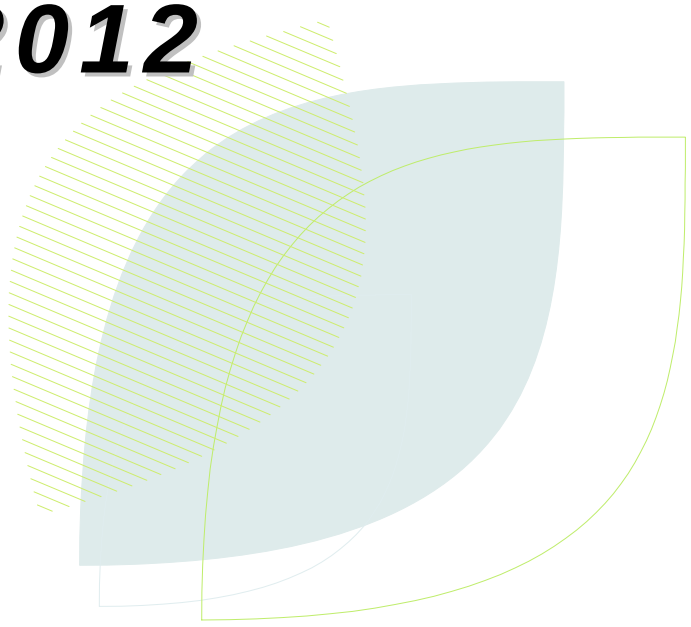
IONA
PRESENTATION COLLEGE

Year 11 and 12 Information Booklet

Selection of Courses

for

2012



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GENERAL INFORMATION

Overview

The process of selecting courses for Year 11 marks an important time in a student's education. Whereas the curriculum up until Year 10 has consisted largely of compulsory courses, Year 11 opens up an exciting opportunity to choose courses based on interest and ability, with an eye to future directions for study and careers. We trust that the information contained in this booklet will provide valuable assistance in guiding this process.

In Years 11 and 12, students at Iona embark on one of the following pathways:

Access Learning Pathway	• No external examinations • Courses may include structured workplace learning and/or Certificate courses at TAFE • A total of six courses including Religion and Life • This pathway provides access to both TAFE and university
ATAR* Pathway	• External examinations in at least four courses • A total of six courses including Religion and Life • This pathway provides access to both TAFE and university

*Australian Tertiary Admissions Rank

For either pathway, Year 11 students at Iona will undertake the following study program:

- Religion and Life
- Physical Recreation
- Five other courses

Note that it is possible to take some courses from each pathway; for example, four ATAR courses and two Access Learning courses.

Because *Physical Recreation* only occupies one period per week and is not formally assessed by the Curriculum Council, students will have six courses for which they will receive external recognition and potential admission to university or TAFE.

The courses come in units, which are available at Stage One, Stage Two or Stage Three level. The higher stages are more difficult. Any student doing a Stage Two or Three unit in Year 12 must sit the WACE (West Australian Certificate of Education) examination held in November in that course as a prerequisite for graduation. There are no external examinations in Year 11.

Two units are studied to complete a year's work in a given course. Stage One units are called 1A, 1B, etc.; Stage Two units are called 2A, 2B, etc.; Stage Three units are called 3A, 3B, etc. Normally students will follow the first semester unit (e.g. 2A) with the second semester unit in the same course (i.e. 2B). Changing to a new course in second semester is normally not possible because courses are delivered in such a manner that elements of both units are delivered concurrently.

Each course in Year 11 is the counterpart of a course in Year 12 – and is normally studied as a prelude to the Year 12 course: for example, Chemistry 2A/2B in Year 11, followed by Chemistry 3A/3B in Year 12. Changes of course from Year 11 to Year 12 may not be permitted if the College considers the student is not suited to the new course or if class sizes prevent additional students joining a class. Wise choices must be made for Year 11, therefore!

With the exception of *Physical Recreation*, all of the courses offered at Iona are governed by the syllabuses and assessment structures of the Curriculum Council. In accordance with Curriculum Council guidelines, students are awarded a grade at the end of each Year 11 and Year 12 course unit:

A	*Excellent Achievement*
B	*High Achievement*
C	*Satisfactory Achievement*
D	*Limited Achievement*
E	*Inadequate Achievement*

These grades appear on the student's Statement of Results, issued by the Curriculum Council when the student finishes school, and are based on assessments carried out by school staff throughout the year, including school-based examinations.

For Year 12 courses at Stage Two or Three level, in addition to the grade (determined, as above, by the school), students will be awarded a mark based on 50% of a mark submitted by the school (covering Year 12 work only) and 50% of the mark attained in the WACE examination.

Students on the Access Learning pathway generally take courses at Stage One level in both Years 11 and 12 and therefore do not sit WACE examinations. These students are also expected to participate in the College's workplace learning program, INSTEP, which counts as one of the six courses studied. Students on the ATAR pathway take at least four WACE examination courses (i.e. Stage Two or Three) in Year 12. Note that *Religion and Life* may be taken as a WACE examination course (i.e. Stage Two or Three in Year 12) and therefore count towards an ATAR.

All students, whether on the Access Learning pathway or the ATAR pathway, must take an English course (i.e. English or Literature) in order to graduate (see page 9).

Secondary Graduation

A student who achieves 'Secondary Graduation' is awarded a West Australian Certificate of Education (WACE). The requirements are:

- Complete at least 20 units over Years 11 and 12 (i.e. five courses over two years), including English or Literature in both years.
- Include at least one List A (arts/languages/social sciences) course and one List B (mathematics/science/technology) course in Year 12. (If a student wishes to be eligible for a Curriculum Council General Exhibition, she must have at least two List A and two List B courses.)
- Achieve an average 'C' grade in your best 16 units over Years 11 and 12, including 8 from Year 12.
- Achieve a 'C' grade or higher in a Year 11 or 12 unit of English or Literature (or demonstrate a satisfactory level of literacy, as judged against work sample standards set by the Curriculum Council).

Note: (i) In order for the unit results in any Stage 2 or 3 courses completed in Year 12 to be counted towards Secondary Graduation, students must sit the WACE examination in those courses. (However, students studying six Stage 2 or 3 courses in Year 12 may nominate one of the courses not to be examined.)

(ii) Results in repeated units will count only once for Secondary Graduation.

TAFE

The majority of TAFE courses are not competitive; that is, all applicants will be accepted as long as they meet the specified basic entry requirements for the course in question. These are listed for each course on the TAFE website: www.trainingwa.wa.gov.au

Approximately 30% of TAFE courses are competitive; that is, they have selection criteria, and only the best applicants are offered places. A student applying for a competitive TAFE course is given an entrance score, which is derived from the selection criteria, and which will be different for each TAFE course applied for (students typically apply for a number of TAFE courses, listing them in order of preference). Selection depends on the student's ranking compared with other applicants, and the number of places being offered in the relevant course.

Points are awarded to each applicant according to the following two areas:

(i) **School Results** **(up to 42 points)**

Scoring is based on the student's best three grades, including English or Literature.

(ii) **Work Experience** **(up to 29 points)**

Scoring is based on 0.002 points per hour worked and includes both paid and unpaid work, work experience, and work done in the INSTEP program.

Note that mature-age applicants score points from previous TAFE and university qualifications (up to a maximum of 29).

Students should visit the TAFE website (www.trainingwa.wa.gov.au) for more detailed information on specific courses.

Public University

ACCESS LEARNING PATHWAY

Students on this pathway may gain entry to Curtin, Edith Cowan or Murdoch Universities via the universities' "bridging programs" or "university preparation courses." Entrance into those programs will depend upon the grades achieved by the students in their non-examination courses. Completion of a Certificate course and/or Work Experience while at school is considered advantageous. (The enabling programs and preparation courses typically take one to two semesters to complete – students are encouraged to visit the individual universities' websites for more detailed information, or to speak to the College Career and Enterprise Co-ordinator.)

ATAR PATHWAY

Students on this pathway may gain entry to any of the four public universities (Curtin, Edith Cowan or Murdoch Universities, or the University of Western Australia) if they satisfy the following admission requirements:

(i) *Secondary Graduation (see page 9)*

(ii) *Competence in English*
A scaled mark of at least 50 at Stage Two or Three level in English or Literature. (Edith Cowan University will accept a 'C' grade or higher if the scaled mark of 50 is not attained. There are also supplementary tests held in January for "near-miss" students at the four public universities.)

(iii) *Achievement of Sufficient Australian Tertiary Admissions Rank*
The **Australian Tertiary Admissions Rank** (ATAR) is a number from 1 to 100 that indicates the student's rank in the state (100 being the most able). A student applying for university entrance is allocated an ATAR determined directly from her **Tertiary Entrance Aggregate**, a number out of 400 calculated by adding the student's best four scaled marks in Stage Two or Three courses. For the University of Western Australia and Curtin University, foreign language marks are boosted by 10% (e.g. 60 becomes 66).

(iv) *Prerequisites for Some University Courses*
A scaled mark of at least 50 at Stage Three level in relevant courses.

Note: If a student takes either of the following subject combinations in Year 12, the result in only one of the two in each case may be used in the aggregate:
Biological Sciences and Human Biological Science
English and Literature

University of Notre Dame

Entrance to the University of Notre Dame (Australia) is made through private application and interview. Standard entry requirements are:

- **Secondary Graduation (see page 9)**
- **English Language Competency (final mark of 50 in Year 12)**
- **Australian Tertiary Admissions Rank (ATAR) of 70 or higher (90 for Physiotherapy and Law)**

and offers will also depend upon:

- **Personal statement from the applicant**
- **Information from referees**
- **Interview**

However, Notre Dame also offers preparation courses for applicants without an ATAR. Students who have completed Iona's Access Learning pathway will be considered for admission to Notre Dame's Tertiary Enabling Program (Education, Business or Nursing).

Final ATAR Marks

The final mark awarded in each WACE examination course for a given student is a 50:50 combination of the student's school mark (based on Year 12 work only and awarded by the school) and her WACE examination mark. The marks undergo considerable statistical adjustment, however:

(i) *Moderation*

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

(ii) *Standardization*

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

(iii) *Scaling*

The 50:50 combined mark (already moderated and standardized) will be increased by 15 if it is for Stage Three units in courses other than Mathematics, and by varying amounts in Mathematics, depending on the level of the units. The combined mark is then "scaled" to account for the varying difficulty between courses. A complex mathematical procedure that looks at students' marks in all courses across the state is used to determine the degree of scaling for each course.

INSTEP

The Innovative Skills, Training and Education Program (INSTEP) is a structured out-of-school learning program that provides students with the opportunity to develop work skills in an actual workplace, while continuing their school education. It counts as one of their six courses in Year 11 – students enrol in Workplace Learning. INSTEP gives students industry recognition and provides links to further education and training. Students applying to TAFE score points in the Work Experience category for their INSTEP involvement.

INSTEP enhances the Access Learning pathway and is highly recommended for those students.

A student in the Year 11 INSTEP program must:

- study six courses, consisting of:
    - Religion and Life 1A/1B
    - English 1A/1B
    - Workplace Learning 1A/1B
    - three other courses
- be able to achieve an acceptable standard in her six courses
- attend two work placements (one each semester) organized by INSTEP West (this involves one day out of school each week, with a minimum of 100 hours)
- be able to catch up on school work missed on her work placement days

In Year 12, the INSTEP Plus program follows a similar pattern, but with the following changes:

- students study Career and Enterprise in place of Workplace Learning
- students make opt to take a study period in place of one of their courses
- students complete additional VET qualifications through Registered Training Organisations (RTO) such as Fremantle Education Centre, HATS or TAFE. These qualifications are nationally accredited and recognized as part of the Australian Qualifications Framework. They can lead to future study pathways in TAFE colleges and universities. Successful completion provides students with additional points towards TAFE admission and may make them eligible for advanced standing in subsequent study. Students may also complete a work placement component as part of their VET qualification with a Certificate II in Customer Contact.

Students undertaking VET courses must be responsible for:

- Attending all scheduled training days with the RTO
- Completing all assignments and work placement projects
- Recording and managing their learning on relevant documentation
- Maintaining satisfactory results in all subjects at school
- Studying six courses, consisting of
  - Religion and Life 1C/1D
  - English 1C/1D (or English 2A/2B if approved)
  - Career and Enterprise 1C/1D
  - Study period
  - Two other courses
- Achieving an acceptable standard in their chosen courses

INSTEP Enrolment Procedure

- A registration day is held in Term 3.
- An information evening is held in Term 3 at which both parent and student attendance is compulsory.
- An application form is forwarded to the Regional Office of INSTEP West at the end of Term 3.
- Students must have an exemplary attendance and behaviour record, a positive attitude towards school and be motivated to learn from different situations. Not all applicants are accepted.

Further information may be obtained by contacting the Career and Enterprise Co-ordinator, Miss O'Shea.

Year 11 and 12 Courses Offered at Iona

Below is a list of courses that will be offered at Iona for Year 11, 2012 (and following on to Year 12, 2013). Details of all courses can be found from page 21 onwards. Students must meet the prerequisite grade (where applicable) in order to be offered a place in a course. In order to graduate, students must do at least one List A course and one List B course. Students at Iona are to choose a total of six courses (including Religion and Life) from Lists A and B below. Courses will not run if insufficient numbers of students choose them.

LIST A (arts/languages/social science)

Note: Students are required to choose an English course and a Religion and Life course, so the LIST A requirement will be covered by those.

Access Learning Pathway	*WACE Exam*	*Year 10 Prerequisite*
CFC – Caring for Others 1A/1B	No	None
English 1A/1B	No	None
Religion and Life 1A/1B	No	None
Visual Arts 1A/1B	No	None
Workplace Learning 1A/1B (INSTEP)	No	None

ATAR Pathway	*WACE Exam*	*Year 10 Prerequisite*
Drama 2A/2B	Yes	B Drama, B English
Economics 2A/2B	Yes	C (S&E Advanced), B (S&E Standard)
English 2A/2B	Yes	C+
French 2A/2B	Yes	C
Geography 2A/2B	Yes	C (S&E Advanced), B (S&E Standard)
Italian 2A/2B	Yes	C
Japanese 2A/2B	Yes	C
Literature 2A/2B	Yes	A (Standard Eng.), B (Advanced Eng.)
Media Production and Analysis 2A/2B	Yes	C+ English
Modern History 2A/2B	Yes	C (S&E Advanced), B (S&E Standard)
Music 2A/2B	Yes	AMEB Grade 5
Politics and Law 2A/2B	Yes	C (S&E Advanced), B (S&E Standard)
Religion and Life 1A/1B	No	None
Religion and Life 2A/2B	Yes	A (RE) and B (English)
Visual Arts 2A/2B	Yes	B Art

LIST B (mathematics/science/technology) – choose at least one of these

Access Learning Pathway	*WACE Exam*	*Year 10 Prerequisite*
Design – Graphics 1A/1B	No	None
Integrated Science 1A/1B	No	C (General Science)
Mathematics 1B/1C	No	None
Physical Education Studies 1A/1B	No	B Phys. Ed., B Health Ed.

ATAR Pathway	*WACE Exam*	*Year 10 Prerequisite*
Accounting and Finance 2A/2B	Yes	C Standard Maths, C English
Biological Sciences 2A/2B	Yes	C Grade (Advanced), B Grade (Standard) and B in Genetics topic
Chemistry 2A/2B	Yes	B (Physics), B (Chemistry), C (Advanced Maths or A in Standard Maths)
Human Biological Science 2A/2B	Yes	C Grade (Advanced), B Grade (Standard) and B in Genetics topic
Materials Des. & Tech. – Textiles 1C/1D	No	Year 10 Textiles (C grade)
Mathematics 2A/2B	Yes	C (Standard)
Mathematics 2C/2D	Yes	C (Advanced), B (Standard)
Mathematics 3A/3B	Yes	B (Advanced only)
Physical Education Studies 2A/2B	Yes	B PE, B HE, C Advanced Science or B Standard Science
Physics 2A/2B	Yes	B (Physics), B (Chemistry), C (Advanced Maths or A in Standard Maths)
Psychology 2A/2B	Yes	B (HE), C (Std Eng.), C (Std Maths), C (Adv. Science) or B (Std Science)

COMPULSORY COURSES

Religion and Life 1A/1B
(NO WACE EXAM – LIST A)

Prerequisite	*None*
Year 11 Units	*1AREL, 1BREL*
Year 12 Follow-On Units	*1CREL, 1DREL*

Religion and Life explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. As students develop the knowledge, understanding, values and skills of this course, they will understand ways to interact and communicate with people about the diversity of religious beliefs and practices.

Through Religion and Life, students will learn why and how religions respond to human experiences such as injustice and suffering. They will learn skills that will enable them as Australian and global citizens to critique situations of this kind and the responses made by religions. At Iona, the course will be taught in the context of the Catholic faith, and will emphasize its beliefs and practices.

Students, using a range of primary and secondary sources, employ a variety of methods to investigate information. These methods include research, observation, analysis, discussion and involve personal interaction and reflection.

Religion and Life is designed to facilitate the achievement of three outcomes:
- Investigating the interplay between religion and life
- Search for meaning and purpose
- Religion in society

The course content is divided into three content areas:
- The nature of religion
- The influence of religion
- Religious inquiry and processes

Unit 1AREL
The focus for this unit is "why religion?" Students explore experiences that lead people to look for meaning and purpose in their life, why religion is important to people and what is offered by religion.

Unit 1BREL
The focus for this unit is people and religion. This unit explores important issues that all people are exposed to in their life, the solutions or responses offered by religion to problems that exist in society, and the relationship between people and religion. Students research and analyse how religions express a concern for justice and social justice in the world.

Unit 1CREL

The focus for this unit is religion and lifestyles. Students explore the choices people make to live different lifestyles and how religion influences these choices. They examine the lives of people who have made life choices based on religious ideals and investigate the different ways people choose to live their lives and other key influences on lifestyle choices in a society such as Australia.

Unit 1DREL

The focus for this unit is religion and decision-making. The unit investigates responsible decision-making from a religious perspective. Students identify how religion influences moral decision-making and what is offered by religion to assist people make decisions that are in the best interests of the whole of society. The unit explores the sorts of decisions needed to make a just society.

Religion and Life 2A/2B

(WACE EXAM COURSE – LIST A)

Prerequisite	*A Grade (Year 10 RE) and B grade (Year 10 English)*
Year 11 Units	*2AREL, 2BREL*
Year 12 Follow-On Units	*3AREL, 3BREL*

Religion and Life explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. As students develop the knowledge, understanding, values and skills of this course, they will understand ways to interact and communicate with people about the diversity of religious beliefs and practices.

Through Religion and Life, students will learn why and how religions respond to human experiences such as injustice and suffering. They will learn skills that will enable them as Australian and global citizens to critique situations of this kind and the responses made by religions. At Iona, the course will be taught in the context of the Catholic faith, and will emphasize its beliefs and practices.

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Religion and Life is designed to facilitate the achievement of three outcomes:

- Investigating the interplay between religion and life
- Search for meaning and purpose
- Religion in society

The course content is divided into three content areas:

- The nature of religion

- The influence of religion
- Religious inquiry and processes

Unit 2AREL

The focus for this unit is the place of religion in society. In this unit students study the place of religion in society, particularly Australian society, both in the past and present. They examine how people understand the response of religion to their concerns, needs and questions, and how communities uphold their religious values and celebrate their religious identity.

Unit 2BREL

The focus for this unit is religious identity and purpose. This unit looks in more detail at the influence of religion on the search for personal identity and purpose in life. It investigates the structures and traditions of religion in order to understand how religious identity is shaped. The unit also develops understandings of how the religious identity of a group interacts with society.

Unit 3AREL

The focus for this unit is connection and challenge in religion. This unit examines the historical context of religion over time and explores opportunities and challenges that exist in the future for religion. The purpose of this unit is to make connections between past, present and future experiences of religion and understandings of the interplay between religion and life.

Unit 3BREL

The focus for this unit is freedom and religion. This unit explores the human desire to become responsible and free. Students analyse society in order to assess the development and consequences of social trends and values. They also examine religious responses to issues and events in the past and present, and how such responses impact on people and their experience of freedom.

Physical Recreation
(NON-WACE COURSE)

Rationale

There is a growing awareness in society of the need to be physically active in order to ensure a healthy and active lifestyle. The Year 11 and 12 Physical Recreation option program aims to provide students with the necessary skills, knowledge and attitudes required to promote greater confidence to improve levels of participation and enhance performance levels. The Year 11 & 12 program also aims to expose students to a wider range of recreational activities, thus giving them more choice when selecting a sport or recreational activity as an ongoing recreational pursuit.

Course

Students will actively participate in a range of sports and recreational activities, many of which are not covered in mainstream Physical Education classes. They include the following: Aerobics, Aquarobics, Badminton, Basketball, Beach Activities, Bronze Medallion, Cricket, Dance, Fitness Activities, Fit Boxing, Floorball, Golf, Indoor Soccer, Kayaking, Lawn Bowls, Netball, Pilates, Recreational Activities, Self Defence, Soccer, Spin Cycling , Tennis, Volleyball, Walking for fitness and Yoga.

Assessment

This course is not assessed; however, students' level of active participation and a list of the activities or sports in which they have participated will be noted in their academic report.

Selection of Recreational Activities

The activities selected depend on a number of factors, namely:
(Please note that the order of these listed below has changed)

- Teacher expertise
- Instructor availability
- Available facilities
- Bus availability
- Student interest
- Cost
- Seasonal demands and limitations

Many of the activities are school based; however to enable a greater range offered several activities are held off campus. This also helps to promote student awareness of the sporting and recreational facilities in the local community. To ensure sufficient activity time and to allow for time required for transport it is necessary to travel during lunch time, leaving 20 minutes before the end of the lunch time break.
Payment for those options requiring additional expertise is included in the first semester's school fees.

A sample of activities is as follows:-

- Aqua Aerobics
- Badminton
- Beach Activities
- Bronze Medallion
- Pilates
- Mixed Recreation
- Zumba
- Kayaking
- Fit Box
- Self Defence

ACCESS LEARNING PATHWAY

Children, Family and the Community – Caring for Others 1A/1B

(NO WACE EXAM – LIST A)

Prerequisite	*None (Advantage: 10 Family and Community and 9/10 Foods)*
Year 11 Units	*1ACFCC, 1BCFCC*
Year 12 Follow-On Units	*1CCFCC, 1DCFCC*

The context of this course is caring for others. This care can be provided by family members, volunteers, paid individuals and/or community support services. This course focuses on caring for infants, children, adults, seniors or aged with or without additional needs.

Unit 1ACFCC

The focus for this unit is **me, my family and my community.** The unit considers opportunities for individuals to lead successful independent lives or to effectively care for others through examination of development and developmental needs, social belief systems, the family, values, and resources that support daily living. Students examine values, decision-making and family and school rules and sanctions. They examine the features of existing products and develop and assess new products. Students use communication skills, make decisions and set goals.

Unit 1BCFCC

The focus for this unit is **family uniqueness.** The unit examines family types, roles of family members, different stages in the family life cycle, support services available to the family and issues arising from family interactions. Students learn about growth and development and the behaviours that promote growth and development. Values and ethically responsible decision-making and the relationship between rules, responsibilities and sanctions are explored. They examine the attributes of existing products or services and the influence on the technology process of values and beliefs as part of the process of creating new products and services. They use the information process, communicate, make decisions and evaluate.

Unit 1CCFCC

The focus for this unit is **living and working together.** The unit explores the influence of lifestyle behaviours and biological and environmental factors on growth and development. The roles and responsibilities of social institutions, issues and opportunities arising from relationships, values, ethically responsible decision-making and the influence of media, beliefs and values on the allocation of resources are also studied. Students identify the features of existing products, develop products, use a research process, communicate, make decisions, set goals and use a range of self-management, cooperation and conflict resolution skills.

Unit 1DCFCC

The focus for this unit is **getting more out of life.** The principles of growth and development, the factors that affect growth and development and individual and community health are studied. The role of paid and unpaid work in sustaining individuals and families and the rules and laws applicable to this work are investigated. Social order, roles and responsibilities of particular groups and the impact of beliefs and values on the management and use of resources are examined. Students look for opportunities to develop and assess products. They use shared research practices, communicate information, make decisions, set goals and use self-management and cooperation skills.

The four outcomes are:

Outcome 1: Exploring human development	Students understand factors that optimise human growth and development.
Outcome 2: Applying the technology process	Students apply the technology process to meet human needs.
Outcome 3: Self-management and interpersonal skills	Students apply self-management and interpersonal skills.
Outcome 4: Society and support systems	Students understand the interrelationships between individuals, families and societies.

Career and Life Pathways

A range of careers exists within the fields of community services (e.g. child care coordinator, community development officer, social worker), health (e.g. nursing, family counsellor, occupational therapist), and education (e.g. kindergarten teacher, early childhood teacher, primary teacher). The course also provides essential life skills for further studies, employment and parenting.

Design – Graphics 1A/1B

(NO WACE EXAM – LIST B)

Prerequisite	*None (Advantage: Year 9 or 10 Design and Multimedia)*
Year 11 Units	*1ADESG, 1BDESG*
Year 12 Follow-On Units	*1CDESG, 1DDESG*

The goals of the Design course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.

In this course, graphic design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies.

Unit 1ADESG

The focus for this unit is **design basics**. Students understand that design is a discipline area with its own history, traditions and tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and process, materials and technologies.

Unit 1BDESG

The focus for this unit is **applied design**. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students expand visualising/rendering techniques and a basic lexicon of terminology for design principles. Students increase familiarity with basic production skills and processes, materials and technologies.

Unit 1CDESG

The focus for this unit is **personal design**. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments.

Unit 1DDESG

The focus for this unit is **social design**. Students become aware that society is made up of different groups of people that share common values, attitudes, beliefs, behaviour and needs; and that social design helps to inform and bind these groups together, assisting in creating and maintaining a sense of identity and community.

The four outcomes are:

Outcome 1: ***Design Understandings***	*Students understand that design theory, audience response, and design principles are reflected in design.*
Outcome 2: ***Design Process***	*Students apply the design process to develop design solutions.*
Outcome 3: ***Application of Design***	*Students use skills, techniques and methods to plan, construct and produce design creations.*
Outcome 4: ***Design in Society***	*Students understand the relationship between design, society and culture.*

Career Opportunities

In this course, students develop a competitive edge for current and future industry and employment markets. The course equips students with the knowledge and skills to understand and interpret design, and to competently develop, plan and produce functionally effective artefacts for the world of today, and for the future. The course is also good preparation for TAFE studies at Perth Art, Design and Media Centre in: Design Fundamentals and Graphic Design (Digital Design).

English 1A/1B
(NO WACE EXAM – LIST A)

Prerequisite	*None (Year 10 C Grade English desirable)*
Year 11 Units	*1AENG, 1BENG*
Year 12 Follow-On Units	*1CENG , 1DBENG*

This course is designed for students who need to consolidate and extend their English language skills. It covers a wide range of learning experiences, with a focus on improving students' ability to communicate effectively in situations they are likely to encounter beyond the classroom. The units focus on students learning to use language to present themselves, their experiences, ideas, opinions and responses more effectively, and to develop competence in the language skills needed to operate effectively in modern society. It is designed to achieve purposes related to each student's social and vocational interests and needs.

In both Year 11 and Year 12, students will develop their ability to express responses to texts by exploring the nature of pleasure in language. They will explore and compose literary, expository and media texts. They will also develop their Listening, Speaking and Viewing skills.

This course is most suited to students ***who are not intent on gaining university entrance at the end of Year 12*** and/or those students for whom English is their second language. It is particularly appropriate for students considering further study in a TAFE college and those considering employment at the end of secondary schooling.

Careers
English is essential for all occupations.

Integrated Science 1A/1B
(NO WACE EXAM – LIST B)

Prerequisite	*C grade (Year 10 General Science)*
Year 11 Units	*1AISC, 1BISC*
Year 12 Follow-On Units	*1CISC, 1DISC*

The Integrated Science course encourages students to be questioning, reflective and critical thinkers about scientific issues. The course is based on an integrated view of scientific knowledge that draws on the traditional disciplines of science and new scientific technology to enable students to investigate issues that are interesting and relevant in a modern world.

There are three main outcomes:

- **Investigating and communicating in science.** Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

- **Scientific conceptual understandings.** Students understand relationships within and between living and physical systems by integrating concepts of energy and the structure and nature of matter.

- **Science in society.** Students understand that science is a human activity involving the application of scientific knowledge to solve problems and make informed decisions that impact on people and the environment.

The Integrated Science Course will be studied as Stage one units in both Year 11 and 12 using different contexts. This will not require an external examination and can be used for entry into TAFE courses.

Assessment is based on the achievement of outcomes prescribed by the syllabus:

Examples of possible topics are shown below.

Aquaculture, first aid, forensic science, driver education, marine science, cosmetics, biotechnology, food and nutrition, local waterways, consumer science, technology (materials), horticulture, mining and industry, reproduction and genetics, community water supply and treatment.

Career and Life Pathways
This is a practical course, and much of the learning will focus on the completion of design projects in a practical context. This will enhance employability skills and may lead to further training in areas that include textiles and clothing, and will also be valuable for students wishing to develop skills for their own personal development.

Mathematics 1B/1C
(NO WACE EXAM – LIST B)

Prerequisite	*None*
Year 11 Units	*1BMAT, 1CMAT*
Year 12 Follow-On Units	*1DMAT, 1EMAT*

Unit 1BMAT
In this unit, students use decimals, fractions and percentages for practical purposes. They apply mathematics for personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

Unit 1CMAT
In this unit, students use decimals, fractions, percentages and ratios for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

Unit 1DMAT
In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras's theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer-technologies where appropriate.

Unit 1EMAT
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and

describe trends. They use mental strategies, written methods, calculators and computer technologies where appropriate.

Physical Education Studies 1A/1B
(NO WACE EXAM – LIST B)

Prerequisites	*Year 10 B Grade (Physical Education)* *Year 10 B Grade (Health Education)*
Year 11 Units	*1APES, 1BPES*
Year12 Follow-On units	*1CPES, 1DPES*

Physical Education Studies provides an excellent grounding for students wishing to be involved in any aspect of sport or who have a personal interest in sport and wish to improve and develop their practical skills and knowledge in sport-related areas. This course provides students with opportunities to progressively develop skills and knowledge to enable them to pursue their own personal interest in physical activity as athletes, coaches, officials or administrators and to support the participation of others. It also enables the students to play an active role in the development of sport and recreation in communities and society at large. Physical Education Studies emphasizes learning in, about and through movement. Students will explore participation in physical activity from mechanical, physiological and psychological perspectives.

The practical and theoretical components of the course complement one another. For example, developing physical skills, strategies and tactics is applied to students' own training, participation and competition in elected sports; exercise physiology is linked with participating in a Fitness program; and the Junior Training programs are linked with coaching small groups of younger students.

All courses provide personalized learning experiences to achieve progress in the course outcomes.

The course content is divides into six interrelated content areas:

- developing physical skills, strategies and tactics
- motor learning and coaching
- functional anatomy
- biomechanics
- exercise physiology
- sports psychology

Units 1APES /1BPES
In these units, students are introduced to movement skills, physical conditioning, and psychological concepts that provide a basis for their participation in selected physical activities. This course will enable students to understand the impact that physical activity has on them as an individual or team member.

Units 1CPES/1DPES
The focus in these units is to provide a basis for students to assess their own and others' performance. Students will also be provided with opportunities to build on their knowledge of training principles, nutrition and goal setting concepts.

ASSESSMENT
Three categories of assessment are required for all courses. They are as follows:

- Practical Performance - student performance assessment as a participant, coach and official
- Response - knowledge based tests or exams, written assignments, oral presentations, performance analysis
- Investigation - research work including planning, investigations, analysis and conclusion of findings.

Practical Learning contexts will be selected from the following sports and activities. Selection will depend on staff, expertise, available resources and the best interests of the students.

YEAR 11 3 of the following activities will be selected: • Aerobics /Fitness • Badminton • Basketball • Floor Ball • Netball • Surf Bronze Medallion • Touch Rugby • Triathlon • Water Polo	**YEAR 12** 2 or 3 of the following activities will be selected: • Badminton • Basketball • Golf • Netball • Softball • Touch Rugby • Tennis • Volleyball • Water Polo

FEES
Fees will depend on the sports selected.

Visual Arts 1A/1B
(NO WACE EXAM – LIST A)

Prerequisite	*None (Year 10 Visual Arts preferred)*
Year 11 Units	*1AVAR, 1BVAR*
Year 12 Follow-On Units	*1CVAR, 1DVAR*

The four outcomes of this course are:

Outcome 1
Visual Arts Ideas
Students use creative processes to research, explore and develop art ideas.

Outcome 2
Visual Arts Skills, Techniques and Processes
Students use the skills, techniques, processes, conventions and technologies of art.

Outcome 3
Responses to Visual Arts
Students engage with, respond to, reflect on and critically evaluate their own art and the art of others.

Outcome 4
Visual Arts in Society
Students understand the role of visual arts in society.

Unit 1AVAR
The focus for this unit is **experiences**. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts in their everyday life.

Unit 1BVAR
The focus for this unit is **explorations**. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas.

Unit 1CVAR
The focus for this unit is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

Unit 1DVAR
The focus for this unit is **investigations**. Students investigate a variety of selected artists' work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.

Workplace Learning 1A/1B
(NO WACE EXAM – LIST A)

Prerequisite	*None*
Year 11 Units	*1AWPL, 1BWPL*
Year 12 Follow-On Units*	*1CCAE, 1DCAE*

*Students will switch to Career and Enterprise 1C/1D in Year 12.

These courses are the classroom accompaniment of the College's INSTEP program, under which students spend a day each week in a real workplace doing on-the-job training.

In preparing for, and while undertaking, a work placement students need to understand:

- the similarities and differences between school and workplace environments
- the daily organisational characteristics of workplace environments
- the roles, rights and responsibilities of employees and employers
- Occupational Safety and Health issues in the workplace
- the training to be provided
- the skills to be learned and assessed
- that additional support may be required

- appropriate workplace behaviour and etiquette
- Equal Opportunity and harassment procedures
- issues relating to conditions within different workplaces.

While in the workplace, students are assessed on the course skills and the process is verified by the workplace supervisor. The selection of skills from the course list, for each work placement, is the decision of the school and the employer.

The list of Workplace Learning course skills is an amalgamation of the council's generic and industry specific skills lists and the national employability skills framework. The eight skill areas outlined in the national employability skills framework: communication; teamwork; problem-solving; self-management; planning and organising; technology; learning; initiative and enterprise have been used as the organisers for the list of the course skills. In addition, skills in Safety and Health have been added to ensure workplace safety and health remains a focus for students and workplace supervisors.

Unit 1AWPL

This unit is to introduce structured workplace learning. Students prepare for, and are placed in, a suitable workplace. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

Unit 1BWPL

This unit is designed to build on structured workplace learning and follows on from Unit 1AWPL. Students prepare for, and are placed in, a suitable workplace. The workplace could be in the same or a different industry area. Skills are selected to complement the skills from Unit 1AWPL. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

Unit 1CCAE

The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they impact on future work opportunities.

Unit 1DCAE

The focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for the workforce. The content of this unit is taught through a simulation game where students take on the persona of someone in the workforce, having to negotiate the various changes and influences that inevitably impact upon us all. Learning opportunities are provided to match personal and work profiles, use career development and work search skills and develop career portfolios.

The outcomes of the course are focused on identifying, understanding and implementing Career Development strategies in a changing world.

Outcome 1: Career and enterprise concepts	Students understand factors underpinning career development.
Outcome 2: Career and enterprise investigations	Students investigate career development opportunities.

Outcome 3: Career development in a changing world	Students understand how aspects of the changing world impact on career development opportunities.
Outcome 4: Being enterprising	Students use career competencies to manage career development opportunities.

Career Opportunities

Career and Enterprise, at both Year 11 and 12 level, provides an excellent foundation for students as they make the transition from school to tertiary study or the workforce. Important opportunities for self awareness, personal discovery and career management, mean that Career and Enterprise is relevant to all career paths and can be used to enhance personal opportunities in any industry or career.

ATAR PATHWAY

Accounting and Finance 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisite	*C grade (Year 10 English); C grade (Year 10 Standard Mathematics)* *Advantage: Year 10 Business Technology*
Year 11 Units	*2AACF, 2BACF*
Year 12 Follow-On Units	*3AACF, 3BACF*

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far-reaching consequences. Having an understanding of financial practices and processes is an essential skill to develop. The Accounting and Finance course gives students the opportunity to gain these skills and become financially literate.

Please note; It is a compulsory requirement of this course for students to sit extra written examinations prior to the end of each semester. This is in addition to Semester examinations which contribute 50% towards the College assessment mark. These additional examinations enable students to compare their results with other students across the state. While students will be in the running for recognition and awards at the State level, they will also gain realistic insight into their ability level and preparation for tertiary entrance examinations.

In **2AACF** students learn about ***accounting for business***. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small service businesses. Students record and process financial information set in a variety of contexts and produce and analyse reports. They identify and compare sources of finance and learn about the various forms of business organization, examining and evaluating some of the ways governments control their activities.

In **2BACF** students learn about ***accounting in practice.*** Students apply financial systems and principles to the operation of small businesses. Students distinguish between cash and accrual methods of accounting and are introduced to cost accounting. Students prepare and analyse financial reports for a variety of business organizations, including budgets, and become familiar with the main aspects of electronic processing of financial data. Students learn about different taxation systems and the role and function of the professional accounting associations. They learn how the activities of business affect the natural and social environments and what costs are associated with observing legislation and maintaining ethical practice.

In **3AACF** students learn about ***Australian public companies***, and how they are regulated by the Corporations Act. The financing options of larger businesses are identified and evaluated, particularly in relation to conformity with basic principles, such as profitability and stability. Students learn about reports and analysis associated with business position and performance. They use performance reports to control business operations.

In **3BACF** students learn about ***Australian companies operating in a global setting***. Students learn about the role of international financial markets and standards and critically discuss their impact on an organization. They understand the effect globalization has on industry and the way entities manage their affairs. The presentation and analysis of financial information is explored and students critically evaluate the use of different financial systems within an organization. Students learn about mergers, takeovers and the consequences of poor company performance. The influence of triple bottom line developments and ethical behaviour within corporations enables them to analyse and evaluate how decisions are made and identify trends for future developments.

The four outcomes are:

Outcome 1: ***Financial conceptual understandings***	Students understand the terminology, concepts, principles and systems that are fundamental to accounting and other financial activities and processes.
Outcome 2: ***Societal factors influencing financial decisions***	Students understand the interrelationship between financial decisions and the individual, society and the environment.
Outcome 3: ***Financial systems***	Students explore and apply appropriate financial systems to meet personal and organizational needs.
Outcome 4: ***Analysis and interpretation of financial information***	Students select, interpret and use financial information.

Career Opportunities

Although a valuable life skill for any student, *Accounting and Finance* provides an ***excellent foundation for the study of Commerce at University or TAFE.*** As an ***accountant***, there are many and varied job opportunities (both local and overseas) in public practice, commerce, industry, government or academia. They can provide general or specialist accounting services in areas such as strategic business planning, stock-broking, auditing, taxation, acquisitions and corporate takeovers. Other career pathways for Accounting and Finance students may include ***bookkeepers, account and payroll clerks, bank managers or clerks, financial advisors, business managers, general clerical assistants or being a self-employed small business owner***.

Biological Sciences 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisite	*C Grade in Year 10 Advanced Science* *B Grade in Year 10 Standard Science and B Grade in Genetics*
Year 11 Units	*2ABIO, 2BBIO*
Year 12 Follow-On Units	*3ABIO, 3BBIO*

Biology is a body of knowledge about living organisms and their interrelationships with each other and with the physical world. Biology is also a process that allows us to investigate and answer questions about the living world. It influences diverse aspects of our understanding of the world from sub-microscopic structures such as genes and DNA to global theories such as evolution and the greenhouse effect. Biology impacts on many industries such as biotechnology, forestry, fishing, agriculture, mining, and eco-tourism.

There are three main outcomes:

- Investigating and Communicating in Biology – Students investigate the living world, collect and evaluate biological data and communicate biological ideas.
- Biological Systems – Students understand factors involved in interactions of biological systems with the environment.
- Biological Change– Students understand that biological systems change over time.

These help us to make decisions that influence the well-being of the biosphere and, ultimately, ourselves.

The following content areas are essential to the achievement of outcomes in the Biological Sciences course:

- Ecosystems – Biodiversity and sustainability
- The functioning organism
- Continuity of species
- Working as a biologist – Planning and conducting ethical biological research; Evaluating and communicating as a biologist.

Chemistry 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisite	*B Grade in Physics and Chemistry in Year 10 Advanced Science* *C Grade in Year 10 Advanced Maths or A Grade Standard Maths*
Year 11 Units	*2ACHE, 2BCHE*
Year 12 Follow-On Units	*3ACHE, 3BCHE*

In the Chemistry course, students will investigate the properties and reactions of materials to understand and appreciate the importance of chemistry to their lives and society. They will learn about organic and inorganic substances, hazardous chemicals and chemical safety. They will build their knowledge of chemical reactions and illustrate their understanding by describing examples of important household, environmental and industrial chemical processes. Through studying applications of chemistry in areas such as biochemistry, materials production, forensics and environmental chemistry, students will learn how chemical knowledge is developed and used responsibly to enhance our quality of life.

There are five main outcomes:

- Investigating in Chemistry – students use investigative processes in order to communicate their understandings of the chemical world.
- Structure, Properties and Uses of Materials – students understand the structures of materials to explain their properties and uses.
- Interaction and Change - students understand interactions between and changes to materials.
- Problem Solving and Quantities in Chemistry – Students understand problem-solving techniques and how to apply them to quantitative problems in a chemical context.
- Chemistry in Action – Students understand the role of Chemistry in biological, environmental and industrial processes.

The following content areas are essential to the achievement of outcomes in the Chemistry course:

- Macroscopic properties of matter
- Atomic structure and bonding
- Chemical reactions
- Acids and bases in aqueous solutions
- Oxidation and reduction
- Organic chemistry
- Applied chemistry

Drama 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*B Drama, B English*
Year 11 Units	*2ADRA, 2BDRA*
Year 12 Follow-On Units	*3ADRA, 3BDRA*

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

In Drama all students work individually and collaboratively to:

- create, interpret, explore, develop and present drama ideas
- apply drama skills, techniques, processes, conventions and technologies
- respond to, reflect on and evaluate drama
- understand the role of drama in society
- develop personal and interpersonal skills
- achieve individual and shared goals
- develop confidence and a sense of self-worth
- acquire the communication skills necessary for healthy relationships, further education and successful participation in the world of work
- develop listening, speaking and performance skills

Year 11

Unit 2ADRA (Semester 1)
The focus for this unit is **dramatic action**. This unit covers **representational** and/or **realistic** drama forms and styles

Unit 2BDRA (Semester 2)
The focus for this unit is **challenge and identity.** Students learn about the work of particular practitioners whose approaches to drama encompass **presentational** or **non-realist** drama.

The Drama course for Year 11 will involve the students in:

- devised drama
- play-building
- production, design & management skills
- investigation of the local arts industry
- creative tutorial presentation
- scripted performance
- practical and written assessments

Year 12

Unit 3ADRA (Semester 1)
The focus for this unit is **text and style.** Students learn about different **theoretical approaches** to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.

Unit 3BDRA (Semester 2)
The focus for this unit is **drama perspectives**. They show their understanding of how a range of **practical and theoretical approaches** manipulates the elements of drama.

The Drama course for Year 12 will involve the students in:

- performer audience relationship
- detailed analysis & interpretation of text
- directorial strategies
- manipulation of the elements of drama
- theoretical approaches to drama
- undertaking production roles
- dramaturgy related to developing new drama works
- contemporary western and non-western forms and styles of drama
- considering possible futures of drama

Careers
Drama develops life skills; therefore, it is an asset for all careers. In the Performing Arts industry, it will give students an opportunity to pursue careers in theatre administration, stage management, teaching, theatre, film and television production, stage design, lighting, sound, make-up and acting.

Economics 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*C Grade Year 10 (Society & Environment Advanced)* *B Grade Year 10 (Society & Environment Standard)*
Year 11 Units	*2AECO, 2BECO*
Year 12 Follow-On Units	*3AECO, 3BECO*

Outcomes

Student achievement of the three outcomes listed below provides the focus for the *Economics* course:

Outcome 1: Economic Inquiry
Outcome 2: The Operation of the Economy
Outcome 3: Economic Policy and Action

Course Overview

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to analyse and understand the allocation, utilisation and distribution of scarce resources that determine

our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business and government behaviour at the local, national and global levels.

The Economics course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data which assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

Course Units

Year 11	Year 12
2AECO: Markets	**3AECO: Australia and the Global Economy**
2BECO: Macroeconomics	**3BECO: Economic Policies and Management**

Skills and Career Opportunities

The Economics course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

English 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*Year 10 C+ Grade (English)*
Year 11 Units	*2AENG, 2BENG*
Year 12 Follow-On Units	*3AENG, 3BENG*

Students who select this course are expected to be competent in their reading and writing skills as this course includes more complex content and is suitable for students who are ready for further development of their language skills. Students who aspire to University will undertake this Course.

In this pair of units, students develop their language skills by exploring issues of concern or controversy, currently, or in the past, and examining the way language is used in relation to these topics. This will involve the study of literary texts such as novels, poetry and drama as well as popular culture including music, film and television. Students study the way in which language can be used to influence attitudes and bring about action or change, as well as ways in which such uses of language can be challenged and/or resisted. Students will also examine the relationship between

language and the world by exploring the way in which language offers particular ideas and information about topics, events or people.

Students will be taught to listen, view and read critically, and present and substantiate their views in written and oral form using a range of genres. Assessment tasks will involve writing in a variety of forms as well as demonstrating increasingly sophisticated Listening and Speaking skills.

Careers
English is essential for all occupations.

French 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*(Year 11) Year 10 C Grade (French)* *(Year 12) Year 11 French*
Year 11 Units	*2AFRE, 2BFRE*
Year 12 Follow-On Units	*3AFRE, 3BFRE*

French is not only the language of France but of many of countries. It is one of the official languages of the European Union, the United Nations and the Red Cross. As a result of extensive migration, speakers of French can be found throughout the world. The French and French language have made and continue to make a distinctive contribution in areas such as politics, art, architecture, music, science, fashion, literature, film and theatre.
In the French course, communication is central. Student will develop the skills and knowledge to communicate in French, both orally and in written form.
Communication is facilitated through the achievement of four ***outcomes***:

Outcome 1: Listening and responding
Outcome 2: Spoken interaction
Outcome 3: Viewing, reading and responding
Outcome 4: Writing

In the French course students learn about the French language: how it works and how to use it to communicate effectively. Through participating and interacting in a range of contexts related to their personal and social lives; as well as to study and work, they will appreciate the central role that language plays in life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. The French course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

Course Units

Year 11	*Year 12*
2AFRE – ***C'est la vie!*** In this unit, students compare their own culture and identity with that of their peers in France. They share information about their health, their free time and their future plans. They also explore the notions of national or regional identity, and other forms of culture specific to France.	3AFRE – ***Les médias*** Students focus on media influence and trends in their lives as well as in France and French-speaking communities. They explore more complex texts and develop further insight into French cultures by analysing the place of these texts in everyday life.
2BFRE – ***Voyages*** This unit enables students to share information about where they have been and where they hope to travel in the future. They interact with French speakers in either Australia or France and begin to view their own culture from the perspective of a French-speaker.	3BFRE – ***Le monde qui nous entoure*** Students reflect on, evaluate and respond to contemporary issues. They reflect on past, present, and future issues related to the themes of the individual, French-speaking communities, and the changing world.

Students sit for the Alliance Française Examination.

From 2011, Curtin University and UWA will provide a bonus to WACE students sitting a Curriculum Council approved language such as French. A student's TEA will be boosted by 10% of their final scaled score in this subject.

Geography 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*C Grade Year 10 (Society & Environment Advanced)* *B Grade Year 10 (Society & Environment Standard)*
Year 11 Units	*2AGEO, 2BGEO*
Year 12 Follow-On Units	*3AGEO, 3BGEO*

Outcomes

Student achievement of the three outcomes listed below provides the focus for the *Geography* course:

Outcome 1: Geographical Inquiry
Outcome 2: Features of Places
Outcome 3: People and Places

Course Overview

Geography is a field of inquiry that brings altogether the human and physical dimensions of the world in the study of people, places and environments. This includes the study of interrelationships between natural and built environments and the spatial patterns that result from these processes over time. Geography provokes and answers questions about the interaction of natural and human environments within various natural and social systems and the need for sustainable development of human societies. In doing so the focus is on the core value clusters of environmental responsibility,

respect and concern for others, social and civic responsibility, self-acceptance and respect of self while also developing the skills for a pursuit of knowledge and a commitment to achievement of potential.

In the Geography course, a wide range of issues such as eco-tourism, world inequalities, energy-efficient planning, natural disasters, water management, biodiversity, urban living, geopolitics and changing agricultural practices are explored at local, regional and global levels in order to make sense of the present and pose solutions for the future.

The understandings and skills that students develop when studying this course are transferable and applicable to the world of work and every day life and to offering a systematic understanding of our environment and society both now and in the future. The *Geography* course assists students to make informed decisions about where and how they live, work, recreate, travel and seek opportunities.

Course Units

YEAR 11	YEAR 12
2AGEO: Natural Hazards and Impact Minimisation	**3AGEO: Planning Cities**
2BGEO: Sustainable Resource Use	**3BGEO: Climate Change Over Geological Time**

Skills and Career Opportunities

By the nature of the issues that it explores, the Geography course is dynamic and can inspire students to question their own values, rights and responsibilities in caring for the environment and living in a civil society. Related careers include a general background for life skills, Meteorology, Science, Teaching, Engineering, Town Planning, Agriculture, Drafting, and Mining.

Human Biological Science 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisite	*C Grade in Year 10 Advanced Science* *B Grade in Year 10 Standard Science and B Grade in Genetics*
Year 11 Units	*2AHBS, 2BHBS*
Year 12 Follow-On Units	*3AHBS, 3BHBS*

Note: The number of units offered depends upon the number of students choosing the course.

This course explores what it is to be human that includes how the human body works, the origins of human variation and the evolution of the human species. Scientific processes are used to investigate humans. Through both independent and cooperative work, students will develop written and oral comprehension skills and use their knowledge to make informed and responsible decisions.

There are three main outcomes:

- The Practice of Human Biology – students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings.
- Human Form and Function – students understand how the structure and function of the human body maintain homeostasis.

- Human Diversity and Change – students understand inheritance and its interrelationship with human variability and evolution.

The following content areas are essential to the achievement of outcomes in the Human Biological Sciences course:

Human Form and Function	***Human Diversity***	***The Practice of Human Biology***
• *cells and metabolism and regulation* • *body systems*	• *inheritance,* • *variation and evolution*	• *approaches to investigations and communication* • *the relevance of human biology to everyday life*

Italian 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*(Year 11) Year 10 C Grade (Italian)* *(Year 12) Year 11 Italian*
Year 11 Units	*2AITA, 2BITA*
Year 12 Follow-On Units	*3AITA, 3BITA*

Italian is the language of Italy and one of the official languages of the European Union. As a result of extensive Italian migration, speakers of Italian can also be found in countries around the world. Italian, together with its dialects, is also one of the most widely spoken of the community languages found in Australia. Throughout the world Italians and the Italian language make a distinctive contribution in areas such as politics, art, architecture, design, music, science, fashion, literature, film and theatre.
In the Italian course, communication is central. Student will develop the skills and knowledge to communicate in Italian, both orally and in written form.
Communication is facilitated through the achievement of four **outcomes**:
Outcome 1: Listening and responding
Outcome 2: Oral communication
Outcome 3: Viewing, reading and responding
Outcome 4: Writing

In the Italian course students learn about the Italian language: how it works and how to use it to communicate effectively. Through participating and interacting in a range of contexts related to their personal and social lives; as well as to study and work, they will appreciate the central role that language plays in life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. The Italian course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long learning of the Italian language.

Course Units

Year 11	*Year 12*
2AITA - ***Rapporti*** Students compare their own culture and identity with that of their peers in Italy and explore different Italian-speaking communities. They explore popular or traditional culture, the culture of everyday life, notions of national or regional identity, or other forms of culture specific to Italy.	3AITA – ***Made in Italy*** Students focus on the trends that are associated with their Italian peers and the importance of these in the establishment of identity. By exploring specific contexts, such as living in Italy; or topics, such as music, finding work, or current trends; they develop further insight into Italian cultures.
2BITA – ***Andiamo!*** Students interact with Italian speakers in either Australia or Italy and begin to view their own culture from the perspective of an Italian-speaker. This unit also focuses on ways in which learning Italian may be of benefit to students in relation to future work.	3BITA - ***…e poi?*** Students reflect on, critically evaluate and respond personally to contemporary issues. Students reflect on past, present and future issues related to the themes of the individual, Italian-speaking communities, and the changing world.

Students sit for the Dante Alighieri Examination.
From 2011, Curtin University and UWA will provide a bonus to WACE students sitting a Curriculum Council approved language such as Italian. A student's TEA will be boosted by 10% of their final scaled score in this subject.

Japanese: Second Language 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*(Year 11) Year 10 C Grade (Japanese)* *(Year 12) Year 11 Japanese*
Year 11 Units	*2AJSL, 2BJSL*
Year 12 Follow-On Units	*3AJSL, 3BJSL*

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students will gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

In the Japanese course, communication is central. Student will develop the skills and knowledge to communicate in Japanese, both orally and in written form.
Communication is facilitated through the achievement of four ***outcomes***:
Outcome 1: Listening and responding
Outcome 2: Spoken interaction
Outcome 3: Viewing, reading and responding
Outcome 4: Writing

In the Japanese course students learn about the Japanese language: how it works and how to use it to communicate effectively. Through participating and interacting in a range of contexts related to their personal and social lives; as well as to study and work, they will appreciate the central role that

language plays in life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. The Japanese course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

Course Units

Year 11	*Year 12*
2AJSL– ***New people and places*** In this unit, students explore different Japanese-speaking cultures through the medium of Japanese. They explore popular or traditional culture, the culture of everyday life and notions of personal health and well-being.	3AJSL – ***Living in Japan*** Students explore contexts, such as living in Japan as an exchange student. Students use a variety of text types to develop further insight into Japanese cultures by analysing the place of these texts in everyday life.
2BJSL – ***Young travellers*** This unit enables students to develop strategies to interact with Japanese speakers in Japan and begin to view their own culture from the perspective of a Japanese speaker, exploring similarities and differences between communities. This unit also focuses on ways in which learning Japanese may be of benefit to students in relation to future work.	3JSL – ***Reflections and horizons*** Students reflect on, evaluate and respond personally to traditional and contemporary culture. Students look at past, present, and future issues related to the themes of the individual, Japanese-speaking communities and the changing world.

From 2011, Curtin University and UWA will provide a bonus to WACE students sitting a Curriculum Council approved language such as Japanese. A student's TEA will be boosted by 10% of their final scaled score in this subject.

Literature 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*Year 10 A grade (Standard English), B grade (Advanced English)*
Year 11 Units	*2ALIT, 2BLIT*
Year 12 Follow-On Units	*3ALIT, 3BLIT*

This course is best suited to students who are skilled and enthusiastic readers and ***who are intent on gaining university entrance*** at the end of Year 12.
In this course, students develop an understanding of reading practices – this is the way that texts are constructed, the importance of culture to this construction and how we, as readers, respond to texts. The units will explore ideology and conventions of traditional literary texts such as the novel, short stories, stage plays and poetry, as well as contemporary mediums (film, popular music, documentary and television). Literary movements are of great importance as students explore how different power relationships are represented in literature and how literature has been used to influence groups and individuals within society.

Implicit in this course is a high standard of written and oral comprehension, and communication skills. Opportunities will also be available for students to produce and/or perform their own creative works.
In Year 12, students will study increasingly complex and unfamiliar texts and literary theory.

Careers
A comprehensive understanding and practice of communication skills, as taught in English courses, is needed in all occupations.

Materials Design and Technology – Textiles 1C/1D
(WACE EXAM – LIST B)

Prerequisite	*10 Textiles (C grade)*
Year 11 Units	*1CMDTT, 1DMDTT*
Year 12 Follow-On Units	*2AMDTT, 2BMDTT*

The Materials Design and Technology course provides students the opportunity to design and create textile products. In order to do this well, they research and test fabrics and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, and they manipulate sewing tools and machines to produce high quality textile products. They will document what they do in visual and written form and will work independently and in collaboration with others.

Unit 1CMDTT
The focus for this unit is **design techniques**. It is for students who have many informal experiences of interacting with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the elements and fundamentals of design, as well as factors affecting design, based on end user beliefs and values.

Unit 1DMDTT
The focus for this unit is **design for the consumer**. It is for students who have many experiences of interacting with products designed for the consumer market. They use a range of techniques to gather information about existing consumer products and apply the elements and fundamentals of design, including a consideration of factors, which affect design choices when producing products for a particular client or consumer. Students learn to conceptualise and communicate their ideas, and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with.

Unit 2AMDTT
The focus for this unit is **processes in design and manufacturing**. Students learn to apply an understanding of the elements and fundamentals of design and consider human factors involved in their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of appropriate materials and consider the environmental impacts and issues related to the sustainability and recycling of materials.

Unit 2BMDTT

The focus for this unit is **production for industry**. Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. They learn about markets, conventions for design and appropriate industry and safety standards. Students work with an open and self-directed design brief to design and manage a project. They extend their understanding of a range of materials through the research and testing of the properties of a wider range of materials.

Students develop competence with production processes and learn to manage projects to determined specifications.

Mathematics 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisite	*C (Standard)*
Year 11 Units	*2AMAT, 2BMAT*
Year 12 Follow-On Units	*2CMAT, 2DMAT*

Unit 2AMAT

In this unit, students apply ratios, rates and direct proportion in practical situations. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras's Theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

Unit 2BMAT

In this unit, students study and apply exponential relationships. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use co-ordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving three-dimensional shapes. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. They use mental and written methods and technologies where appropriate

Unit 2CMAT

In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

Unit 2DMAT
In this unit, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three-stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

Mathematics 2C/2D
(WACE EXAM COURSE – LIST B)

Prerequisite	*Year 10 B Grade Standard Mathematics* *Year 10 C Grade Advanced Mathematics*
Year 11 Units	*2CMAT, 2DMAT*
Year 12 Follow-On Units	*3AMAT, 3BMAT*

Unit 2CMAT
In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

Unit 2DMAT
In this unit, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three-stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

Unit 3AMAT
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

Unit 3BMAT
In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimization problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.

Mathematics 3A/3B
(WACE EXAM COURSE – LIST B)

Prerequisite	*Year 10 B Grade Advanced Mathematics*
Year 11 Units	*3AMAT, 3BMAT*
Year 12 Follow-On Units	*3CMAT, 3DMAT*

Unit 3AMAT

In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

Unit 3BMAT

In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.

Unit 3CMAT

In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

Unit 3DMAT

In this unit, students extend and apply their understanding of differential and integral calculus. They solve systems of equations in three variables and linear programming problems. They verify and develop deductive proofs in algebra and geometry. Students model data with probability functions and analyse data from samples. They justify decisions and critically assess claims about data. They use mental and written methods and technologies where appropriate.

Media Production and Analysis 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*C+ Year 10 English*
Year 11 Units	*2AMPA, 2BMPA*
Year 12 Follow-On Units	*3AMPA, 3BMPA*

The Year 11 units are: **2AMPA – *Popular Culture*** **2BMPA – *Press and Broadcasting***

The focus for Year 11 Media Production and Analysis is 'Popular Culture' and 'Press and Broadcasting.' The course involves identifying what is meant by 'popular' culture and considering the types of media, ideas and audiences around which popular culture evolves. Students read and view a number of modern Media texts including music videos, magazines and soapies to analyse how these texts reflect and influence 'popular' culture. Students also have opportunities to create their own popular culture production in the form of a music video.

The 'Press and Broadcasting' unit allows students to view and analyse a number of news and current affairs programs to identify how these media forms are manipulated and constructed. Students also engage with documentaries and photojournalism with an opportunity to demonstrate their understanding in a news/mockumentary production task. Students will create their own productions and learn about filming and editing their work using Apple Mac programs. The Course aims to achieve a balance between production and analysis.

The Year 12 units are: **3AMPA – *Media Art Forms*** **3BMPA – *Power and Persuasion***

The focus for Year 12 Media Production and Analysis is 'Media Art Forms' and 'Power and Persuasion.' The 3A course focuses on media texts as art forms and students will study a number of important film movements and how they have influenced modern cinema. Students are encouraged to view a number of 'art' films to analyse and interpret their visual styles. The major production task involves students engaging with their creative streak and making their own short film.

The 3B course focuses on documentary and the aspects of this style of film that make messages persuasive and powerful. All media texts are designed to be persuasive, and this course allows students to experience, challenge and manipulate media texts. Students will utilise their understandings of how media language, audiences and cultural contexts converge in the production and consumption of media and create powerful, persuasive and artistic media texts. The Course aims to achieve a balance between production and analysis.

Careers: This Course may lead to further training in areas that include the arts, advertising, broadcasting and telecommunication industries, film-making, journalism, public relations and marketing. It is also valuable for students wishing to develop critical responses to the media they consume.

Modern History 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*C Grade Year 10 (Society & Environment Advanced)* *B Grade Year 10 (Society & Environment Standard)*
Year 11 Units	*2AHIM, 2BHIM*
Year 12 Follow-On Units	*3AHIM, 3BHIM*

Outcomes
Student achievement of the four outcomes listed below provides the focus for the ***Modern History*** course:

Outcome 1: Historical Investigation, Communication and Participation
Outcome 2: Understanding the Past
Outcome 3: Continuity and Change
Outcome 4: Interpretations and Perspectives

Course Overview

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. Studying *Modern History* provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present, local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

The *Modern History* course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources, to identify the various representations and versions of history. They are exposed to a variety of historical sources including artefacts, speeches, songs, oral stories, photographs, film, drawings, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events.

Course Two Units

YEAR 11	YEAR 12
*2AHIM: Societies and Change (**Japan and the Meiji Restoration**)*	*3AHIM: Cohesion and Division (**Australia, 1920s-1950s**)*
*2BHIM: Historical Trends and Movements (**Nazi Germany**)*	*3BHIM: Ideas that shaped History (**Russian Revolution - Autocracy, Marxism, Leninism and Stalinism: 1900s–1940s**)*

Skills and Career Opportunities

Students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. Through study of societies, movements and political structures, they are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential to people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

Music 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*Year 10 Music or approval from Director of Music* *AMEB Grade 5 Practical or above*
Year 11 Units	*2AMUS, 2BMUS*
Year 12 Follow-On Units	*3AMUS, 3BMUS*
Context	*Western Art Music*

The Music courses are designed to encourage students to participate in musical activity as both a recreational and a vocational choice. They may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music.

These courses provide students with the opportunity to further their achievement of specific overarching learning outcomes. The Music course syllabus is designed around four key outcomes and divided into six content areas. They are:

Outcomes
- Performing
- Composing/arranging
- Listening and responding
- Culture and society

Content Areas
- Aural
- Theory
- Analysis
- Composition and Arrangement
- Performance

Cultural and Historical Perspective

This course is typically for students with an extensive and comprehensive knowledge and understanding of all aspects of music and who aspire to further their music studies to the highest possible level. Students who choose this pathway will complete the external examination. As this is a performance based course, students must demonstrate a high level of proficiency on their chosen instrument and undertake private instrumental/vocal lessons in addition to completing the subject.

For this course Western Art Music involves the study of the European tradition of music and its development over time. The Western Art Music areas of study (genres) are:

- chamber music
- choral music
- concerto
- opera
- solo works (instrumental/vocal)
- symphonic music

It is expected that students develop a more thorough understanding of the elements of music and apply these through performing, creating and responding to music. The study of a wider range of repertoire enables students to respond more broadly to the musical language used in creating and performing music.

In these units, students extend their understanding and appreciation of a range of music and further develop the skills and knowledge needed to be able to respond to how social, cultural and historical factors shape the role of music. Students consider how music is structured and how the elements of music are used to influence the specific types of music being studied. They use their developing skills, knowledge and understanding of Theory and Aural and apply this with increasing complexity in their music making activities.

Students may also select to complete a composition portfolio or research project as an alternative to music performance**.**

Careers
Composer, Arranger, Performance Musician, Accompanist Musician, Teacher of Music, Music Therapy, Occupational Therapy, Physiotherapy, Public Relations, Producer, Editor, Critic, Theatre Arts, Film, Television, Dance, Musicologist, Arts Manager.

Physical Education Studies 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisites	*Year 10 B Grade (Physical Education)* *Year 10 B Grade (Health Education)* *Year 10 Advanced Science C or Standard Science B*
Year 11 Units	*2APES, 2BPES*
Year 12 Follow-On Units	*3APES, 3BPES*

Physical Education Studies offers an excellent grounding for students wishing to be involved in any aspect of sport or who have a personal interest in sport and wish to improve and develop their practical skills and knowledge in sport-related areas. It provides student 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. All available courses provide students with opportunities to progressively develop skills and knowledge to enable them to pursue their own personal interest in physical activity as athletes, coaches, officials or administrators and to support the active participation of others. It also enables the students to play an active role in the development of sport and recreation in communities and society at large. Physical Education Studies emphasizes learning in, about and through movement. Students will explore participation in physical activity from mechanical, physiological and psychological perspectives.

The practical and theoretical components of the course complement one another. For example, students' own training and competition in elected sports; is linked with participating in a Fitness program; and the Junior Training programs are linked with coaching small groups of students.

All courses provide personalized learning experiences to achieve progress in the course outcomes.

The course content is divided into six interrelated content areas:

- developing physical skills, strategies and tactics
- motor learning and coaching
- functional anatomy
- biomechanics
- exercise physiology
- sports psychology

Units 2APES/2BPES

The focus of these units is exploring anatomical and biomechanical concepts, the body's response to physical activity and stress management process to improve their own and others' performance in physical activity. It also indentifies the relationship between skill, strategy and the body to improve physical performance. Stage 2 units provide opportunities for applied learning i.e. sport participation and skill development; however, there is a focus on more academic learning than in Stage 1 units. Students enrolling in this course must have good Year 10 academic grades.

Units 3APES/3BPES

The focus of these units is to provide opportunities for students to build on their physical skills and learning from the Stage Two course to continually improve physical performance. Students' understanding of complex biomechanical, psychological and physiological concepts will be extended to enable them to evaluate their own and others' performance.

ASSESSMENT

Three categories of assessment are required for all courses. They are as follows:

- Practical Performance - student performance assessment ie demonstration of skills and tactical application as a participant ie skills and tactical application, coach and /or official
- Response - knowledge based tests or exams, written assignments, oral presentations, performance analysis
- Investigation - research work including planning, investigations, analysis and conclusion of findings.

Final grades will be determined from school-based assessments (50%) and external examination (50%)
The school based grade will be determined from the marks obtained from the three categories listed in assessment section outlined above.
The external mark will consist of: Written Examination 70%, Practical Examination 30%.

From 2011 students must select one sport from the following list for their external examination:
AFL, Athletics, Badminton, Basketball, Cricket, Golf, Gymnastics, Hockey, Netball, Rowing, Soccer, Softball, Squash, Swimming, Tennis, Touch, Volleyball. (Please note that from 2011 students will not be able to submit a portfolio of unlisted sports).

Practical Learning contexts will be selected from the following sports and activities. Selection will depend on staff, expertise, available resources and the best interests of the students.

YEAR 11 3 of the following activities will be selected: • Aerobics /Fitness • Badminton • Basketball • Floor Ball • Netball • Surf Bronze Medallion • Touch Rugby • Triathlon • Volleyball • Water Polo	**YEAR 12** One of the following activities will be selected: • Badminton • Basketball • Golf • Netball • Squash • Softball • Touch Rugby • Tennis • Volleyball NB Students are required to participate in a season of IGSSA sport as their game participation will count towards their school assessment.

FEES
Fees will depend on the sports selected.

Physics 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisite	*B Grade in Physics and Chemistry in Year 10 Advanced Science* *C Grade in Year 10 Advanced Maths or A Grade Standard Maths*
Year 11 Units	*2APHY, 2BPHY*
Year 12 Follow-On Units	*3APHY, 3BPHY*

Physics is the study of the properties of, and interrelationships between, energy and matter. An understanding of these allows us to develop a deeper understanding of the world around us and be more able to take an informed and critical interest in the range of scientific and technological issues influencing our lives.

The **Physics** course aims to equip students to become informed citizens who are able to communicate their ideas effectively and participate in discussions of challenging issues. It explores the natural and built world and explores ways in which energy is transformed and applied in society. It is designed to cater for students of varying interests and backgrounds.
Physics is an experimental discipline that requires the construction of explanations for physical phenomena. Students will use both theoretical and practical sessions to be able to improve their understanding of how objects and systems interact with one another and how these interactions can produce change.

There are three main outcomes:
- Investigating and Communicating in Physics - Students investigate physical phenomena and systems, collect and evaluate data, and communicate their findings.
- Energy - Students apply understanding of energy to explain and predict physical phenomena.
- Forces and Fields – Students apply understanding of forces and fields to explain physical phenomena.

The following content areas are essential to the achievement of outcomes in the Physics course:

- Working in Physics
- Forces and Movement
- Waves
- Electricity and magnetism
- Particles

Politics and Law 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*C Grade Year 10 (Society & Environment Advanced)* *B Grade Year 10 (Society & Environment Standard)*
Year 11 Units	*2APAL, 2BPAL*
Year 12 Follow-On Units	*3APAL, 3BPAL*

Outcomes

Student achievement of the four outcomes listed below provides the focus for the *Politics and Law* course:

Outcome 1: Political and Legal Inquiry
Outcome 2: Political and Legal Systems
Outcome 3: Stability and change in political and legal systems
Outcome 4: Citizenship in Political and Legal Systems

Course Overview

The *Politics and Law* course is a critical study of the processes of decision-making about society's collective future. A 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 *Politics and Law* course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems. The course challenges students to critically examine the effectiveness of political and legal systems using criteria such as openness, responsiveness and accountability of those systems. The skills and values developed in the *Politics and Law* course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives and the future of their communities at the school, local, state, national and international levels.

Course Units

YEAR 11	YEAR 12
2APAL: Political & Legal Systems Examines the principles, structures and processes of political and legal systems.	**3APAL: Political and Legal Power** Examines the roles of political and legal institutions in maintaining and developing law and government policy.
2BPAL: Representation and Justice Examines political and legal systems in relation to representative democracy and justice.	**3BPAL: Rights and Governance** Examines how political and legal systems respond to human rights issues the ways countries can uphold or undermine democratic values.

Skills and Career Opportunities

The study of *Politics and Law* contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The study of *Politics and Law* can be a valuable background to careers such as law, political advocacy, public administration, community development, teaching, journalism, government and commerce.

Psychology 2A/2B
(WACE EXAM COURSE – LIST B)

Prerequisite	*B Grade Health Education, C Grade Standard English, C Grade Standard Mathematics, C Grade Advanced Science, B Grade Standard Science.*
Year 11 Units	*2APSY, 2BPSY*
Year 12 Follow-On Units	*3APSY, 3BPSY*

Psychology is the scientific study of how we think, feel and act. This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of these in an enjoyable and contemporary forum. Students learn about major psychological models and theories and the methods used to investigate within the discipline of psychology. Their understanding of how these models and theories are applied in everyday settings will help them understand themselves and their world. Students are involved in scientific investigations and the analysis of data to illustrate how empirical procedures are used to examine phenomena such as memory, attention, attitudes, personality and group behaviour. Developing this foundation of scientific method and critical thinking are valuable skills students can acquire and apply throughout their study, work and everyday lives.

Unit 2APSY

In this unit, students focus on contexts related to contemporary issues. The content focuses on a number of concepts that enable them to fully appreciate the complexities of human behaviour, at an individual, group and societal level. They examine the traditional theories of intelligence and the concept of perception and expand their knowledge and understanding of human behaviour by analysing such factors as heredity. They study the impact of group influences on individual behaviour and carry out their own practical investigations. Students learn to identify the aims of a psychological investigation, recognise the method/s used and evaluate the conclusions. They apply appropriate structure to, and sequence data using correctly labelled tables, graphs and diagrams.

Unit 2BPSY

In this unit, students focus on contexts related to human performance. The content focuses on memory and forgetting, motivation and arousal and how they affect human performance. Students extend their understanding of how we learn by looking at classical and operant conditioning and negative and positive reinforcement. They explore what is meant by the term personality and examine the relationship between personality, motivation and human performance. Students select and apply knowledge about social psychology to investigate relationships in a range of social contexts. They apply appropriate communication skills and processes in the communication of psychological understandings to a range of audiences. They also apply psychological research methods that allows them to develop useful skills in analytical and critical thinking and making inferences.

Unit 3APSY

In this unit, students focus on contexts related to a healthy lifestyle. The content focuses on behavioural change. They expand their knowledge and understanding of human behaviour by looking at behaviour that is dependent on development and maturation. Students apply knowledge of social psychology to contemporary issues and problem-solving issues of social concern. They develop competence in communication skills and processes involved in the communication of psychological information to a range of audiences. Students explain the relevance of key research findings and implications for further research. They engage in detailed investigations of experimental designs and methods used to assess psychological and physiological responses.

Unit 3BPSY

In this unit, students focus on contexts related to diversity and community. They extend their understanding of the relationship between physical, cognitive and social development in shaping behaviour. Students examine the interrelationships between different areas of psychology and related disciplines, evaluate ethical issues as they relate to human and animal experiments and examine the professional code of conduct for psychologists. They look at the role of the experimenter, participants' rights, informed consent procedures, and deception in research and confidentiality. Students synthesise a range of ideas, concepts and knowledge when considering a contemporary debate in psychology.

Skills and Career Opportunities

The study of *Psychology* provides an invaluable insight into human behaviour that can be transferred into any workplace environment, or to human activity in general. Employment and study opportunities in the fields of psychology and psychiatry are numerous and diverse.

Visual Arts 2A/2B
(WACE EXAM COURSE – LIST A)

Prerequisite	*Year 10 Visual Arts B grade*
Year 11 Units	*2AVAR, 2BVAR*
Year 12 Follow-On Units	*3AVAR, 3BVAR*

The four outcomes of this course are:

Outcome 1
Visual Arts Ideas
Students use creative processes to research, explore and develop art ideas.

Outcome 2
Visual Arts Skills, Techniques and Processes
Students use the skills, techniques, processes, conventions and technologies of art.

Outcome 3
Responses to Visual Arts
Students engage with, respond to, reflect on and critically evaluate their own art and the art of others.

Outcome 4
Visual Arts in Society
Students understand the role of visual arts in society.

Unit 2AVAR
The focus for this unit is **differences**. It covers different forms of visual art from past and present contexts and provides students with a range of sources of inspiration and stimulus for developing ideas and producing original artworks. They explore different materials, media and techniques when exploring and expressing their ideas.

Unit 2BVAR
The focus for this unit is **identities**. In this unit students explore concepts or issues related to personal, social, cultural or gender identity. They investigate themes of personal interest and a range of observational, conceptual and/or imaginative starting points for visual exploration. They become aware that art may give form to ideas and issues that concern the wider community and develop understandings of how the visual arts may be both socially affirming and challenging.

Unit 3AVAR
The focus for this unit is **commentaries**. It offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

Unit 3BVAR
The focus for this unit is **points of view**. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and

authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.