Chemistry	Drama	Human Biology	Visual Art	Psychology		Materials, Design & Technology; Wood	Cert III in Hospitality	

## YEAR 11 ATAR COURSES LEADING TO UNIVERSITY

Course Name	Recommended Year 10 Prerequisite	Year 11 Units	Year 12 Units
Accounting	Year 10 Mathematics B Grade or Specialist Mathematics C Grade	Units 1 & 2	Units 3 & 4
Biology	Year 10 Science Advanced – Minimum C Grade Year 10 Science Standard – Minimum B Grade	Units 1 & 2	Units 3 & 4
Chemistry	Year 10 Science Advanced – Minimum B Grade Year 10 Science Standard – Minimum A Grade Year 10 Mathematics Standard – Minimum B Grade	Units 1 & 2	Units 3 & 4
Computer Science	Year 10 Mathematics B Grade or Specialist Mathematics C Grade	Units 1 & 2	Units 3 & 4
Drama	Grade B English and Year 10 Drama	Units 1 & 2	Units 3 & 4
English as an additional Language Dialect	Appropriate for Overseas students only	Units 1 & 2	Units 3 & 4
Economics	60% or above	Units 1 & 2	Units 3 & 4
Engineering Studies	Year 10 Mathematics B Grade	Units 1 & 2	Units 3 & 4
English	Grade B English	Units 1 & 2	Units 3 & 4
French	Grade C French	Units 1 & 2	Units 3 & 4
Geography	60% or above	Units 1 & 2	Units 3 & 4
Human Biology	Year 10 Science Advanced – Minimum C Grade Year 10 Science Standard – Minimum B Grade	Units 1 & 2	Units 3 & 4
Literature	Grade B Literature or Grade A English	Units 1 & 2	Units 3 & 4

## YEAR 11 ATAR COURSES LEADING TO UNIVERSITY

Course Name	Recommended Year 10 Prerequisite	Year 11 Units	Year 12 Units
Mathematics Specialist	Year 10 Extension – Grade B	Units 1 & 2	Units 3 & 4
Mathematics Methods	Year 10 Extension – Grade C or Year 10 Advanced – Grade A	Units 1 & 2	Units 3 & 4
Mathematics Applications	Year 10 Standard – Grade C	Units 1 & 2	Units 3 & 4
Modern History	60% or above	Units 1 & 2	Units 3 & 4
Music	Year 10 Music Grade B with theory up to Grade 3 AMEB and performance skills to Grade 4 AMEB	Units 1 & 2	Units 3 & 4
Physics	Year 10 Science Advanced – Minimum B Grade Year 10 Science Standard – Minimum A Grade Year 10 Advanced Mathematics – Minimum B Grade	Units 1 & 2	Units 3 & 4
Physical Education Studies	Year 10 Grade B Physical Education	Units 1 & 2	Units 3 & 4
Politics & Law	60% or above	Units 1 & 2	Units 3 & 4
Psychology	Year 10 English and S&E – minimum 60% (C)	Units 1 & 2	Units 3 & 4
Visual Arts	Year 10 Art Grade B, Grade C English (minimum 60%)	Units 1 & 2	Units 3 & 4

## YEAR 11 GENERAL COURSES LEADING TO TAFE

Course Name	Recommended Year 10 Prerequisite	Year 11 Units	Year 12 Units
Dance	Nil		
English General/Foundation	Nil	Units 1 & 2	Units 3 & 4
Food Science Technology	Year 9 & 10 Foods desirable	Units 1 & 2	Units 3 & 4
General Engineering	Nil		
Material Design & Technology (Wood)	Woodwork in Year 9 & 10 desirable	Units 1 & 2	Units 3 & 4
Mathematics Essential	Year 10 Standard – Grade D or Year 10 Modified – Grade C	Units 1 & 2	Units 3 & 4
Media Production		Units 1 & 2	Units 3 & 4
Music General	Grade C and a passion to learn		
Physical Education Studies General	Year 10 Grade C Physical Education	Units 1 & 2	Units 3 & 4
Physical Education Studies General - Golf	Year 10 Grade C Physical Education It is recommended, but not a requirement that students who enter this course have completed studies in the Golf Academy at years 7 – 10.	Units 1 & 2	Units 3 & 4
Textiles	Year 9 & 10 Textiles Desirable	Units 1 & 2	Units 3 & 4
Visual Art	Grade C English, Completion of Visual Art in Year 10	Units 1 & 2	Units 3 & 4
Cert II Creative Media	Year 9 & 10 Computing desirable	Cert II Creative Media	Cert II Creative Media
Cert II Business	Nil	Business Cert II	Business Cert II

**Course Descriptions**

The following pages provide information on courses currently offered by the College and those that may be introduced into the College. It should be noted that some new courses are only being considered for introduction and there is no guarantee that the College will be in a position to offer them in 2018. This will be determined by student demand for these courses.

# ACCOUNTING AND FINANCE ATAR

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. Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making. Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

**Unit 1** - The focus for this unit is on double entry accounting for small business. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students will record and process financial information in a variety of ways and contexts and produce and analyse financial reports for small service and trading businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business and will identify and compare sources of finance available to a business.

**Unit 2** (This unit builds on the content covered in Unit 1) - The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Balance day adjustments are done before financial reports are prepared. Different methods of depreciation of non-current assets and the disposal of these assets are covered in this unit. Students prepare financial reports and, using ratios, analyse these reports to evaluate the profitability and stability of a business. Students learn of the role and functions of the professional accounting and financial associations and become familiar with the main aspects of electronic processing of financial data.

## Possible career opportunities

University – chartered accountant, accountant (financial/management/forensic/auditing/taxation/corporate advisory/etc.), financial manager, financial advisor, treasury, business analyst, insurance, etc.

TAFE – Certificate IV in Accounting, Diploma of Accounting (office manager, assistant accountant, accounting clerk, bookkeeper, Registered BAS agent, tax agent, etc.).

**Contact: Mrs J Arthur**



## BIOLOGY ATAR

The Biology ATAR course for the Year 11 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students’ learning in the Year 7 – 10 Science curriculum. The Year 11 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

### **Unit 1 – Ecosystems and biodiversity**

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the inter-connectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments.

### **Unit 2 – From single cells to multi-cellular organisms**

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. Students use scientific inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

In both these units, through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.

### **Possible Career Opportunities**

University – environmental sciences and forensics; biological sciences; marine and freshwater biology.

TAFE – sustainable forestry; veterinary nurse; forest rehabilitation in mining.

**Contact – Mr A Altraide**

## CHEMISTRY ATAR

The Chemistry ATAR course for the Year 11 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students’ learning in the Year 7 – 10 Science curriculum. The Year 11 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

**Unit 1 – Chemical fundamentals: structure, properties and reactions** - In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions. Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure and chemical bonding. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors. Students use science inquiry skills to develop their understanding of patterns in properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

**Unit 2 – Molecular interactions and reactions** - In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions. Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of intermolecular forces and chemical reactions. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors. Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behavior of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

### **Possible career opportunities**

Chemical Engineering, Metallurgy, Medicine, Pharmacy, Engineering, Agriculture, Veterinarian.

**Contact – Mr A Altraide**

## **COMPUTER SCIENCE ATAR**

**Unit 1** focuses on **developing systems and producing spreadsheet and database solutions**. Students are introduced to the internal, interrelating components of computer-based systems in **an industry context**. They examine a variety of systems, build on spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

**Unit 2** focuses on **developing systems solutions and communications**. Students are introduced to networking concepts, **as applied to industry**. Through the use of algorithms, students develop

programming skills. Students create solutions exploring the ethical, legal and societal implications of industry-based applications.

**Contact - Mrs J Arthur**

## DRAMA ATAR

The Drama ATAR course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

**Unit 1** - The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

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

**Year 11 Drama ATAR examinations consist of both practical performance examination and a separate written examination. The course is made up of 50% practical work and 50% written work.**

### **Possible Career Opportunities:**

Directing Arts Management/Administration, Production and Stage Management, Production Design, Actor, Entertainer, Community Arts Management, Performing Arts Teacher/Tutor, Playwright.

**Contact – Mrs N Drazovic**

## ECONOMICS ATAR

The Year 11 Economics ATAR course contains two units, both of which are focused on **Macroeconomics**.

**Unit 1** explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

**Unit 2** explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

### Possible Career Opportunities

Economist, Teacher of Economics, Econometrician

Contact - Mr J Milne

## ENGINEERING STUDIES ATAR

**Unit 1** - In the development of an engineering project, students study core engineering theory and their chosen specialist area theory. They develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non-renewable energy. Given guidelines and a context, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students then select and analyse the most suitable concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagram and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

**Unit 2** - This unit develops students' understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering

products on society, business and the environment.

Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

### **Possible career opportunities**

Students considering a pathway within the following disciplines, including Engineering, Aviation, Mechanical, Fabrication and Electrical at university, are strongly advised to enrol in this course.

**Contact – Mrs J Arthur**

## **ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT ATAR**

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

### **Eligibility for enrolment in English as an Additional Language/Dialect**

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. EAL/D eligibility criteria do not apply to the Year 11 period of enrolment. The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through the College, to the School Curriculum and Standards Authority prior to enrolment. This form is available on the School Curriculum and Standards Authority website [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) on the EAL/D course page.

The EAL/D course will be available to a student in Year 12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context

- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language
- whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia
- whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1** focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

**Unit 2** focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

**NOTE:** If a student other than a Year 12 student applies to enroll to sit for the WACE examination, they must meet the eligibility requirements.

**Contact - Mrs Jenny Burton**

## ENGLISH ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. 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 to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms. The Year 11 syllabus is divided

into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

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

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

**Contact - Mrs Jenny Burton**

## FRENCH ATAR

**Unit 1** - The focus for this unit is *c'est la vie!* (**that's life!**). Students examine the activities that are popular with youth today. They communicate about their health, free time, sport and socialising. Students explore their own culture and identity with what it means to be a teenager in a French-speaking and global community.

**Unit 2** - The focus for this unit is *voyages* (**travel**). Students discuss what young people should consider when travelling. They explore cultural exchanges and what it means to travel in a French-speaking community. Students view their own culture from the perspective of a French-speaker and look at Australia as a tourist destination, especially for French-speaking travellers, and discuss how they would prepare a French-speaker for an exchange trip in Australia.

### **Possible Career Opportunities**

Interpreter of French, teacher of French and Foreign Service

**Contact- Mrs Jenny Burton**

# GEOGRAPHY ATAR

The Year 11 Geography ATAR course contains two units – **Unit 1: Natural and Ecological Hazards**, and **Unit 2: Global Networks and Interconnections**.

**Unit 1** focuses on understanding how hazards and their associated risks are perceived and managed at local, regional and global levels. Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions. Students develop an understanding about using and applying geographical inquiry tools, such as spatial technologies, and skills, to model, assess and forecast risk, and to investigate the risks associated with natural and ecological hazards. The potential for fieldwork depends on the hazard selected, such as a visit to the town of Meckering to study earthquakes, or the impact of a specific cyclone, flood or bushfire on a town or region.

**Unit 2** focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a ‘shrinking’ of time and space. Of particular interest are the ways in which people adapt and respond to these changes. Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service and the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people embrace, adapt to, or resist the forces of international integration.

## **Possible career opportunities**

Tourism, Agriculture, Town Planning, Environmental Science, Mining, Teaching, Defence Forces, Foreign Affairs and Overseas Aid Programs

**Contact – Mr J Milne**



# HUMAN BIOLOGY ATAR

The Human Biology ATAR course for the Year 11 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 11 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

**Unit 1 – The Functioning Human Body** - In this unit, students analyse how the structure and function of body systems, and the inter-relationships between systems, support metabolism and body functioning. Cells are the basic structural and functioning unit of the human body. Cells contain structure that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of the cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life. Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

**Unit 2 – Reproduction and Inheritance** - In this unit, student study the reproductive systems of males and females, the mechanism of transmission of genetic material from generation to generation, and the effects of the environment on gene expression. The cellular mechanisms for gamete formation and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations. Disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease. The application of technological advances and medical knowledge has consequences for individuals and raises socio-ethical issues associated with human reproduction. Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use the ICT in the analysis and interpretation of their data and presentation of their findings.

### **Possible Career Opportunities**

Sports Medicine, Biomedical Science, Physiotherapy, Nursing, other paramedical fields, Education and Psychology

**Contact – Mr Ala Altraide**

## **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. The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1** develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama.

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

**Contact - Mrs Jenny Burton**

## **MATHEMATICS APPLICATIONS ATAR**

This is an ATAR course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training. The 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 university or TAFE.

The course aims to develop students’:

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

### **Possible Career Opportunities**

Commerce/Business Computing, Mine Technology, Geology, Agriculture, Biomedical Science, Health Science, Economics, Chemistry, Chiropractic Science, Psychology.

**Contact - Mr S Gerbaz**

## **MATHEMATICS METHODS ATAR**

This is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students’ ability to describe and analyse phenomena that involve uncertainty and variation. The major themes of this course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. This course 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. 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. The course aims to develop students’:

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems

- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

### **Possible Career Opportunities**

Commerce/Business, Computing, Engineering (some), Metallurgy, Informatics, Biophysical Science, Physics, Nanotechnology, Geophysics

**Contact - Mr S Gerbaz**

## **MATHEMATICS SPECIALIST**

This is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The course 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. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Students selecting this course must also select the Mathematics Methods course. The course contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematics Methods course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. This course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. The course aims to develop students’:

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs.

### **Possible Career Opportunities**

Engineering, Geophysics, Acturist

**Contact - Mr S Gerbaz**

## MODERN HISTORY ATAR

The Year 11 ATAR History course contains two units – **Unit 1: Understanding the Modern World**, and **Unit Two: Movements for Change**.

**Unit 1** examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **Capitalism in America between 1907 and 1941**. Students explore crucial changes, for example, the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

**Unit 2** examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **Nazism in Germany**, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

### Possible Career Opportunities

Historian, Writer, teaching Journalism, Librarianship, Politics and Tourism, Government Departments, Diplomatic Services, Public Services

Contact - Mr J Milne

## MUSIC ATAR

The thematic content for each unit is as follows: Western Art Music, Jazz, Contemporary Music and World and Indigenous Music. Each of the four units is based on several genres and styles within its framework. Content is divided into six areas: aural, theory, analysis, composition and arrangement, performance and cultural and historical perspectives. Please note the area of study for 2019 will be in the Jazz Context, with Unit 1 focusing on the Big Band/Swing genre and Unit 2 will be studying Bebop.

**Unit 1** progresses from Year 10 music studies providing the student with experience in

listening to, creating and performing music. The student will build on their knowledge and skills in the Contemporary context as they continue to develop skills in theory, aural analysis and practical music.

**Unit 2** continues to build upon knowledge and skills gained in Unit 1, as the student should develop increased understanding and skills in the chosen unit of study. The student will consider how music is structured and how the elements of music are used to influence specific types of music.

### **Requirements:**

Students need to have at least a high B Grade in Year 10 music, including at least Grade 3 AMEB theory with practical skills to Grade 4 AMEB on their instrument/voice. This is a rigorous and demanding course requiring a strong knowledge of both theory and practical skills, students should also be receiving private music lessons on their instrument/instruments from a reputable and professional Music Tutor. The course ultimately is a combination of both practical and written with each section requiring the same amount of time, effort and dedication.

### **Possible career opportunities**

Professional musician (jazz, rock, alternative, classical), Music teacher, Specialist instrument tutor, TAFE or University lecturer, Specialist Recording Artist, Session Musician, Composer, jingle writing, movie sound track Composer, Music Event Coordinator, Sound Engineer, Booking Agent or Artist/Band Manager

**Contact - Mr R Vine**

## **PHYSICS ATAR**

The Physics ATAR course for the Year 11 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 11 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

**Unit 1 – Thermal, nuclear and electrical physics** - Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits. Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international co-operation of multi-disciplinary teams and relies on advances in ICT and other technologies. They explore how science knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors. Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat

transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

**Unit 2 – Linear motion and waves** - Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena. Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and many individuals, and the development of ICT and other technologies have contributed to developing understanding of motions and waves and associated technologies. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors. Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

### **Possible career opportunities**

Engineering, Aviation and Sports Science

**Contact – Mr A Altraide**

## PHYSICAL EDUCATION STUDIES ATAR

In this course, students take a more in depth approach to the analysis of performance, the application of theoretical principles and planning programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course content is divided into the following areas:

1. Developing physical skills and tactics
2. Motor learning and coaching
3. Functional anatomy
4. Biomechanics
5. Exercise physiology
6. Sports psychology

The focus of **Unit 1** unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

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

The course assessment weightings are 70% theory and 30% practical. The theory component is made up of 15% investigation, 15% response and 40% examination.

### **Possible Career Opportunities:**

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport

development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

**Contact: Mr P Whitby**

## POLITICS & LAW ATAR

Politics and law is a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. The Year 11 ATAR course consists of 2 units: **Unit 1 – Democracy and the Rule of Law**, and **Unit 2 – Representation and Justice**.

**Unit 1** - Democracy and the rule of law, examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system.

**Unit 2** - Representation and Justice, examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system.

### Possible Career Opportunities

University – Law, Criminology, Commerce, Teaching, Journalism, Local Government, Law Enforcement, Diplomacy, Foreign Affairs, Non-government Organisation, International Aid Agencies, Counter Terrorism, Political Science and various government Programs.

**Contact – Mr J Milne**

## PSYCHOLOGY ATAR

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



The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1** focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

**Unit 2** focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

### **Possible Career Opportunities**

Psychologist, Clinical Psychologist, sport and exercise Psychologist, Business and Commerce, Nursing, Teaching, Social Work and Foreign Affairs.

**Contact – Mrs Jenny Burton**

## **VISUAL ARTS ATAR**

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

The Year 11 syllabus is divided into two units, each one 15 weeks in duration, which are delivered as a pair. Further information is available at <https://senior-secondary.scsa.wa.edu.au/>.

**The Year 11 Visual arts ATAR course examination consists of practical skills tasks that are weighted 50% of each course unit.**

Some assessment tasks in this course will require time commitment at home such as researching Investigation tasks on artists and progress and refinement work of practical artwork.

**Unit 1** focuses on differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

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

**Unit 2** focuses on identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

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

**Possible Career Opportunities:**

Architect, Art Historian, Gallery Education Officer, Arts Education (Primary, Secondary, TAFE), Arts Therapy, Interior Design, Fashion Design, Community Arts Management, Graphic Design, Web Design, Arts Curator, Gallery Management, Professional Artist.

**Contact Mrs N Drazevic**

# TAFE GENERAL COURSES

## CERTIFICATE II BUSINESS (BSB20115)

This course will be delivered over two years, six units of the 12 competencies will be completed in Year 11 and six (6) units of competency (UOC) will be completed in Year 12. A student must meet all 12 units of competency to receive the Certificate II in Business qualification. The focus of this qualification is the employability skills required by industry for this qualification, including skills in the use of a range of software programs in MSOffice. It reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

**Contact - Mrs J Arthur**

## CERTIFICATE II CREATIVE INDUSTRIES

(CUA20215)

## CERTIFICATE III SCREEN AND MEDIA

(CUA31015)

Students who successfully complete this course will be awarded the Certificate II in Creative Industries. This qualification is endorsed by all Australian governments and is also recognized in other countries. It is an excellent base for further study, particularly in design, media and Information Technology. Students also have the opportunity to complete additional units to receive a Certificate 3 in Screen and Media.

The course has a focus upon digital and design skills required in the creative industries, including media and information technology. Students will develop skills and knowledge which are transferable to employment in all industries. Topics include:

- Occupational health and safety
- Sound editing
- Design of publications
- Development of skills in Photoshop and Illustrator
- Development of skills in Microsoft Word
- Working effectively with others
- Creative arts industry knowledge
- Critical and Creative thinking
- Animations

Further information is available at <https://training.gov.au/Training/Details/CUA2021#>

The course runs over two years and must be commenced in Year 11. All completed units of competency are recorded on the student's WACE statement of results. Students also have the opportunity to undertake the Work Place Learning endorsed program in conjunction with this course.

**Possible Career Opportunities**

Graphic Design, Multimedia, Advertising

**Contact - Mrs J Arthur**

## DANCE GENERAL

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills. The course contains practical and theory components. Previous formal training in Dance is not essential.

**Possible Career Opportunities:** Professional Dancer, Choreographer/ Director, Dance Teacher, Dance Studio Owner, Dance Therapy, Dance Medicine

**Contact – Mrs N Drazevic**

## ENGINEERING STUDIES GENERAL

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles, to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues; impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. The Engineering Studies General course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

**Contact - Mrs J Arthur**

# ENGLISH GENERAL

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms. The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1** focuses on students comprehending and responding to the ideas and information presented in texts. Students:

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

**Unit 2** focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

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

**Contact - Mrs Jenny Burton**

# HOSPITALITY CERTIFICATE III YEAR 11

Kingsway Christian College has entered into a partnership with the Advanced Institute of Training & Consultancy (AiTC) to deliver a Certificate III in hospitality at school. This is a federally funded school-based traineeship program where students become “trainees” rather than “students” for the course. The College canteen is now called the “café” and has had modifications made to it to accommodate the new course. The trainees prepare and cook food for the café during the course. They will also prepare and serve food at various school functions including the Principals lunch, volunteers’ morning tea, Year 12 Graduation breakfast and Year 12 Graduation night to name a few.

The highlights of the program are:

1. Students achieve a Cert III in Hospitality, which will enable them to pursue a career in hospitality Industry, or to find a job in the Hospitality industry whilst studying for their career at University or TAFE.
2. Prepare and serve espresso coffee is one of the competencies students study during the course, which is ideal for obtaining employment in a café.
3. A professional chef works with the classroom teacher to oversee trainees knowledge and skills development.
4. Trainees complete practical service hours by working for and in the College café, as well as preparing for College functions, some of these will occur outside of school hours, such as the Year 12 Breakfast.
5. Trainees will be rostered to work in the café during lunchtime for one week in every 4-6 (depending on numbers), where they will need to leave their Period 5 class 15 minutes early, and enter their Period 6 class 5 minutes late.
6. The trainees are paid a wage of up to 7.5 hours per week for their involvement. (For more information please see Educational Services (Schools) General Staff Award 2010, point 5)The wage is broken down into different components 4 hours of course work (normal class time), 90 minutes of homework per week (done at home or in study skills) and 2 hours of functions per week (service in the café and functions) which will probably include some functions that are run out of school hours.

## Possible Career Opportunities

This course can lead directly into an apprenticeship or job in the hospitality industry. It will also help with further studies in hospitality areas at TAFE or University including Home Economics/Hospitality teacher.

**Contact - Mrs J Arthur**

# GOLF STUDIES IN UPPER SCHOOL

*(during compulsory House Sport Classes)*

Kingsway Christian College is pleased to offer its Golf Academy, working alongside dedicated professionals from the Marangaroo Golf Course and Lakelands Country Club to equip our students with the knowledge and skills required to advance their competitive ability and course management skills, possibly opening up doors for a career in the vast and exciting sports industry.

The Academy will incorporate Golf into the student's regular learning timetable, giving them the opportunity to gain knowledge and understanding in all aspects of the golf industry which can be used to access a rewarding golf career or career in recreational or physical education studies at tertiary level. The programme will have a holistic approach to the game of golf developing both physical and mental aspects of the game to enhance a player's competitive ability.

### **Subject Outline**

The students will complete studies in both the theoretical and practical components of the game of golf. The program consists of two periods of coaching at either the Marangaroo Course, Lakelands Country Club or Kingsway golf facilities, held during compulsory sport periods, and there is an expectation that students will play a minimum of one competition round of golf per week at Lakelands Country Club, or another designated golf club. To be in the Kingsway Golf Academy all students are to be members of a golf club. If students do not have membership, the College has arranged a deal at the Lakelands Country Club providing full membership for a fee of \$60.00 per term.

Within the academy students will participate in an induction program after which they will be allowed to use the course, make bookings for guests, receive free coaching and participate in tournaments or pennants play. As well as the standard Golf Academy program, golfers who display excellence and superior skills will be asked to join the "pro" pathway providing additional coaching and tournament play. This pathway may attract additional costs.

### **COURSE RECOMMENDATIONS**

It is recommended, but not a requirement that students who enter this course have some theory and practical skills in golf. There may be an opportunity to complete a Certificate II in Sport Career Oriented Participation (Golf).

All students need to be a member of a golf club. *NOTE – This is catered for within the program through our relationship with Lakelands.*

### **ORGANISATIONS INVOLVED**

**Golf Professionals:** Mr. Robert Farley, Marangaroo and Lakelands Golf professionals  
**Marangaroo Golf Course, Lakelands Country Club and Golf WA**

**School Liaison** – Mr. Matthew Elliott / Mr. Johann Schoeman



# MATERIALS DESIGN & TECHNOLOGY (WOOD)

## GENERAL

### Course Outline

Students will learn about types of wood, including their origins and classifications, properties and sustainability for various purposes. Students will use research and processes to design and create different design solutions, given specific criteria and limitations. Instruction and opportunities will be given to use various tools and machinery to develop useful life skills.

### Possible career opportunities

The manual skills and confidence using tools and machinery lends itself naturally to almost all trades. The focus on the properties and nature of wood lends itself very well to trades in the building and construction industry. The design element lends itself well to occupations requiring design and creativity and increases leadership possibilities in the workforce.

**Contact - Mrs J Arthur**

## MATHEMATICS ESSENTIAL GENERAL

This is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training. The content of the course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET), apprenticeships, traineeships or employment. The course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

### Possible career opportunities

Entry points for TAFE are obtained from a 'C' grade.

**Contact - Mr S Gerbaz**

# MEDIA PRODUCTION & ANALYSIS GENERAL

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

**Unit 1** focuses on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. Students analyse, view, listen to and interact with common media work from their everyday use and process as they apply their knowledge and creativity in their productions.

**Unit 2** focuses on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view. In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

## **Possible Career Opportunities:**

Acceptance into many tertiary and certificate courses at TAFE, Marketing and Promotions, Game Designer, Multi Media Designer, TV Camera Operator, Editor, Sound and Lighting Engineer, Film Production, Journalism, Advertising, Photographer, Photography Studio Assistant.

**Contact – Mrs N Drazevic**

## MUSIC GENERAL

In the Music course, students have opportunities to develop and extend their musical understandings, abilities and potential in a range of contexts. The contexts defined in the Music course are: Western Art Music, Jazz, and Contemporary Music. The focus for 2019 will be a combination of Music for Film and Television, and World and Indigenous Music. The course content is divided into the following areas:

1. Aural
2. Theory
3. Composition and Arrangement
4. Cultural and Historical analysis
5. Performance

Students refine and develop their musicianship, engage in learning that develops music literacy and cultural awareness, which reflects the world of performers, composers and audiences.

### **Possible career opportunities**

Professional musician (jazz, rock, alternative, classical), Music teacher, Specialist instrument tutor, TAFE or University Lecturer, Specialist Recording Artist, Session Musician, Composer, jingle writing, movie sound track composer, Music Event Coordinator, Sound Engineer, Booking Agent or Artist/Band Manager

**Contact: Miss D Chung**

## PHYSICAL EDUCATION STUDIES GENERAL

In this course students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications. The course content is divided into the following areas:

1. Developing physical skills and tactics
2. Motor learning and coaching
3. Functional anatomy
4. Biomechanics
5. Exercise physiology
6. Sports psychology

The focus of **Unit 1** is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. The focus of **Unit 2** is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

The course assessment weightings are 50% theory and 50% practical. The theory component is made up of 25% investigation and 25% response.

**Possible Career Opportunities:**

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

**Contact: Mr P Whitby**

## TEXTILES GENERAL

The Textiles General course aims to prepare students for a future in a technological and material world by assisting them to understand how products are designed and how materials are developed and used.

### Unit 1

In Unit 1, students gain an understanding of design through investigating existing products and how they are designed. They use the Technology Process (investigate, devise, produce and evaluate) to design and make their own products. Students learn about the origins, classifications, properties and suitability of the materials they are using, and are introduced to a range of production equipment and techniques.

Students will participate in the Wool4School fashion design competition (<http://www.wool4school.com/competition/>) and their main production task will be to make a prototype of one of the garments that they design.

### Unit 2

In this unit, students will learn about the design features of existing consumer products and to understand the elements and principles of design. They will learn to use a simplified version of the design process that would be used in a professional design context.

Throughout the process, students learn about the origins, classifications and properties of materials they are working with. They will also learn about Textiles sustainability, and how textiles can be recycled and repurposed in order to reduce textiles landfill.

The main production task for this unit will be the design and production of an item made from upcycled fabrics.

### **Possible Career Opportunities**

Dressmaker, Tailor, Fashion Designer

**Contact – Mrs J Arthur**

## **VISUAL ARTS GENERAL**

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice. Further information is available at <http://wace1516.scsa.wa.edu.au/arts/>.

### **Unit 1 – Experiences**

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives. Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

### **Unit 2 – Explorations**

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

### **Possible Career Opportunities:**

Acceptance into many certificate courses at TAFE, Community Arts, Illustration, Graphic Design, Interior Design, Fashion and Design Illustration, Game designer, Artist.

**Contact – Mrs N Drazevic**

# WORKPLACE LEARNING

*(Workplace learning is offered in conjunction with Business Cert II and Certificate II in Creative Industries)*

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. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work. Every 55 hours a student completes in the Workplace with the required documentation is equivalent to 1 unit. The total number of hours the student actually completes in the workplace will appear on the student's statement of results (WASSA).

To complete this Program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. A student must record the number of hours completed and the tasks undertaken in the workplace in a Workplace Learning Logbook. A student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after completing each 55 hours in the workplace.

It is the student's responsibility to find their own work placement. Work placement hours can be done during the exam weeks in terms 2 and 4 and at other times as arranged with the College and the employer. A student's part time work may be used in some situations.

**Contact – Mrs J Arthur**

# ASSESSMENT POLICY

## ASSESSMENT POLICY

### Course Outline

In the first week of Term 1, your course teacher will provide you with a printed copy of an outline of the course content and an assessment schedule for the course in which you are enrolled. A course unit outline includes the following information:

- Content
- Sequence in which the content will be taught
- Approximate time to teach each section of the unit

### Assessment outlines will encompass the following information:

- Assessment types
- Weighting for each assessment type
- Weighting for each assessment task
- A general description of each assessment task
- A general indication of the content covered by each assessment task
- An indication of the outcomes covered by each assessment task
- Approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

### Marks and grades

Years 11 to 12 students will receive a grade and mark out of 100 for each completed course studied.

Students are required to submit all assessments on the specified date and failure to fulfil this requirement will result in penalties where no satisfactory explanation is provided in writing by the student's parent. Penalties in such instances will be 10% deduction of their marks per day for five days. After day 5 a mark of zero will apply.

Teachers should return marked assessments, tests and examination papers to students for their consideration and will need to ensure all assessments are returned to the College as per School Curriculum and Standards Authority requirements.

### Homework expectations:

Year 11: 2.5 hours per night

Year 12: 3 hours per night

### Cheating

Students cheating in a test and/or examination will be given a mark of zero for that part of the test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised and respective parents/guardians will be informed in writing by HOLA.

### Plagiarism

'Plagiarism occurs when the work of another person or persons, is used and presented as one's own, unless the source of each quotation or piece borrowed material is acknowledged with the



appropriate citation”. (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.

### **Collusion**

Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.

### **Transfer between courses/units**

Students commencing a course/unit late are at risk of not attaining a C grade and any withdrawals and/or course changes need to be completed by the student on the brown “Course Change” form available at Student Services. An application to withdraw and/or change a course/unit should be made through the Deputy Principal (Staff & Admin). A meeting will be arranged to discuss the proposed withdrawal/change.

Deadlines for course/unit changes are:

- Friday Week 5 of Term 1 for all Semester 1 units in Year 11.
- Friday of Week 6 of Term 1 for all Year 12 courses.
- Friday of Week 1 in Term 3 for all Semester 2 units in Year 11

NB: From 2016 Year 12 students are not permitted to switch between units during the year i.e. they must complete a pair of units in each subject.

### **Transfer from another school**

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the College with evidence of all completed assessment tasks.

The relevant Head of Learning Area responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used. (Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Kingsway Christian College.)
- determine the additional work, if any, to be completed.
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

### **Reviewing marks and grades**

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for a course they should, in the first instance, discuss the issue with the teacher. If an assessment issue cannot be resolved through discussion with the teacher then the student (or parent/guardian) should approach the Head of Learning Area for the course. The student (or parent/guardian) can request, in writing, that the College conduct a formal assessment review if they consider that the student has been disadvantaged by any of the following:

- the assessment outline for the course does not meet School Curriculum and Standards Authority requirements.
- the assessment procedures used in the class do not conform with the College's assessment policy.
- Procedural errors have occurred in the determination of the mark.

The Principal or a nominated representative will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student (and parent/guardian). If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal (Staff & Administration). Authority representatives will then independently investigate the situation and report to the Authority's student appeal committee. If the committee upholds a student appeal the College will make any required adjustments to the student's marks and/or grades and reissue reports as necessary.

### **Retention and disposal of student work**

Students are responsible for retaining all of their marked written assessment tasks or folios. This material is required by the teacher/s when assigning grades at the completion of the course and may be required by the School Curriculum and Standards Authority for moderation purposes. If a staff member would like to retain copies of student assessments for reference throughout the year they may do so but must in that instance establish an assessment file for each student for each course in which to hold marked assessment tasks. The folders should be returned to students before final exams.

## Good Standing for Senior Students

### What is Good Standing?

All students commence their courses with Good Standing status.

Maintaining Good Standing requires:

- Satisfactory attendance and punctuality
- Completion of all work and assessments
- Satisfactory behaviour

**Satisfactory attendance** is deemed to be full-time attendance at a class when normal classes are in operation. An absence is deemed to be unsatisfactory if it is unexplained or the explanation, in the view of the teacher and/or Head of Students, is inadequate or inappropriate.

The **assessment requirement** is that students, in accordance with the school assessment schedule complete all assessment procedures/tasks and work for each course.

**Satisfactory behaviour** means a student adheres to the school code of behaviour.

### Loss of Good Standing

Good Standing is lost when a student on 3 or more occasions:

- Is absent from class without satisfactory explanation.
- Does not complete course work or assessments (without satisfactory explanation), or,
- Reaches Level 3 of the Discipline System (as outlined in the Parent Handbook) or seriously breaches the Student Code of Conduct.
- A student who loses Good Standing is ineligible to attend extra-curricular activities and events including the College social events.
- A student leader who loses Good Standing must stand down from his/her role and may not represent the College in any capacity until his/her Good Standing is reinstated.

### Reinstating Good Standard Privileges

Good Standing privileges may be reinstated at the discretion of the Student Management Team after:

- All absences are satisfactorily explained with a note from a parent/guardian; and
- All missed work on assessments is completed or demonstrated to the relevant course teacher within the time negotiated, or
- The behavioural issue is satisfactorily resolved.

### Students have a responsibility to:

- Maximise attendance and be PUNCTUAL to all classes.
- Complete all Course work and assessments.
- Bring notes explaining absences and hand to Mentor/Form Teacher immediately on return if parents have not responded to the MGM Messaging System.
- In the event of an absence, catch up on all work missed in a time negotiated with the class teacher.
- Behave according to the Kingsway Christian College Student Code of Conduct.



KINGSWAY CHRISTIAN COLLEGE

CRICOS # 01855M