GEORGIANA MOLLOY ANGLICAN SCHOOL

SENIOR SECONDARY SCHOOLING

A School of the Anglican Schools Commission (Inc)

YEAR 11 and 12

COURSE SELECTION HANDBOOK

2013

‘The conclusion of senior school schooling’

NAME: ________________________
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# USEFUL SCHOOL CONTACTS

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INTRODUCTION

The Western Australian Parliament passed legislation in 2005 to raise the school leaving age to 17. A student therefore has the following options:-

1. Continue with Secondary education by enrolling in Senior School courses.

2. Find an appropriate
   • apprenticeship or traineeship

3. Pursue training at another educational institution, for example
   • Business or Hospitality Colleges.

4. A combination program involving part-time school/training and part-time work.

The Changing World of Work

The term 'career' was traditionally associated with paid employment and referred to a single occupation. In the current world of work the term 'career' is seen as a continuous process of learning and development. GMAS students will need to develop the knowledge and skills which will allow them to adapt to the rapid changes which are taking place in the world of work. Their careers in the future are likely to involve:
• a range of different known and unknown careers or jobs.
• employment in a number of organisations.
• experience in more than one industry field.
• the opportunity to develop more than one interest or talent.
• varying work arrangements (e.g. full-time, temporary, contract, self-employment).
• lifelong learning.
• periods ‘out of work’.

Our GMAS students will need to:
• become proactive and take responsibility for their direction and growth.
• be flexible and acquire mastery of new skills constantly to become self-determining in a climate of rapid change.

The transition from early adolescent to late adolescent heralds the beginning of the career development process. Deciding on a career path is, for most students, a difficult task.

To make informed decisions students will have to:
• improve their self-knowledge by exploring their personal attributes, skills, talents and interests to understand their own personal strengths and weaknesses.
• research information about careers and training requirements.
• develop career pathways and goals.

Some of the questions students need to consider include:
• What are my immediate future goals?
• What occupations am I considering?
• Do I want to continue further study?
• Have I discussed my career options with my parents / guardians/ friends and - or others with experience?
• Where do I have to study / travel to before I reach my career aspirations?
• Am I aware of the requirements for entry into these career choices?
• Have I considered how many major factors may influence my career decisions?
• Have I considered the education standards required?
Students, whether planning to seek employment after gaining WACE Graduation or to continue with further studies (TAFE, tertiary or other) should choose Courses which will maximise their options for the future. As students mature and learn more about their career options their chosen career path may well change. Their Course choices should be broad enough to allow for flexibility for their future education and training.

It is important that students choose Courses that:
• are in keeping with their academic ability
• enable them to work from their strengths
• challenge them to make the most of their capabilities
• provide them with the qualification needed to pursue their career and ambitions after they leave school
• they enjoy studying
• result in a workload that is manageable

To make informed decisions students need to research widely. It is important that they find out as much as they can about the careers they are interested in to help them make decisions about the Courses to study in Years 11 and 12.

The following are resources for students to access:-

**Library – Careers office**
The following resources are available in the Resource Centre:
• University handbooks and faculty guides
• Career Books
• A range of resources on seeking employment
• Job guides
• “Smart Start” guides

**Internet**
A very useful source of information to supplement student’s knowledge about occupations they may have an interest in. All educational institutions have websites with course information. In addition there may be specific websites with information on careers in a particular area eg. Ace Day Jobs - [www.abc.net.au/acedayjobs](http://www.abc.net.au/acedayjobs)

**Family and Friends**
Students are encouraged to speak with someone who is currently employed in the type of work that they are interested in. These people are in the best position to provide detailed information about the specific career.

**Career Development Information Centre 9421 1344**
2nd Floor, City Central Building, 166 Murray Street Mall, Perth
The centre provides detailed information about careers and further study options.

**Career Choice Programme (Jig cal)**
Students complete a Career Choice program at school called Career Voyage.

**Prospective Student Advice Services**
Prospective Student Advisors are invaluable sources of information about courses on offer at University and TAFEWA.
Students and their parents are encouraged to contact the institutions listed below for detailed information. An interview with can result in a much better understanding of both the institution and the course options.
Information Centres

Curriculum Council (now SCSA)  TISC
www.curriculum.wa.edu.au  www.tisc.edu.au

School Curriculum and Standards Authority (SCSA)
http://www.scsa.wa.edu.au/

Career Services

Beginning or changing your career can be a both an exciting and daunting time at any point in your life. The Department of Training and Workforce Development offers a variety of career services around the State to help you with your career planning, assessing your training options and your job search skills.

Apprenticeship/Traineeship Information 131 954

Defence Force Careers Reference Centre 131 901
www.defencejobs.gov.au
This centre provides information on the careers available in the Air force, Army and Navy.

Centrelink
http://www.centrelink.gov.au

Jobjuice
www.jobjuice.com

The Source
www.thesource.gov.au

The Job Guide online
www.jobguide.deewr.gov.au

Career Centre
www.careercentre.dtwd.wa.gov.au

Future Finder
www.myfuture.com

Job Search
www.jobsearch.gov.au
WACE REQUIREMENTS FOR 2013

To qualify for a Western Australian Certificate of Education (WACE), a student must complete the following:

Breadth and depth requirement

- Complete at least 20 Course units or acceptable alternatives
- The 20 Course units must include at least:
  - four Course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12)
  - one pair of Course units from each of List A and List B completed in Year 12.

Achievement standard requirement

- Achieve a C grade average or better across the best 16 Course units of which at least 8 must be completed in Year 12.
- Endorsed programs and / or VET credit transfer can reduce the required number of Course units by up to 6 units.

English language competence requirement

- Achieve a C grade or better in any Stage 1 or higher Course unit from English, Literature and / or English as an Additional Language / Dialect (except 1A and 1B for EAL/D).

Sit for WACE examinations, unless exempt

Full details are available on the School Curriculum and Standards Authority (Curriculum Council) website at:-

http://www.scsa.wa.edu.au/

POINTS OF CLARIFICATION

Repeating Units

Repeat units will not be counted twice in the total number of units required for a WACE. Repeat units cannot be used twice for the purpose of determining the C grade average. Only the one (higher) grade will be used.

Calculation of the C grade average

The C grade average is calculated from the student’s achievement in Course units by converting grades to credits as illustrated below.
Satisfactory achievement in a VET industry Course equates to a C grade.

Converting grades to credits

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The School Curriculum and Standards Authority will issue to all students who achieve Secondary Graduation the:-

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

Achievement in Courses may be accumulated towards the WACE throughout a person’s lifetime.

What will the student receive?

At the end of their Senior Secondary Studies all students enrolled will receive a Folio of Achievement containing:

• Western Australian Certificate of Education (if attained)
• Record of Achievement
• Acknowledgement of English Language Competency
• Course report for each Course studied, and/or, VET Units of Competency and/or VET qualifications (if attained)

See next page for sample WACE Certificates.
UNIVERSITY ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS

Introduction
Students intending to study at any of the four public universities in Western Australia are required to apply through the Tertiary Institutions Service Centre (TISC). Students have to apply directly to the University of Notre Dame Australia, a private university, for admission.
This information has been produced to inform teachers, students and parents of decisions made to date by the four Western Australian public universities concerning 2013 University Admission Requirements using the School Curriculum and Standards Authority Courses. TISC publishes the annual Admission Requirements for School Leavers brochure. Students at GMAS will be issued with this information.

Summary of Requirements for University Admission to Curtin University of Technology, Edith Cowan University, Murdoch University and The University of Western Australia.

To be considered for university admission as a school leaver an applicant normally must:
1. Achieve the Western Australian Certificate of Education (WACE) and
2. Achieve competence in English as prescribed by the individual universities, and
3. Obtain a sufficiently high ATAR (Australian Tertiary Admission Rank) for entry to a particular university and/or course, and
4. Satisfy any prerequisites or special requirements for entry to particular Courses.

1. Western Australian Certificate of Education (WACE)
The universities require students to demonstrate breadth of study. All universities require students to achieve this via achieving the WACE.
The requirements for achieving the WACE are determined by the School Curriculum and Standards Authority.

2. Competence in English
Competence in English for the purpose of university admission will normally be a specified Level of Achievement in an English Course.
The final Level of Achievement is to include the external assessment component for the English Course. STAT and IELTS could be considered if a student fails to achieve the required English Course Level of Achievement.

3. Conditions for the Determination of an Australian Tertiary Admission Rank
(a) The following points concerning the determination of the ATAR have been agreed to by the four universities.
• All Council-Developed Courses at Stage 2 or 3 are eligible for use in determining an ATAR.
  For a student’s Course to be used in the calculation of his/her ATAR:
  • at least 2 units need to be completed
  • the external assessments need to be undertaken
  • the final Course Level of Achievement will be a 50:50 combination of internal and external assessments.
  • A student’s ATAR will be determined by the aggregation of a student’s best four final Course Levels of Achievement.
• There will be a need for List A, List B requirements for breadth of study to be covered by the WACE requirements.
• There may be some unacceptable Course combinations for the determination of the ATAR. The universities will determine if any unacceptable combinations are necessary.
• There will be some unacceptable Course/TEE course combinations for the determination of the ATAR for repeating students.
• For the purpose of determining a ATAR all universities will allow accumulation of final Course Levels of Achievement over a 12 month period.
UNIVERSITY ENTRANCE

• Courses undertaken on a **private basis** can be used in the determination of a ATAR. The final Level of Achievement for a Course undertaken on a private basis will be 100% of the external assessment.
• The determination of a student’s **ATAR is independent** of his/her achieving WACE or competence in English.

(b) **Process for the Determination of a ATAR**
i. For each Course combine the internal and external Levels of Achievement on a 50:50 basis to produce a final Course Level of Achievement.
ii. Combine the highest four final Course Levels of Achievement taking into account any unacceptable Course combinations to produce a Tertiary Entrance Aggregate (TEA)
iii. The TEA is converted to an ATAR taking into account the number of students with a TEA and the total Year 12 School leaving age population in WA.

4. **Prerequisites**
Some university courses will require prerequisite courses. It is reasonable to assume that university courses with TEE prerequisite subjects will require the equivalent course(s) as prerequisites. For prerequisite purposes, results will be valid for five years.

**Comparability of Achievements in Courses**
Admission into university is competitive with most courses having more applicants than places. To process applicants fairly they will be ranked using the ATAR based on their Courses achievements.
TISC on behalf of the universities reserves the right to carry out appropriate statistical adjustments to ensure fairness to all students regardless of the school attended and Course undertaken.

**NOTRE DAME UNIVERSITY - Admission**
Notre Dame has chosen not to use the combined central admissions processing agency (TISC) of the public universities in Western Australia.
Prospective students apply directly to the University for admission. The selection system for Notre Dame is multifaceted. Notre Dame does not rely simply upon a numerical ATAR for university entry. Instead, it bases entry upon a range of different factors such as: academic records over Years 11 and 12, a student interview, contribution to school and community life, individual motivation, and recommendations by schools and employers.
Minimum Entry Requirements
1. Secondary Graduation. Applicants should have fulfilled the School Curriculum and Standards Authority’s Secondary Graduation requirements.
2. English Language Competency. Applicants should have demonstrated achievement in an English Course to gain admission.
3. Students should have achieved an ATAR of 70.00 or higher. In addition to meeting academic minimum entry requirements applicants will need to demonstrate their ability to succeed in the chosen course and career by fulfilling Notre Dame’s other (non-academic) entry requirements. This may be demonstrated through:
   • Interview
   • Personal statement
   • References and/or referee statements
   • Other relevant information

*Information contained in this publication may have been updated as University entrance information is subject to change and it is recommended students consult individual universities to ascertain entry requirements.*
TECHNICAL AND FURTHER EDUCATION (TAFE)

PROPOSED MINIMUM ENTRANCE REQUIREMENT (MER)
Minimum Entrance Requirements determine an applicant's eligibility for a Course. Minimum Entrance Requirements (entrance requirements or prerequisites) are the academic qualifications (or background) needed before applying for entry to a full-time TAFEWA Course.

Based on current information entry requirements will be expressed as competencies. These will include Literacy and Numeracy competencies as well as technical or competency based qualifications.

TAFEWA is made up of 10 colleges with over 50 campuses across Western Australia and is the largest provider of vocational education and training in the State. TAFE Courses emphasise practical and professional vocational learning.

Courses are designed with industry participation so that training is industry relevant and students learn the latest work practices. TAFE also delivers bridging-entry Courses that offer accessible pathways into study and assists in the provision of apprenticeships and traineeships that enable people to undertake training within employment.

TAFEWA qualifications are combinations of skills or competencies that are formally certified and nationally recognised as delivering assurance that the individual with the qualification can perform various job-related tasks at a certain standard. TAFE colleges offer Courses at Certificate, Diploma and Advanced Diploma levels. Qualifications are recognised worldwide and can also be used to articulate into university degree Courses across Australia.

PROPOSED NEW ENTRY ARRANGEMENTS FOR FULL TIME PLACES IN TAFEWA QUALIFICATIONS
The Department of Education and Training is examining the introduction of new admission arrangements for full time places in TAFEWA qualifications (Courses). The new system underwent changes in 2009.
The detail contained in relation to this may be subject to review.

COMPETITIVE AND NON-COMPETITIVE TAFEWA COURSES
The Courses offered by TAFEWA will be divided into two groups. Those that are ‘competitive entry’ and those that are ‘non-competitive entry’. The TAFE Admissions Centre will publish an annual list of competitive and non-competitive Courses.

Non-competitive Courses are those where there are more places than applicants. Currently approximately 70% of applications processed by the TAFE Admissions Centre are for non competitive Courses. Applicants who meet TAFEWA’s minimum entry requirements for non-competitive Courses will automatically be offered a placement.

Competitive Courses are those where there are more applicants than places available. Students seeking places in competitive Courses will have to meet the MER plus address a set of selection criteria. The selection criteria require the applicant to show evidence of:
• having established an education and training pathway
• Work experience, including paid employment, voluntary work and community involvement
• Academic and/or skill development achievement

* Students that have completed a VET qualification at school will be given preference over ATAR students in competitive entry courses as TAFE entry for competitive courses in by a points system.
PROPOSED QUALIFICATION PATHWAYS
Qualification pathways refer to completed Australian Qualifications Framework (AQF) qualifications in the same or related fields of study e.g. Certificate I, II or III. Applicants are awarded points if they have completed or gained credit towards an AQF qualification that is in the same or a related field of study to the qualification which the applicant is seeking entry. A student, who has, for example completed a Certificate II in Hospitality at school, will be awarded a number of points if he/she is applying for placement in a hospitality course at TAFEWA. If the same student applied for entrance to a Course other than hospitality then he/she would be awarded fewer points as the Certificate is not in a related field.

PROPOSED WORK EXPERIENCE AND EMPLOYMENT
There are two broad categories of workplace experience and employment. These are:
• School work experience and VET Course based work experience
• General workplace experience
The first category would normally apply to school applicants and the second category would normally apply to non school leaver applicants. However some school leavers may also be able to attract points for part time work undertaken outside of school under the General Workplace Experience category.

PROPOSED SECONDARY EDUCATION
Secondary Education refers to general education achievement – this is academic achievement in school studies or equivalent. Applicants are allocated up to a maximum of twenty points based on their academic achievement in secondary school studies or their equivalent. Points would be allocated on the basis of the results for the applicant’s best four Courses in a specified year level. TAFEWA is currently developing a strategy to assign points to each of the Course grades. In the past for example an A grade attracted 5 points, a B grade 4 points and a C Grade 3 points. It is important to note that students who only select academic Courses may not be as competitive as those students who select a combination of academic Courses and vocational Courses such as Workplace Learning.

TAFE (Training WA) AS A PATHWAY TO UNIVERSITY
An Australian Tertiary Admission Rank is not the only means of entry to university in Western Australia. TAFEWA can be a stepping-stone to a university education. An increasing number of TAFE graduates are gaining admission to Australian universities each year.
Certificate IV is the minimum entrance requirement to gain admission to a related course at Curtin University, Murdoch University, Edith Cowan University and Notre Dame University. The minimum entrance requirement for the University of Western Australia is a Diploma. TAFE graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities or apply directly for admission to the University of Notre Dame.
Achieving the minimum entry requirement to university does not guarantee entry to a particular course. Entry to courses is very competitive. Completing a Diploma may increase a student’s chance of admission. For detailed information please contact the Admissions Centre at the relevant university.
TAFE QUALIFICATIONS
In most courses, qualifications are at different levels, each involving an increasing degree of skills. There are pathways and links between the courses to increase opportunities for further education and training. The qualifications are:

Certificate I
This first level of qualification covers training in some essential skills and routine tasks.

Certificate II
Students acquire operational knowledge in skill areas where they can apply solutions to predictable problems.

Certificate III
Students learn additional theoretical knowledge and develop higher skills for solving a variety of problems. Certificate III is usually required for recognition as a tradesperson.

Certificate IV
At this level students are developing a broad knowledge base. They learn to analyse and evaluate information and to apply the knowledge and skills to a wide variety of contexts. The duration of the Certificate IV is usually one year full-time or equivalent part-time.

Diploma
Diploma Courses involve up to two years full-time study or equivalent part-time study. At this level theoretical knowledge and/or technical and creative skills is developed at substantial depth. Analysis, judgement and planning are involved across a broad range of technical and/or management situations.

Advanced Diploma
The Advanced Diploma is the highest TAFE qualification. It involves two to three years full-time or equivalent part-time study. Significant judgement in planning, technical or leadership functions is developed with highly specialised technical, creative or conceptual skills.

SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA) COURSES

Course Structure
There are 52 WACE Courses and 12 industry specific Courses in total available to students via the School Curriculum and Standards Authority. These Courses are linked via a pair of units. Units are notionally 55 hours long and usually take one semester to complete. A student in Year 11 would complete two pairs of units over two years i.e. two units in Year 11 and two units in Year 12, totalling 4 units in a Course. For example a student wishing to undertake university entrance in the English Course may undertake:-
Unit 2A in Semester One Year 11
Unit 2B in Semester Two Year 11
Unit 3A in Semester One Year 12
Unit 3B in Semester Two Year 12

Students will be able to undertake units in a Course to progress as far as their abilities and demonstrated achievements will allow.
The majority of Courses will have 6 units of study available to students. (some Courses like English and Mathematics have more)

6 Course units:  8 Course units:

Unit 1A  →  Unit 1B  Unit 1A  →  Unit 1B
Unit 2A  →  Unit 2B  Unit 1C  →  Unit 1D
Unit 3A  →  Unit 3B  Unit 2A  →  Unit 2B
                  Unit 3A  →  Unit 3B
Each unit in a Course will be progressively more difficult. Unit 3B will be the most difficult. Achievement in Unit 2B will be more difficult than 2A and Unit 2A will be more difficult than 1B. It is important to note that the recommended entry point for students into a Course will be determined by their assessed level of achievement in Year 10 studies. Some Course units require prerequisite grades in Courses studied at Year 10 level.

Course units will be studied in pairs. A student who needs assistance in literacy would tend to complete Units 1A, 1B, 1C and 1D over Year 11 and Year 12. A student capable of university entrance would tend to start with Units 2A and 2B in Year 11 progressing to the completion of Units 3A and 3B in Year 12.

**STAGE UNITS**  
*Preliminary to Stage 3*

**Stage P units**

Stage P units provide opportunities for practical and supported learning to develop the skills required to be successful upon leaving school or in the transition to stage 1 units. Preliminary units are not graded. They are recorded as having been completed or not completed. Post-school pathways may include TAFE and the workplace.

**Stage 1 units**

Stage 1 units provide bridging support and a practical and applied focus to develop skills required for students to be successful upon leaving school or in the transition to stage 2 units. Post-school pathways generally include TAFE, apprenticeships, traineeships and the workplace.

**Stage 2 units**

Stage 2 units provide opportunities for applied learning with more focus on academic learning for transition to stage 3 or post-school options including TAFE, apprenticeships and traineeships, university and the workplace.

**Stage 3 units**

Stage 3 units provide opportunities to extend knowledge and understandings in academic learning contexts. The post-school pathway is typically university with some students opting for the workplace or enrolling in TAFE courses.

**COURSE LISTING**

Students must complete, in their final WACE year (Year 12), at least one course from List A (arts / languages / social science) and List B (mathematics / science / technology).

**Students therefore will be required to undertake at least one Course from List A and one Course from List B in their selections.** For TEE studies, a total of 6 Courses need to be undertaken.
**Course and Unit Selections**

As always, Course and unit offerings will initially be determined by what the school can offer, taking into account the number of students in Year 11 and Year 12, the school community and available resources. Once this is determined, students’ Course and unit selections should provide academic challenge and be based on students’ interests, educational background, prior achievement and post-school aspirations.

The following lists Courses being offered as choices to students. Descriptors of Courses do not fully cover all aspects of the Courses or all of the Course units available from the School Curriculum and Standards Authority.

### BREADTH OF STUDY REQUIREMENT

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
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<td>(Arts / Languages / Social Sciences)</td>
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<td>Career and Enterprise CAE</td>
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<td>Drama DRA</td>
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<td>Economics ECO</td>
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<td>Geography GEO</td>
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<td>Modern History HIS</td>
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<td>Italian ITA</td>
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<td>Literature LIT</td>
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<td>Music MUS</td>
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<tr>
<td>Politics and Law PAL</td>
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</tr>
<tr>
<td>Workplace learning WPL</td>
<td>Psychology PSY</td>
</tr>
</tbody>
</table>
Special Provisions for WACE Candidates

Students who have a learning difficulty or disability may be eligible for Special Provisions (applied for through the school). The School Curriculum and Standards Authority has developed a special provisions policy to assist identified candidates in completing the WACE examinations. The School Curriculum and Standards Authority recognises that individual students, under circumstances outlined in the special provisions policy, may need special external assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses. The underlying principle of having special provisions is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their external assessment is affected by illness, impairment or personal circumstances. Special provisions are available for practical and written examinations.

Students who are eligible for special provisions are not exempt from meeting the requirements for a Western Australian Certificate of Education (WACE), or from being assessed in a course. There are two types of special provisions for the WACE examinations:

Special examination arrangements – Candidates who have a temporary or permanent disability, illness and/or specific learning disability that could disadvantage them in timed assessments may apply to sit an examination under special conditions. Application is made prior to the examinations. Examples of disabilities/learning difficulties considered include (but are not limited to): physical disability e.g. multiple sclerosis, illness e.g. diabetes, chronic fatigue syndrome, vision impairment, hearing impairment, fine motor disability, specific learning disability, psychological/neurological disability, dyspraxia and ADD/ADHD.

Sickness/misadventure provisions – Candidates who suffer from a temporary sickness, non-permanent disability or an unforeseen event close to or during the examinations (which they believe may have resulted in performance below expectations or non-attendance in particular examinations) are given the opportunity to apply for assessment consideration. Application is made immediately after the examinations.

Arrangements that may be granted include: extra reading time, extra working time, non-working (rest) time, specialised equipment e.g. desks, chairs, food and extra drink, use of a scribe, use of a computer, paper modification e.g. coloured, brailed, enlarged or an alternative format for a practical exam.

Applications for Special Provisions are made in Year 12 through the Enrichment Department. In order to qualify for Special Provision, copies of specialist’s reports that outline a formal diagnosis and meet WACE criteria are required. In addition, the school needs to: demonstrate that a range of support and special arrangements have been put in place to assist students during Year 11 and 12, or as soon as a diagnosis is made and outline the success of these strategies and whether that students have availed themselves of the support offered. If you are unsure of whether your child may qualify for Special Provision, please contact the Enrichment coordinator, Dr. Linda Mosen-Lowe. More information about WACE Special Provision can be found on the School Curriculum and Standards Authority Website (http://www.scsa.wa.edu.au).
COURSE UNIT DESCRIPTORS

Entry level units (Stage 1):
These do not have external examinations and cannot be used in Year 12 for University entrance.

University level units (Stages 2 and 3):
These have external examinations and are used in Year 12 for University entrance. Due to scaling*, it is preferable that students who are capable of undertaking Stage 3 units, do so in Year 12 for University entrance. (*15% is added to Stage 3 Units studied in Year 12 – ie. Stage 2 Units studied in Year 12 incur a 15% penalty, with the exception of 2CD Maths which incurs only a 5% penalty).

List A Courses

CHILDREN, FAMILY and the COMMUNITY      CFC

The Children, Family and the Community course provides opportunities to develop in each student an understanding of the diversity of Australian society. Recognising diversity and promoting inclusivity among the individuals, families and groups making up our society provides the foundation for a cohesive community. Social, economic and technological factors impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others. Individual, family and societal factors influence the development, health status and wellbeing of infants, children, adolescents, adults and seniors. Students will study the Course in the context of ‘Caring for Others’.

- CFCC: caring for others. Individuals may require care. This can be provided by family members, volunteers, paid individuals and/or community support services. This context focuses on caring for infants, children, adults, seniors or aged with or without additional needs. This context is studied with a focus on one of these groups.

The Children, Family and the Community Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise and Health and Physical Education learning area outcomes in the Curriculum Framework.
Outcome 1: Exploring human development
Outcome 2: Applying the technology process
Outcome 3: Self-management and interpersonal skills
Outcome 4: Society and support systems

Unit 1CCFCL / 1CCFCC (entry level units)
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 1DCFCL / 1DCFCC (entry level units)
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.

**Leading to units 2ACFCC/ 2BCFCL in Year 12**

**DRAMA   DRA**

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres.

The Drama Course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this Course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The Drama Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Arts learning area outcomes in the Curriculum Framework. Outcome 1: Drama ideas
Outcome 2: Drama skills and processes
Outcome 3: Drama responses
Outcome 4: Drama in society

**Unit 1ADRA (entry level unit)**
The focus for this unit is exploring drama. Students are introduced to the skills, techniques and conventions of story and storytelling enactment, improvisation and play building. Through small-scale drama performance projects, students develop their voice and movement skills, interacting in and with the performance space, using technologies such as sets, lighting and sound. In this unit, students are to focus on acting and at least one other role from the following: directing, designing, managing, playwriting, and dramaturgy.

**Unit 1BDRA (entry level unit)**
The focus for this unit is drama events. Students participate in a public performance for an audience other than their class members. They extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension.

**Leading to units 1CDRA / 1DDRA or 2ADRA / 2BDRA in Year 12**

**ECONOMICS   ECO**

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.

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.
The Economics Course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Society and Environment learning area outcomes in the Curriculum Framework.
Outcome 1: Economic inquiry
Outcome 2: The operation of the economy
Outcome 3: Economic policy and action

Unit 2AECO (university level unit)
The focus for this unit is markets. It explores the key role markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the operation of real world markets that are relevant to students.

Unit 2BECO (university level unit)
The focus for this unit is macroeconomics. It is an introduction to macroeconomics and the government’s role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

Prerequisite minimum year 10 achievement level
Mainstream Society and Environment ‘B’ grade

Recommended – Mainstream English ‘B’ grade

Leading to units 3AECO / 3BECO in Year 12

Prerequisite minimum year 11 achievement level (for year 12 studies)
Stage 2 A/B ‘C’ grade

ENGLISH ENG

In this Course students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. Students learn the conventions of English language to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking.

The English Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the English learning area outcomes in the Curriculum Framework.
Outcome 1: Listening and speaking
Outcome 2: Viewing
Outcome 3: Reading
Outcome 4: Writing

UNIT 1AENG (entry level unit)
The recommended focus for this unit is skill building. Students develop language skills and understandings to allow them to achieve in other school Courses, further training or participate in the workforce. The skills they develop will assist them to participate effectively in the adult world. This unit is suitable for students working in integrated programs such as Structured Workplace Learning.

Students study, explore and reflect on the types of language skills and understandings required for various workplace contexts and develop those skills and understandings. They receive specific guidance in their development of the use of Standard Australian English (SAE), reading strategies and understandings of text conventions, with a focus on common workplace documents that are used in society.
Students work with a variety of workplace related, and engaging print, visual, oral and multimodal texts, identifying purpose and audience, developing confidence in accessing and sharing ideas and information and working with others.

**UNIT 1BENG (entry level unit)**
The recommended focus for this unit is strengthening skills. Students continue to develop language skills and concepts in the context of post school destinations and interests. Such contexts include issues associated with late adolescence, post-compulsory schooling, work, further study and membership of the adult world. This unit is suitable for students working in integrated programs such as Structured Workplace Learning.

Students continue to work with a variety of relevant, engaging texts, expanding their ability to understand the conventions of written, visual and oral texts, taking into account audience, values and expectations.

**Unit 1CENG (entry level unit)**
The recommended focus for this unit is language and self. Students learn to use language to present their experiences, ideas, opinions and responses more effectively, exploring how language can be used differently in different situations. They develop the ability to express responses to texts by exploring how language is used to convey personal information, opinions and experiences. They develop the skills and knowledge needed to expand the range of texts and types of language used for communication and in mass media texts. Students study workplace documents, mass media texts and popular culture texts.

**Unit 1DENG (entry level unit)**
The recommended focus for this unit is language and society. Students explore and develop language skills to assist their participation in work and society, such as finding, accessing, using and evaluating information. They also develop skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating mass media, popular culture and literature texts, identifying ideas, attitudes and opinions in such texts and discussing their responses and those of other people. Students study more complex workplace documents as well as mass media texts, popular culture texts and less complex literary texts.

**Unit 2AENG (university level unit)**
The recommended focus for this unit is language and action. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics: how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

**Unit 2BENG (university level unit)**
The recommended focus for this unit is language and the world. Students examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts, substantiating their views in written, visual and oral form. They shape language to produce texts that offer particular ideas and information about topics, events or people. Students study literary, mass media texts and popular culture texts.

**Unit 2CENG (university level unit)**
The recommended focus for this unit is language and communities. Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, sporting groups, interest groups,
professions, political groups, religious groups etc.) to transmit understandings, create identities, establish power and operate effectively. Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise privilege and/or exclude individuals and subgroups.

Unit 2DENG (university level unit)
The recommended focus for this unit is language as representation. Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures. They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations. Students will use language to explore how purpose, context and audience may influence the representations offered in texts.

Leading to units 3AENG / 3BENG in Year 12

Recommended English Course pathways

<table>
<thead>
<tr>
<th>Background and Destination</th>
<th>Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA/PB → 1A/1B</td>
<td>n/a</td>
</tr>
<tr>
<td>1A/1B → 1C/1D</td>
<td>n/a</td>
</tr>
<tr>
<td>1C/1D → 2A/2B</td>
<td>Stage 2 (2A/2B/2C/2D)</td>
</tr>
<tr>
<td>1C/1D → 2C/2D</td>
<td>Stage 2 (2A/2B/2C/2D)</td>
</tr>
<tr>
<td>2A/2B → 2C/2D</td>
<td>Stage 2 (2A/2B/2C/2D)</td>
</tr>
<tr>
<td>2A/2B or 2C/2D → 3A/3B</td>
<td>Stage 3 (3A/3B)</td>
</tr>
</tbody>
</table>

Note prerequisites leading to units 3A/3B English in Year 12
Entry into Year 11 2A/2B: prerequisite minimum Year 10 achievement level - Extension English ‘C’ grade or Mainstream English ‘B’ grade.
Entry into Year 12 3A/3B: prerequisite minimum Year 11 achievement level 2A/2B ‘B’ grade or high ‘C’ grade.

GEOGRAPHY GEO

Geography is a field of inquiry that brings together 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 human environments and the spatial patterns that result from and account for these processes over time.

Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, environments at risk, sustainable development practices and the unequal distribution of resources throughout the world.
The Geography Course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Society and Environment learning area outcomes from the Curriculum Framework.

Outcome 1: Geographical inquiry
Outcome 2: Features of places
Outcome 3: People and places

Unit 2AGEO (university level unit)
The focus of this unit is the geography of natural hazards and impact minimisation. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

Unit 2BGEO (university level unit)
The focus of this unit is the geography of sustainable resource use. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

Prerequisite minimum year 10 achievement level
- Mainstream Society and Environment ‘B’ grade

Recommended – Mainstream English ‘B’ grade

Leading to units 3AGEO / 3BGEO in Year 12

Prerequisite minimum year 11 achievement level (for year 12 studies)
Stage 2 A/B ‘C’ grade

MODERN HISTORY HIM

History is the study and practice of making meaning of the past with a view to understanding the present. Students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip them for a world changed and linked by information and communication technology and prepare them for lifelong learning. 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 for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

The Modern History course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Society and Environment learning area outcomes from the Curriculum Framework.

Outcome 1: Historical investigation, communication and participation
Outcome 2: Understanding the past
Outcome 3: Continuity and change
Outcome 4: Interpretations and perspectives
Unit 2AHIM (university level unit)
The focus for this unit is societies and change. Students become aware of the evolving nature of societies and the various forces for continuity and change that exist. They learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, that in any period of change there are those individuals and institutions that support change, but others that oppose it; and that there are different interpretations of the resultant society.

Unit 2BHIM (university level unit)
The focus for this unit is historical trends and movements. Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. They understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society, and that these trends and movements have met with varying degrees of support and opposition, sometimes causing conflict. They are able to note cause, impact and consequence, action and reaction and trends of continuity and change.

Prerequisite minimum year 10 achievement level
- Mainstream Society and Environment ‘B’ grade

Recommended – Mainstream English ‘B’ grade

Leading to units 3AHIM / 3BHIM in Year 12

Prerequisite minimum year 11 achievement level (for year 12 studies)
Stage 2 A/B ‘C’ grade

ITALIAN ITA

Italy is a very beautiful country which has a diverse history and a depth of culture which is breathtaking. Studies of Italian complement many learning areas and knowledge of Italian is an incredibly useful life skill.

Learning another language can be a life changing experience. Students are given an opportunity to understand the world from another person’s world view.

Many of our current Year 10 students have a good base knowledge of Italian. Italian enhances literacy skills and increases the students’ knowledge of English grammar.

There are possible opportunities for future overseas trips, exchange programmes and interactions with other schools that learn Italian in the metropolitan area. We have many Italian speaking people in our community with whom we can link. There are many careers that are enhanced by knowledge of a second language.

Unit 1A questo mio mondo (entry level unit)
The focus for this unit is questo mio mondo (here and now). It introduces students to the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be Italian and Italian-speaking, and compare their own lives to those of others in Italian-speaking communities.

Unit 1B cose da fare, luoghi da visitare (entry level unit)
The focus for this unit is cose da fare, luoghi da visitare (things to do, places to go). It is aimed at students who have a basic knowledge of Italian. They share information about, and develop a sense of their own space and place. While developing the skills to travel within Italy, students learn more about Italian-speaking communities and cultures and their sense of space and place.
Leading to units 2AITA / 2BITA in Year 12

From 2011, The University of Western Australia will offer a TER bonus to WA Certificate of Education students who undertake study of a language other than English in Year 12. 10% of a student’s final scaled score in a School Curriculum and Standards Authority approved language other than English Course will be added to that student’s Australian Tertiary Admissions Rank.

**LITERATURE LIT**

Literature presents many perspectives on life, powerfully imagined and memorably expressed. Response and interpretation are central to this course. Students make meanings by taking into account some of the relationships between reader, writer, text and context. Students are introduced to several different reading strategies, such as reading with an emphasis on various representations or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on the connections among texts.

Designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking, the course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts.

**Units 2A/2B (university level units)**

Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literary study. They are also expected to respond to texts of increasing complexity.

In these units, students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader. Teachers will choose texts that are most appropriate to their students.

Students explore how language works in literary texts and how readers are positioned. This involves a study of the relationship between language and meaning which includes the development of point of view, tone, diction, imagery and figurative language.

Students consider how texts are structured and how texts use or adapt generic conventions. They also consider how the readers’ expectations about genre influence their response to texts. They explore the idea that language is a tool for offering particular representations of individuals, groups and ideas, and that the representations offered in a text are shaped by the cultural values and attitudes circulating within a society. They examine how literary meaning is related to the historical and cultural context within which the literary text was produced.

Students consider their context as readers, for example, their experience, their attitudes and values and their education. They also consider the reading strategies that they might bring to a text, for example, how readers might focus on a text’s generic conventions; or how they might read texts intertextually; or place an emphasis on the historical context of the text or the writer; or how they might focus on particular representations. In this way, students engage with the notion of multiple readings.

In general, students’ readings of texts will be more detailed and analytical than the responses expected of students in Stage 1 units and they are encouraged to understand that the essay form can make use of analytical, discursive and reflective responses. They are also expected to respond to texts of increasing complexity. They consider others’ readings of texts, including, at times, the readings produced by professional reviewers or critics.

**Leading to units 3ALIT / 3BLIT in Year 12**
Units 3A Literature (university level unit)

In this unit students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas.

They consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces. Teachers will choose texts that they think are most appropriate to their students. Students consider how literary texts might challenge the ideology of some groups within society while supporting the views of others. They consider how literary texts might conform to or challenge generic expectations.

Students continue to explore how language works in more complex literary texts and how readers are positioned. This involves a closer study of the relationship between language and meaning which includes the relationship of language with point of view, tone, diction, imagery and figurative language. Students consider how the context of readers influences the way they understand and perhaps challenge the ideas offered in a text. They examine how literary texts may be read out of their time and place and still represent and produce culturally significant ideas. In this way, they engage with and develop the notion of multiple readings.

Students are asked to produce competent analytical, discursive and reflective responses and to discuss other readings of texts as presented in critical reviews. They continue their analysis of the ways that writers use language and adopt or adapt generic conventions. They are also required to create their own literary pieces, that is, stories, poems or plays of their own as part of their continuing development of their understanding of what is literary and how works of literature are produced. They experiment with language, to draft and edit and to adopt or adapt the conventions of genre to their purpose in the texts that they produce.

Unit 3B Literature (university level unit)

In this unit students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas. They consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces. Teachers will choose texts that they think are most appropriate to their students.

Students consider how literary texts might challenge the ideology of some groups within society while supporting the views of others. Students continue to explore how language works in more complex literary texts and how readers are positioned. This involves a closer study of the relationship between language and meaning which includes the relationship of language with point of view, tone, diction, imagery and figurative language. Students consider how the context of readers influences the way they understand and perhaps challenge the ideas offered in a text. They examine how literary texts may be read out of their time and place and still represent and produce culturally significant ideas. In this way, they engage with and develop the notion of multiple readings.

Students are asked to produce competent analytical, discursive and reflective responses and to discuss other readings of texts as presented in critical reviews. They continue their analysis of the ways that writers use language and adopt or adapt generic conventions. They are also required to create their own literary pieces, that is, stories, poems or plays of their own as part of their continuing development of their understanding of what is literary and how works of literature are produced. Students experiment with
language, to draft and edit and to adopt or adapt the conventions of genre to their purpose in the texts that
they produce.

**Note prerequisites leading to units 3A/3B Literature in Year 12**
Entry into Year 11 2A/2B Literature: prerequisite minimum Year 10 achievement level - Extension English ‘B’
grade or Mainstream English ‘A’ grade.
Entry into Year 12 3A/3B Literature: prerequisite minimum Year 11 achievement level Literature 2A/2B ‘C’
grade.

**MEDIA PRODUCTION AND ANALYSIS  MPA**

The breadth of the Media Production and Analysis Course outcomes reflects the importance of media skills
and understandings to so many aspects of contemporary life. Media Production and Analysis aims to prepare
all students for a future in a digital and global world by providing the foundation for lifelong learning about the
media.

Media Production and Analysis is designed to facilitate the achievement of four outcomes. These outcomes
are based on The Arts, Technology and Enterprise and English learning area outcomes in the Curriculum
Framework.

Outcome 1: Media ideas
Outcome 2: Media production
Outcome 3: Responses to media
Outcome 4: Media in society

**Unit 1AMPA (entry level unit)**
The focus for this unit is personal experience of the media. Students examine familiar fictional texts,
alysing stars and stereotypes from easily accessible forms such as TV, radio or film. This is a basic
introduction to the language of media and how audiences’ cultural experiences influence their responses to
media. They learn production processes and create their own productions.

**Unit 1BMPA (entry level unit)**
The focus for this unit is introduction to point of view. In this unit, students will be introduced to the concept
and learn how a point of view can be constructed in non-fiction texts. They will analyse familiar non-fiction
texts and consolidate their production skills by demonstrating an understanding of point of view in their own
productions.

**Unit 1CMPA (entry level unit)**
The focus for this unit is entertainment. Students view, listen to, and analyse relevant media texts as their
experience of the language of media is reinforced. They examine how audiences’ cultural experiences
influence their responses to media. They build upon basic production processes and create their own
productions.

**Unit 1DMPA (entry level unit)**
The focus for this unit is infotainment. A range of non-fiction commercial and non-commercial media styles
and genre provide opportunities to examine how reality is dramatized and re-presented whilst engaging and
informing audiences. Students create their own non-fiction media works learning about aspects of production.

**Unit 2AMPA (university level unit)**
The focus for this unit is popular culture such as that demonstrated by reality television, popular music clips,
tabloid press, interactive forms and animation. Students learn to interpret how codes and conventions are
used to create meanings in a variety of ways in different forms of media. They create their own productions
as they apply their understanding of media language and work in specific contexts.
Unit 2BMPA (university level unit)
The focus for this unit is press and broadcasting in forms such as television, press, radio or photojournalism. Students explore journalistic or documentary texts as they research how cultural groups and issues are represented and reported. They become increasingly aware of production responsibilities and independent, as they manipulate technologies to express ideas in their productions.

Stage 2 units only:
Prerequisite minimum Year 10 achievement level: C or better in Extension English

Leading to units 3AMPA / 3BMPA in Year 12

Course pathways
The following pathways for the study of Media Production and Analysis will assist in meeting student needs for their WACE certificate:

1 A/B Pathway 1 1 C/D (No Examination)
1 C/D Pathway 2 2 A/B (Stage 2 Examination)
2 A/B Pathway 3 3 A/B (Stage 3 Examination)

Music
Music involves the organisation of sound and silence in structures that have deep meaning for participants and listeners. In studying music, students develop physical and mental skills, which are extended by a balanced program of study. Central to this is performance and creativity. Performance allows students to actively participate in a wide range of music activities. Creativity drives both interpretation of existing music in performance, and stimulates self-expression in improvisation and composition.

The Music Course syllabus is designed around four key outcomes. These outcomes are based on the Arts learning area outcomes in the Curriculum Framework.
Outcome 1: Performing
Outcome 2: Composing/arranging
Outcome 3: Listening and responding
Outcome 4: Culture and society

Units: 1A–1D (entry level units)
Unit 1AMUS Unit 1CMUS
Unit 1BMUS Unit 1DMUS

Across the four units, it is expected that students develop an understanding of the elements of music and apply these through performing, creating and responding to music. These units introduce students to relevant and engaging music, with teachers choosing a context or contexts that they feel are most appropriate to their students.

Students learn about how music is created and performed and how music is, and has always been, a key part of people’s lives. They develop an understanding of the language of music and learn how the elements of music can be applied when performing, creating and responding to music. As they progress through the units, students build on their knowledge and understanding to perform music, create their own works and become more aware of how social, cultural and historical factors shape the role of music. They use their skills, knowledge and understanding of Theory and Aural and apply this in their music making activities.
**Unit 2AMUSC (university level unit)**
The focus for this unit is Contemporary Music. Through the study of aural, theory, composition and arrangement, cultural and historical analysis, and performance, students refine and develop their musicianship, engage in learning that develops music literacy and cultural awareness which reflects the world of performers, composers and audiences. Rock Music will be the main area of study in this unit, and students will be analysing songs from four different artists in the Rock era. Students will also develop their aural and theory skills through regular dictations and activities and will also complete compositions, arrangements, and essay’s related to the cultural and historical side of the unit. Performance is a key aspect of the Course and students will perform numerous times throughout the unit.

**Unit 2BMUSC (university level unit)**
The focus for this unit is still Contemporary Music; however students now concentrate on the areas of Rap, Hip Hop and Contemporary R&B. Students develop their analysing skills as we deconstruct the scores of four influential songs from this genre. Students also complete compositions, arrangements and essays on the cultural and historical background of these contemporary styles of Music. Performance continues to be crucial in the Course and students will perform numerous times throughout the unit, with peers given the ability to provide constructive criticism. Students are also encouraged to perform in small ensembles so as to gain experience in group performing

**Leading to units 3AMUS / 3BMUS in Year 12**

**POLITICS AND LAW**  
**PAL**

Politics and Law is a critical study of the processes of decision-making concerning society’s collective future. Law and politics relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation. Therefore, a close relationship exists between politics and law.

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. Politics and Law is designed to facilitate the achievement of four outcomes. These outcomes are based upon the Society and Environment learning area outcomes in the Curriculum Framework.

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

The primary focus of the content is the Australian political and legal system. It enables students to maximise their achievement of the Curriculum Framework’s overarching learning outcomes and the Politics and Law outcomes.

The course is divided into three content areas:

- political and legal systems
- political and legal issues
- political and legal research.

**Unit 2APAL (university level unit)**
The focus for this unit is political and legal systems. Students critically examine the principles, structures and processes of political and legal systems.

**Unit 2BPAL (university level unit)**
The focus for this unit is representation and justice. Students critically examine and assess political and legal systems in relation to representative democracy and justice.

(continued over page)
RELIGION AND LIFE   REL

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. Religion and Life, students explore particular religious worldviews and investigate characteristics of religions, their origins, foundations cultural influences and development over time. They analyse the role religion has played in human affairs and understand the challenges and opportunities religions face in the future. Religion and Life is designed to facilitate the achievement of three outcomes. These outcomes are based on the Society and Environment learning area outcomes in the Curriculum Framework.

Outcome 1: Investigating the interplay between religion and life
Outcome 2: Search for meaning and purpose
Outcome 3: Religion in society

Unit 1AREL (entry level unit)
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 (entry level unit)
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.

Leading to units 2AREL / 2BREL in Year 12

VISUAL ARTS   VAR

Art is a fundamental dimension of human life. Throughout history the visual arts have given form and meaning to ideas and feelings and provided ways for people to express and communicate experience. The Visual Arts course encompasses the practice and theory of the broad areas of art, craft and design.

Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

The Visual Arts Course is designed to facilitate the achievement of four outcomes. These outcomes are based on The Arts learning area outcomes in the Curriculum Framework.

Outcome 1: Visual arts ideas
Outcome 2: Visual arts skills, techniques and processes
Outcome 3: Responses to visual arts
Outcome 4: Visual arts in society

Unit 2AVAR (university level unit)
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 (university level unit)
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.

Leading to units 3AVAR / 3BVAR in Year 12

List B Courses

ACCOUNTING AND FINANCE   ACF

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues.
Financial literacy gives individuals the ability to make sound financial judgements, based on information analysis. It gives them the problem-solving skills to operate at many levels of financial decision-making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

The Accounting and Finance Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework.
Outcome 1: Financial conceptual understanding
Outcome 2: Factors influencing financial decisions
Outcome 3: Financial systems
Outcome 4: Analysis and interpretation of financial information

Unit 2AACF (university level unit)
The focus for this unit is double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

On completion of this unit the student should be able to:
• record and report financial data and information for small businesses using manual double-entry accounting
• select and use financial and non-financial information to evaluate a small business and suggest strategies that will improve business performance
• identify legislation pertinent to establishing a variety of small businesses and identify the financial costs associated with maintaining good business practice.

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

On completion of this unit the student should be able to:
• record and report using balance day adjustments financial data and information for a sole trader using manual and computerised double-entry accounting
• select and apply accounting concepts
• evaluate a business entity and formulate strategies that will improve business performance
• identify the professional accounting and financial associations and their role within business.

Leading to units 3AACF / 3BACF in Year 12

APPLIED INFORMATION TECHNOLOGY AIT

Information and communication technologies (ICT) are rapidly changing the way we live and work in Australia. They affect the nature of communication, entertainment and lifestyle decisions. The Course focuses on the application of computer technologies to living in the community and working in industry and business environments. It looks at the impact on workplaces, individuals and society. As such, it provides opportunities for students to develop knowledge and skills relevant to the use of ICT to meet everyday challenges.

The Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework.
Outcome 1: Technology process
Outcome 2: Understanding information and communication technologies
Outcome 3: Quality of information solutions
Outcome 4: Information and communication technologies in society

Unit 1CAIT (entry level unit)
The focus for this unit is personal information and communication technologies and using technology to meet personal computing needs. This includes the study of how individuals use, and can be affected by, information technology in their daily lives. Students investigate computer systems and understand the configuration needed to meet their personal needs. They acquire and apply a range of knowledge and skills to create information solutions that inform, persuade, educate or entertain.

Unit 1DAIT (entry level unit)
The focus for this unit is community information and communication technologies and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system. They examine the impact of information technology solutions within the community.

Unit 2AAIT (university level unit)
The focus for this unit is media information and communication technologies. The emphasis is on the use of information technology to collect, store and manipulate digital media. Students consider the range of
products available to create visual and audio communications. They examine trends in digital media transmissions and the social and legal implications in the use of these technologies.

**Unit 2BAIT (university level unit)**
The focus for this unit is information and communication technologies in business. Skills, principles and practices associated with various types of businesses to enhance students’ career prospects are emphasised. Students examine the use of ICT in a range of administrative and business environments. They identify and explain the components and configuration of a computer system to meet the needs of the organisation. Students design information solutions for problems encountered in these contexts and understand the social issues inherent in work practices.

**Leading to units 3AAIT / 3BAIT in Year 12**

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**AVIATION AVN**

Aviation involves flying by mechanical means, especially with heavier-than-air craft. The study of aviation therefore encompasses the application of skills and understandings about the nature of the atmosphere, aerodynamics and the systems and structures designed to achieve safe and efficient flight. The Aviation Course draws from such diverse disciplines as Science, Engineering, Environmental Science, Social Science, Mathematics, English and Information Technology. It encompasses a range of mathematical, technological and humanities concepts and draws together a broad variety of skills, processes, understandings and strategies that promote the safe and effective operations of the aviation industry.

The Aviation Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Science, Mathematics, Society and Environment, and Technology and Enterprise learning area outcomes in the Curriculum Framework.

Outcome 1: Aviation systems
Outcome 2: Aviation operations
Outcome 3: Aviation applications
Outcome 4: Aviation development

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**Unit 1AAVN (entry level unit)**
The focus for this unit is on basic aviation concepts in contexts related to glider operations. Students gain an understanding of aerodynamic principles associated with non-powered craft, identifying aerodynamic structures and flight controls incorporated into their design.

**Unit 1BAVN (entry level unit)**
The focus for this unit is on basic aviation concepts in contexts related to ultralight and sport aviation. Students are introduced to aircraft structures and the forces acting on powered aircraft during flight.

**Unit 2A (university level unit)**
The focus for this unit is on basic aviation concepts in contexts related to flying training: general aviation. Students understand the basic principles of flight associated with fixed wing aircraft. They gain an understanding of the internal combustion engine and related propulsive devices. Aircraft systems and examined and components and purposes identified.

**Unit Content**
Aerodynamics / Performance and Operation / Instruments (Engine) / Gyroscopic Flight Instruments / Pressure Instruments / Communication / Human Factors / Aviation Development.
Unit 2B (university level unit)
The focus of this unit is on aviation concepts in the context related to flying training: general aviation. Students understand the principles of flight associated with rotary and fixed wing aircraft. Students understand the purpose and necessity of civil aviation publications, identifying specific rules and regulations governing flight in and around controlled and uncontrolled airspace and have an understanding of meteorological conditions that may affect flight. Students become familiar with aircraft and airframe limitations and perform calculations to determine safe operations into, and out of specified aerodromes. The basic principles associated with visual navigation and performing elementary flight plan calculations are introduced and students become conversant with appropriate maps and charts used in navigation.
Unit Content
Aerodynamics / Aircraft Systems / Performance and Operation / Meteorology / Navigation / Aviation Development

Leading to units 3AAVN / 3BAVN in Year 12

BIOLOGICAL SCIENCES BIO

Biology is a body of knowledge about living organisms and their interrelationships with each other and with the physical world. Through Biology we investigate and answer questions about the living world. It is closely connected with decisions individuals will be making about the future of the biosphere.

Biology influences diverse aspects of our understanding of the world from sub-microscopic entities such as genes and DNA to global theories such as evolution and the greenhouse effect. Biological knowledge is continually refined in the light of new evidence. Research in biology impacts on diverse industries such as: biotechnology, forestry, fishing, agriculture, mining, and eco-tourism.

The Biological Sciences Course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework.

Outcome 1: Investigating and communicating in biology
Outcome 2: Biological systems
Outcome 3: Biological change

Unit 2ABIO (university level unit)
The focus for this unit is adaptations for survival. Adaptations help solve the problems of meeting the requirements of cells through the structure and function of organisms and their body systems. Students develop an understanding that ecosystems are formed by communities of organisms interacting with one another and the surrounding environment and that ecosystems vary from place to place.

Organisms can be classified according to their relatedness. Students will explore cell processes such as photosynthesis and respiration when considering the roles autotrophic and heterotrophic organisms in the cycling of matter and the flow of energy in ecosystems. Organisms are able to survive in places where matter and energy are available in useable forms.
Unit 2BBIO (university level unit)
The focus for this unit is patterns of change. Students understand the interrelationships between organisms in determining the factors that affect population dynamics. The population size and distribution of organisms have been affected by human activities which have changed the balance in the ecosystem. Students will observe that many organisms have recognisably different developmental stages in their life cycles with characteristics that can be related to their ways of life and habitats.

Organisms may use two types of cell division in the growth and reproduction stages of their life cycles. Reproductive processes are required to produce new individuals to replace others or to survive various environmental conditions. Students understand the genetic basis of heredity with DNA being the genetic material and the gene as the unit of inheritance. They will examine patterns of inheritance and the influence of the environment to explain variations between individuals and generations of organisms.

Leading to units 3ABIO / 3BBIO in Year 12
Prerequisite minimum year 10 achievement level - Mainstream Science B
Recommended – Mainstream English B
Prerequisite minimum year 11 achievement level (for year 12 studies) Stage 2 C

CHEMISTRY CHE

Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us. Chemical knowledge has enabled us to understand matter and devise processes for activities such as: cooking and preserving food; purifying air and water; recycling plastics; anaesthetising patients; creating and building computers; and communicating with others around the world about chemistry.

The Course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

The Course content is divided into seven areas:
- macroscopic properties of matter
- atomic structure and bonding
- chemical reactions
- acids and bases in aqueous solutions
- oxidation and reduction
- organic chemistry
- applied chemistry.

The Chemistry Course is designed to facilitate the achievement of five outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework.
Outcome 1: Investigating in chemistry
Outcome 2: Structure, properties and uses of materials
Outcome 3: Interaction and change
Outcome 4: Problem-solving and quantities in chemistry
Outcome 5: Chemistry in action

Unit 2ACHE (university level unit)
The focus for this unit is chemistry in and around the home. In this unit, students develop more formal understandings of chemical structure, change and language within familiar contexts.

Unit 2BCHE (university level unit)
The focus for this unit is chemistry and the environment. In this unit students develop formal understandings of acids and bases, oxidation and reduction, and organic chemistry through environmental contexts.

It is recommended that students studying 3ACHE and 3BCHE should have completed 2ACHE and 2BCHE, or equivalent.

Leading to units 3ACHE / 3BCHE in Year 12
Prerequisite minimum year 10 achievement level – Extension Science B
Prerequisite minimum year 11 achievement level (for year 12 studies) Stage 2 C

**FOOD SCIENCE AND TECHNOLOGY FST**

Food Science and Technology provides opportunities for students to develop their food-related interests and understandings through the design and production of food-related products, services or systems within the choice of three contexts: hospitality, nutrition and health promotion; and product development. Students have opportunities to develop enterprising capabilities (creativity, initiative, innovation, risk management and lateral thinking) and use a range of technology skills (organisational, operational and practical) to undertake and manage food-related challenges.

This Course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

The Food Science and Technology course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise, Society and Environment and Health and Physical Education learning area outcomes in the Curriculum Framework.

Outcome 1: Understanding food materials
Outcome 2: Developing food opportunities
Outcome 3: Working in food environments
Outcome 4: Understanding food in society

Three different Course contexts have been identified in this Course: The students will undertake the Hospitality Course context.

**FSTH: hospitality**—the development of food preparation, production and presentation skills and self-management and interpersonal skills that enable students to prepare meals and food items and cater for functions

**Unit 1CFSTH (entry level unit)**
The focus for this unit is food and my life. Choosing and using food is fundamental to life. In this unit students learn about food through practical preparation skills in relation to themselves and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, its nutritional nature and properties in relation to selection and management when developing products, services and systems. Students determine the appropriateness of equipment used as they evaluate products and designs. There is a focus on working with others in teams, following safe and hygienic food handling skills and practices.

**Unit 1DFSTH (entry level unit)**
The focus for this unit is food for communities. The ways community groups choose and use food are a reflection of local environmental conditions and cultural traditions. In this unit, students select and use techniques and equipment safely when preparing food to meet performance requirements for a community group. Students apply their knowledge of food varieties and their distinct properties to meet specific selection, performance or dietary requirements. When working with food, students consider innovation and ways food properties can be managed safely. They evaluate group working skills and how well other identified requirements are met for the community group. Students explore relationships between consumers
and enterprises in communities and how these impact on the availability and diversity of food services, products and equipment.

**Unit 2AFSTH (university level unit)**
The focus for this unit is food for entertainment and leisure. Food plays a pivotal role whenever people get together. Students identify how, why and where food is shared in society. They examine how food processing and handling practices are designed to manage food properties to meet specified performance requirements. Students apply knowledge about the nature of food and understand reasons why particular foods, habits and trends are selected and used by various groups in society. Students continue to develop their expertise with technology, communication and teamwork skills to implement strategies to design food products and systems used in larger scale food service.

**Unit 2BFSTH (university level unit)**
The focus for this unit is the undercover story of food. The behind the scene story of food, its molecular structure and the importance of microbial actions is often taken for granted. Students examine food products in terms of quality, safety and nutritional value for individuals, considering the relationship between environmental factors, digestion, intolerances and preferences. They investigate how the properties of foods and their performance are affected by factors such as heat, moisture, micro-organisms, handling practices and processing techniques in food systems. Students consider trends associated with innovation.

**Leading to units 2AFSTH / 2BFSTH or 3AFSTH / 3BFSTH in Year 12**

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**HUMAN BIOLOGICAL SCIENCE HBS**

Human Biological Science covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment.

As a science, the subject matter of this Course is founded on systematic inquiry: knowledge and understanding of human biology has been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made.

The Human Biological Science Course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework.

Outcome 1: The practice of human biology
Outcome 2: Human form and function
Outcome 3: Human diversity and change

**Unit 2AHBS (university level unit)**
The focus for this unit is functioning humans. The functioning body has many needs including food, oxygen and the removal of its wastes. For each one of these needs, the body has a system that fulfils them, and a transport system that links them together. Cells that make up the body rely on these systems to survive. All of the cell processes including metabolism and cell division have specific requirements that must be met from the surrounding environment. Offspring show features of both parents and it is possible to predict these due to the known patterns of inheritance. New chromosomal combinations result from reproductive processes.
Chance occurrences during cell division can result in mutations. Many factors can affect the body's health and it must be able to defend itself. Each system has its own defence mechanisms and can be assisted by the use of medical preparations and hygiene practices. Every person is unique due to the influence of genetic and environmental factors and lifestyle choices. Every person responds differently to medical treatments.

**Unit 2BHBS (university level unit)**
The focus for this unit is human survival. Almost everything that happens inside the human body can be traced back to DNA. It provides the instructions for the cells that make up the human body. Humans start as a single cell that develops into all of the organs and tissues seen in the body. The formation of that original single cell involves many carefully controlled and timed processes in males and females. Once formed, this cell undergoes many changes during pregnancy and into infancy and is susceptible to environmental threats from which it needs protection. The reproductive process is complex and not always successful.

Tests and counselling can assist people with reproductive difficulties and genetic counselling can help determine the level of risk of having an offspring with a genetic condition for families with known conditions. The environment plays a large role in determining the survival of individuals.

**Leading to units 3AHBS / 3BHBS in Year 12**
Prerequisite minimum year 10 achievement level – Mainstream Science B  
Recommended – Mainstream English B  
Prerequisite minimum year 11 achievement level (for year 12 studies) Stage 2 C

**INTEGRATED SCIENCE ISC**

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. This Course provides opportunities for students to consider contemporary scientific developments and to appreciate different perspectives and world views. This process enables them to make informed judgements and decisions about questions that directly affect their lives and the lives of others.

The Integrated Science Course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework.

Outcome 1: Investigating and communicating in science
Outcome 2: Scientific conceptual understandings
Outcome 3: Science in society

**Unit 1AISC (entry level unit)**
**Unit 1BISC (entry level unit)**
In each of the four stage 1 units, the focus for learning is the practice of science, general knowledge of factual content in biological, physical and environmental/earth science and an understanding of the impact of science on the world in which students live.

In each of these units, teachers will choose the content and learning experiences that best suit the needs of our students.
At GMAS, we have a Marine Studies theme and students study topics such as snorkelling, seawater properties, aquaculture, first aid, dangerous marine creatures, forensic science, marine pollution and simple machines. Students will also get the opportunity to participate in the aquaponics project (breeding marron and silver perch – while growing plants to filter the water). Integrated Science Stage 1 is a non-TEE subject and not subject to external exams at the end of year 12 and does not contribute to the calculation of an ATAR score.

**Leading to units 1CISC / 1DISC in Year 12**
Prerequisite minimum year 10 achievement level – Mainstream Science C
Prerequisite minimum year 11 achievement level (for year 12 studies) Stage 1 C

**MATERIALS DESIGN AND TECHNOLOGY MDT**

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. This is a practical course. In its flexible format, the course allows teachers the choice to explore and use one of the three materials learning contexts: wood, metal and textiles, for the design and manufacture of products as the major focus for the unit.

The Materials Design and Technology Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework.
Outcome 1: Technology process
Outcome 2: Understanding the use of materials
Outcome 3: Using technology skills
Outcome 4: Understanding materials, society and the environment

**Unit 1AMDTW – Wood (entry level unit)**
**Unit 1AMDTM – Metal (entry level unit)**
The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design, fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills.

Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

**Unit 1BMDTW – Wood (entry level unit)**
**Unit 1BMDTM – Metal (entry level unit)**
The focus for this unit is design fundamentals. It is for students who have informal experiences interacting with a variety of items designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self, considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

**Leading to units 1CMDTW / 1DMDTW in Year 12**
**Leading to units 1CMDTM / 1DMDTM in Year 12**
This Mathematics Course has a greater emphasis on pattern recognition, recursion, mathematical reasoning, modelling, and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and technology.

Students develop fluency in a suite of standard mathematical outcomes in number, algebra, space, measurement, chance and data, including the thoughtful and selective use of appropriate technology. They develop fluency with mathematical methods to deal with applications in today’s world, and also come to appreciate changes in the role and practice of mathematics over time in a range of contexts. The Mathematics Course has been designed to cater for the full range of student abilities and their mathematics achievement at the beginning of their senior years of schooling.

The Mathematics Course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Mathematics Learning Area outcomes in the Curriculum Framework.

Outcome 1: Number and algebra
Outcome 2: Space and measurement
Outcome 3: Chance and data

Unit 1BMAT (entry level unit)
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 (entry level unit)
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 (entry level unit)
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 (entry level unit)
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.
Unit 2AMAT (university level unit)
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 (university level unit)
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 coordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving shapes three-dimensional. 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 (university level unit)
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 (university level unit)
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 (university level unit)
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 (university level unit)
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 (university level unit)
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 (university level unit)
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.

**MATHEMATICS: SPECIALIST MAS**

This Mathematics: Specialist Course has been created with these sentiments in mind. It offers senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics.

Students studying Mathematics: Specialist will be strongly advantaged by also studying Mathematics.

The Mathematics Specialist Course is designed to facilitate the achievement of two outcomes. These outcomes are based on the Mathematics learning area outcomes in the Curriculum Framework.

**Outcome 1: Functional relationships**

**Outcome 2: Spatial relationships**

**Unit 3AMAS (university level unit)**
The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

**Unit 3BMAS (university level unit)**
Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology, students investigate more complex models to solve practical problems.

**Unit 3CMAS (university level unit)**
The focus for this unit is the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This unit develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

**Unit 3DMAS (university level unit)**
The focus for this unit is on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.

### Recommended Mathematics and Mathematics: Specialist Course pathways

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Background and Destination</th>
<th>Pre-requisite Minimum Yr 10 Achievement</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 1D/ 1E</td>
<td>MAT 2A/2B</td>
<td>for students to develop general mathematical skills for further training or employment.</td>
<td>No Pre-requisite</td>
<td>-</td>
</tr>
<tr>
<td>MAT 2A/ 2B</td>
<td>MAT 2C/2D</td>
<td>for further education and training or university entry where further mathematics is unlikely to be needed.</td>
<td>C grade in Mainstream Maths</td>
<td>Stage 2 (2A/2B/2C/2D)</td>
</tr>
</tbody>
</table>
NB: It is a requirement that at least a C grade is achieved in Year 11 in order to progress to the Year 12 course at each level.

**OUTDOOR EDUCATION (OED)**

The Outdoor Education Course focuses on outdoor activities and features an adventurous, out-of-doors component. Environments that provide relevant practical experiences for students are unlimited. Students gain understanding and skills for safe participation in outdoor activities in the environment. They plan and then participate in a wide range of outdoor activities, such as, bushwalking, mountain biking, paddling, sailing, orienteering, caving, snorkelling, abseiling, climbing, fishing and surfing. They develop the ability to assess risk, apply the appropriate management procedures to enable safe participation and develop proficiency in emergency response.

The Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Health and Physical Education, Science and Society and Environment learning area outcomes in the Curriculum Framework.

**Outcome 1:** Understanding the principles of Outdoor Education

**Outcome 2:** Skills for safe participation in outdoor activities

**Outcome 3:** Understanding of the environment

**Outcome 4:** Self-management and interpersonal skills in outdoor activities

**Unit 1AOED (entry level unit)**

The focus for this unit is experiencing the outdoors. It encourages students to engage in outdoor activities. An experiential approach is encouraged, to discover what being active in the environment is about. Outdoor activities are introduced where basic technical skills are developed and improved and appropriate practices are applied to ensure safe participation. They are introduced to basic roping and navigation skills. Self-awareness is developed, personal skills, interpersonal and leadership skills are introduced. An understanding is developed of the environments students interact with, our impact on it and ways to minimise this impact and local management practices. They are invited to acknowledge their relationship with nature.

**Unit 1BOED (entry level unit)**

The focus for this unit is facing challenges in the outdoors. This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Risk management strategies and basic first aid are taught. They continue to develop roping and navigation skills and are introduced to generic camping skills. They work to develop time management and goal setting skills and become familiar with leadership styles and strategies to work effectively with others. The unit introduces conservation and biodiversity, and explores the development of our relationship with nature.
Unit 2AOED (university level unit)
The focus for this unit is being responsible in the outdoors. This unit explores the broad range of responsibilities involved in participating in outdoor activities. Planning, resourcing, risk management responsibilities, emergency response and technologies effect on mediating their relationship with nature are explored and skills are developed for safe participation. Problem-solving and decision-making skills are introduced and strategies for building effective group relationship and outdoor leadership skills are developed. Interpretation skills are developed to help explore natural environments.

Unit 2BOED (university level unit)
The focus for this unit is attaining independence in the outdoors. The unit develops self-sufficiency in planning and participation in extended expeditions and continues to develop and refine skills including navigation and emergency response. Opportunities to improve personal and interpersonal skills are provided and experience in briefings, debriefings and shared leadership are provided. The unit explores areas of significant historical/cultural/indigenous heritage and current controversial issues related to outdoor experiences.

Leading to units 3AOED / 3BOED in Year 12

PHYSICAL EDUCATION STUDIES PES

The Physical Education Studies Course will appeal to a broad spectrum of students, with varying backgrounds, physical activity knowledge and dispositions, including students with disabilities. The emphasis is on learning through movement and personalised learning experiences. The aim is to achieve progress towards the Course outcomes of: skills for physical activity; self-management and interpersonal skills for physical activity; knowledge and understanding of movement and conditioning concepts for physical activity; and knowledge and understanding of sport psychology concepts for physical activity. Students undertaking the Course will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators.

The Physical Education Studies Course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Health and Physical Education learning area outcomes in the Curriculum Framework.
Outcome 1: Skills for physical activity
Outcome 2: Self-management and interpersonal skills for physical activity
Outcome 3: Knowledge and understanding of movement and conditioning concepts for physical activity
Outcome 4: Knowledge and understanding of sport psychology concepts for physical activity

Unit 1CPES (entry level unit)
The focus for this unit is the process of building personal profiles. Within this broad focus, teachers select learning contexts that tap into their students’ interests and build upon their acquired understanding about participation in physical activity.

Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. In selected physical activities, students are introduced to a ‘game sense’ approach to solve tactical problems. In building a profile for improvement, students use observation and qualitative methods to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives. Their findings guide a plan for improvement.
Unit 1DPES (entry level unit)
The focus for this unit is extending personal profiles. Within this broad focus, teachers select learning contexts that enable students to extend the depth and breadth of their knowledge of participation patterns in physical activity. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. In selected physical activities and in response to problems that are encountered, students assess their own and others’ movement competency and identify areas for improvement. This will include the implementation of skills, strategies and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making, management of emotions, arousal and stress, team building and group development.

Movement and conditioning and psychological and social concepts are used as a basis for developing understanding of the demands of roles and positions. Extending students’ personal profiles and undertaking comparative analysis with a peer, professional athlete, coach or official’s profile will guide a plan for improvement. Using observation, qualitative methods and selected measurements, students make comparisons between various aspects of their own and others’ participation profiles and plans. They use comparative observations and data to identify the scope to enhance profiles, prioritise areas for improvement and to gain insights into strategies that they adopt in seeking personal improvement.

Unit 2APES (university level unit)
The focus of this unit is exploring anatomical and biomechanical concepts, the body’s responses to physical activity, and stress management processes to improve their own and others’ performance in physical activity.

On completion of this unit, students should be able to:
- evaluate, match and refine skill technique to changing situational demands in modified competitive situations
- understand the classification of motor skills and phases of motor learning
- identify the cues used to improve performance
- understand the phases of information processing during skill performance
- understand the skeletal and muscular structure used in the production of movement and apply the correct terminology
- understand the structure and function of the circulatory and respiratory systems
- understand linear and angular kinematics
- identify the body’s immediate response to physical activity and long-term adaptations to training
- identify the relationship between food, energy and movement
- evaluate the mental skills required for improving performance.

Unit 2BPES (university level unit)
The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

On completion of this unit, students should be able to:
- identify and implement tactical problems varying in complexity and apply these to solve problems in a selected sport
- understand the types of feedback and their purpose
- identify the relationship between skill learning processes and individual differences
- define the characteristics of skeletal muscle tissue and describe its relationship to the production of movement
- explain the relationship between antagonist pairs and joint movement
• identify types of joints and their associated movements
• define and apply Newton’s 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> laws of motion
• understand the principles of balance
• understand the coordination of linear motion
• understand the relationship between energy systems and physical activity
• explain the interrelationship between training types, fitness components and the principles of training.

**Leading to units 3APES / 3BPES in Year 12**

**PHYSICS**

Physics is an experimental discipline involving the study of the properties of, and interrelationships between energy and matter. Physics helps us to construct models and explain physical phenomena. This Course provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses at tertiary institutions.

The Physics Course is designed to facilitate the achievement of three outcomes. These outcomes are based on the Science learning area outcomes in the Curriculum Framework.

**Outcome 1: Investigating and communicating in physics**
**Outcome 2: Energy**
**Outcome 3: Forces and fields**

**Unit 2APHY (university level unit)**
The unit content organisers are motion and forces explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of nuclear physics, they learn about atomic structure and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy. They are encouraged to develop their own investigations of real world problems, extending their investigative and communication skills. They learn that uncertainties are an integral part of the measurements made in their experiments, and engage with more abstract questions to select appropriate problem-solving strategies.

**Unit 2BPHY (university level unit)**
The unit content organisers are heating and cooling and electrical fundamentals. In learning about heating and cooling, students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. They also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat. Within electrical fundamentals, they learn to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They construct and study characteristics of electric circuits; learn how to work safely with electricity; and gain a more comprehensive understanding of the relationship between electricity and magnetism. They research real world problems and plan to carry out an investigation, and deal with abstract concepts and principles when selecting problem-solving techniques.

**Leading to units 3APHY / 3BPHY in Year 12**
**Prerequisite minimum year 10 achievement level - Extension Science B**
**Recommended – Extension Maths B**
**Prerequisite minimum year 11 achievement level (for year 12 studies) Stage 2 C**
PSYCHOLOGY PSY

Units 2A/B (university entry level units)
Psychology is the scientific study of how we think, feel and act. It aims to answer important questions such as what motivates people and what factors influence their development. Whilst there are other disciplines that overlap with psychology's main aim (i.e. to understand humans), Psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This Course introduces students to a breadth of knowledge focusing on the psychology of self, others and society. Psychological knowledge helps us; understand factors relating to individuals, the way that individuals function within groups (and society as a whole), and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Psychology is very useful, both to individuals, assisting us to improve ourselves and our relationships, and to society as a whole. Through this course, students gain valuable insights and understandings into both themselves and their worlds. They are involved in the exploration of data and analyses to illustrate how these empirical procedures are used to examine phenomena that appear to be intangible or difficult to measure, such as intelligence and personality. Developing this foundation of scientific method and critical thinking is one of the most valuable skills they can acquire and apply throughout their study, work and everyday lives.

The Course outcomes provide unifying ideas and purposes for both males and females learning about psychology, and cater for a full range of achievement. This includes students who wish to continue study in the vocational area, students wishing to proceed directly to the workplace, students wishing to pursue studies at the tertiary level and students wishing to develop skills for their own enjoyment.

The Course stimulates their natural curiosity in relation to themselves and others. The study of this discipline is highly relevant to further studies/careers in; Clinical Psychology, Forensic Psychology, police, defence forces, mental health organisations, market research and advertising, correctional services, law and consulting firms, schools, universities, social and welfare services, government departments, education; human resources, media and management. Psychology aims to provide students with a better understanding of human behaviour and the means, thereby, to enhance their quality of life.

Leading to units 3APSY / 3BPSY in Year 12
Prerequisite minimum year 10 achievement level - Mainstream Science B
Recommended – Mainstream English B
Prerequisite minimum year 11 achievement level (for year 12 studies) Stage 2 C
VOCATIONAL EDUCATION & TRAINING IN SCHOOLS (VETiS)

Vocational education and training (VET) in the senior secondary years engages students in work-related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET can be undertaken as an integral part of the WACE and its completion by the student gains credit towards a nationally recognised VET qualification within the Australian Qualifications Framework (AQF), providing a broad range of post-school options and pathways.

VET is delivered by a registered training organisation (RTO), either State (formerly referred to as TAFE colleges) and/or private training providers, operating under the NSF. Schools can deliver VET either by becoming a registered training organisation (RTO) school or by working in partnership with an external RTO.

SCHOOL-BASED TRAINEESHIPS AND SCHOOL-BASED APPRENTICESHIPS

Students who have completed school-based traineeships or school-based apprenticeships are accommodated in the WACE requirements, as their program could include up to 10 course unit equivalents in VET or endorsed programs. These students still need to meet the breadth of study, achievement standard and English language competence requirements.

WORKPLACE LEARNING

Unit 1AWPL
This unit is designed to introduce structured workplace learning. Students prepare for, and are placed in, a suitable workplace. They must complete a minimum of eight industry days in the workplace and demonstrate attainment of a minimum of 10 employability skills, which have been verified by the workplace supervisor. At least one skill must be selected from each employability skills group.

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. They must complete a minimum of eight industry days in the workplace and demonstrate attainment of a minimum of 10 employability skills that are different to those demonstrated in Unit 1AWPL and verified by the workplace supervisor. At least one skill must be selected from each employability skills group.

Content Details:

The course content is the focus of the learning program. It enables students to maximise their achievement of both the overarching learning outcomes from the Curriculum Framework and the Workplace Learning course outcomes.

Each unit is organised under three content areas:
- workplace foundations
- workplace skills
- workplace reflections.

WORKPLACE LEARNING On-the-job training (WL1)

This mode of workplace learning involves training and assessment that occurs in the workplace. On-the-job training has a focus on students gathering evidence through a workplace experience to demonstrate competence in one or more VET units of competency. Students must meet workplace hours, logbook and evidence portfolio requirements. The logbook must contain a record of tasks completed in the workplace and an attendance record. The evidence portfolio requirements will be determined collaboratively by the school and registered training organization (RTO).
WORKPLACE LEARNING (EMPLOYABILITY SKILLS (WL2))

In this mode of workplace learning, students undertake training in a real workplace during which they are expected to demonstrate attainment of at least 20 skills from the School Curriculum and Standards Authority - SCSA (formerly Curriculum Council) employability skills list. Students must meet workplace hours, logbook requirements and provide evidence of attainment of 20 employability skills. The logbook must contain a record of tasks completed in the workplace and an attendance record. A minimum of 110 hours in the workplace is equivalent to 2 units. If students complete two programs of Workplace Learning Employability Skills within a school year, they should be enrolled in WL2 for the first program and WL2B for the second.

Employability Skills – Endorsed Program

This mode of Workplace Learning is designed to suit all students and all industry and occupational areas. This program incorporates the employability skills list developed by the School Curriculum and Standards Authority based on the current skills lists for Workplace Learning and the employability skills. Students maintain a logbook containing an attendance log and a task schedule for each day. Learning is based in an actual workplace.

Skills completed in the workplace need to be signed off by the workplace supervisor. At least 20 skills need to be signed off per program – one skill from each of the nine areas. It is expected that most students will complete one program (2 unit equivalents) in a calendar year.

CAREER AND ENTERPRISE

The Career and Enterprise course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise, Society and Environment, and Health and Physical Education learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Career and enterprise concepts
Outcome 2: Career and enterprise investigations
Outcome 3: Career development in a changing world
Outcome 4: Being enterprising

Unit 1ACAE
The focus of this unit is exploring my world and its connections. Students recognise themselves as part of a network of people and organisations and identify who can help with school-to-work transitions. Students realise that employment is connected with responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored. Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community and that these groups assist young people to learn what is expected of them as workers.

Unit 1BCAE
The focus of this unit is entry-level work readiness. Basic skills and entry-level jobs are put under the microscope and links are drawn between the two as they broaden their understanding of work roles within specific industry areas. Career development options are examined through case studies. Students understand the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level positions. Students realise that environmental influences and trends exist within a limited context and that these could affect their career development opportunities.

GMAS CAMPUS DELIVERY (In 2012)

- Certificate II in Visual Arts and Contemporary Craft
- Certificate II in Sampling and Measurement
SCHOOL BASED PRE APPRENTICESHIP (BUNBURY)

The School Based Pre-Apprenticeship (SBPA) is a fantastic opportunity for students in Years 11 and 12 and enrolled in the Western Australian Certificate of Education (WACE), to be one step ahead of other young people who want to undertake an apprenticeship. It is a school-based training program and is intended as a transition from school to an apprenticeship. It provides an introduction into the apprenticeship opportunities within various trades.

Why Apply for a SBPA?
- Students can undertake a taste of trades within a desired industry whilst still completing their Western Australian Certificate of Education (WACE). The SAL program provides Course equivalence towards a student’s WACE.
- Enables students to make career decisions and provides pathways to an apprenticeship.
- Students receive credits for successful completion of Units of Competency undertaken.
- A reduction in term will be considered if the student is successful in obtaining an apprenticeship.

The industries available in SBPA (Bunbury) are:
- Automotive (Heavy//Light)
- Engineering (Fitting & Machining)
- Hospitality (Kitchen Operations)

The above information provides only an indication of the trades to be delivered and will depend upon skill shortages at the time and participating RTO’s ability to deliver units.

VET for SCHOOLS

(Courses 2 years in duration)
Certificate III Information, Digital Media & Technology
Certificate IV Preparation into Nursing
Certificate II in Community Services
Certificate II Retail Cosmetics (VA)
Certificate II in Health Administration (VA)

(Courses 1 Year in duration)
Certificate I Recourses & Infrastructure (VA)
Certificate II in Sport & Recreation (VA)
Certificate II in Tourism (VA)
Certificate II in Hairdressing
Certificate II in Retail
Certificate I in Conservation & Land Management (VA)

VA = FEE PAYING COURSES

ADDITIONAL COURSES ARE OFFERED THROUGH THE YOUTH ATTAINMENT TRANSITION FUNDING.
Certificate II in Telecommunications

ENDORSED PROGRAMS

Endorsed programs encompass significant learning not covered by Courses developed by the School Curriculum and Standards Authority. A program is defined as a series of lessons, classes or activities for the achievement of a common goal or set of learning outcomes. These programs must be endorsed by the School Curriculum and Standards Authority and can contribute up to 50% of the WACE unit completion.
requirement. Endorsed programs also reduce the number of Courses over which a C grade average is calculated.

All endorsed programs are listed on the School Curriculum and Standards Authority website http://www.scsa.wa.edu.au/Apps/EP/display.aspx which is updated as new programs are endorsed. It should be noted that there may be a cost to individual students for some of the programs endorsed.

All endorsed programs achieved will be listed on a student’s statement of results.

There are five categories of endorsed programs:
- Workplace learning
- VET stand alone
- University
- Community organisation
- Personal development

SCHOOL ASSESSMENT

Courses taken at school have equal standing with those studied in any other Western Australian school. Students are responsible for the competition of all work set for the Course. Students with overdue assessments can be withdrawn from the timetable to complete the outstanding work. No prior warning may be given. The task completed at this time will contribute to the student’s profile and folio of results. All Course work completed during the year contributes to the final grade that is submitted to the School Curriculum and Standards Authority. A student’s final grade will also reflect uncompleted assessment items. Students in Years 11 and 12 are issued with a copy of the schools Assessment Policy.

EXAMINATIONS

School examinations are:
- Year 11 –first and second semesters
- Year 12 –semester one and at the conclusion of Term 3
- Some examinations may be scheduled during term breaks

Year 12 Tertiary Entrance Examinations are held in November and are primarily restricted to examination centres within WA. Practical and performance examinations will be held for some courses during the Term 3 break. Examinations will not be held in Stage1 or VET units. The WA School Curriculum and Standards Authority will contact Year 12 TEE students to notify them directly of their examination centres.

Each of the Courses provides a pathway to the external Western Australian Certificate of Education (WACE) examinations. The primary focus of Course examinations will be on content and skills from units in Stage 2 and 3.

Students with special needs must ensure that the school is aware of their situation well in advance of any scheduled assessment.
EXAMINATION RESULTS

Students who sit the examinations have their results recorded on their Statement of Results. For each Course the following information is listed:

- school grade, numerical school assessment, raw examination mark, scaled mark (except in the case of English as a Second Language)
- decile place (except in the case of English as a Second Language)

A student's Australian Tertiary Admission Rank (ATAR) is calculated by the Tertiary Institutions Service Centre (TISC) and is not included on the Statement of Results. Students seeking advice regarding university admission should direct their enquiries to TISC (08 9318 8000).

REPORTS

The school issues the following reports:

**Year 11**

- Settling In Report in Term One
- Semester One Report
- Semester Two Report

**Year 12**

- Settling In Report in Term One
- Semester One Report
- Semester Two Statement of Results (Term 4 before departure for ATAR exam study)

STATEMENT OF RESULTS

A Statement of Results is issued to all Year 11 and 12 students who complete at least one School Curriculum and Standards Authority Course or at least one Course unit or at least one Unit of Competency or an Endorsed program. The Statement of Results is a cumulative record which is issued at the end of each year of senior secondary school.

The Statement of Results will record:

- grades achieved in School Curriculum and Standards Authority Courses (A, B, C, D, E or U);
- grades achieved in Course units;
- Course units completed;
- Endorsed programs completed;
- VET Units of Competency successfully completed;
- completion of requirements for the awarding of the Western Australian Certificate of Education (WACE);
- achievement of the English Language competence requirement
- VET qualifications achieved via a Registered Training Organisation at which the qualifications were studied;
- results achieved in WACE Course examinations;
- achievement of awards.

Year 11 students receive their Statement of Results in March of the year following the year in which they completed their Year 11 studies.
Sample Course of Study Grid for student undertaking VET – SAL studies (non examination candidate)

Year 11

Semester Units
1 A / B ENGLISH
1 A / B CAREER & ENTERPRISE
1 B / C MATHEMATICS
1 A / B WORKPLACE LEARNING

and for example, completing a Certificate I and II in Business

Sample Course of Study Grid for student undertaking Tertiary Entrance Studies (external examination candidate)

Year 11

Semester Units
2 A / B ENGLISH
1 A / B INTEGRATED SCIENCE
2 A / B PSYCHOLOGY
2 A / B MUSIC
2 A / B GEOGRAPHY
2 A / B PHYSICAL EDUCATION STUDIES

SAMPLE PROGRAMS OF STUDY USING VARIOUS COURSES IN YEARS 11 AND 12 FOR VET AND TEE STUDENTS

VET Program

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENG 1A</th>
<th>MAT 1B</th>
<th>CAE 1A</th>
<th>WPL 1A</th>
<th>CERT I - IV</th>
<th>WPL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 1B</td>
<td>MAT 1C</td>
<td>CAE 1B</td>
<td>WPL 1B</td>
<td>CERT I - IV</td>
<td>WPL</td>
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<tr>
<td>Year 12</td>
<td>ENG 1C</td>
<td>MAT 1D</td>
<td>CAE 1C</td>
<td>WPL 1C</td>
<td>CERT I - IV</td>
<td>WPL</td>
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<tr>
<td></td>
<td>ENG 1D</td>
<td>MAT 1E</td>
<td>CAE 1D</td>
<td>WPL 1D</td>
<td>CERT I - IV</td>
<td>WPL</td>
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## WACE Program

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENG 2A</th>
<th>HIM 2A</th>
<th>GEO 2A</th>
<th>ECO 2A</th>
<th>MAT 2A</th>
<th>PHY 2A</th>
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<td>ENG 2B</td>
<td>HIM 2B</td>
<td>GEO 2B</td>
<td>ECO 2B</td>
<td>MAT 2B</td>
<td>PHY 2B</td>
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<td>Year 12</td>
<td>ENG 3A</td>
<td>HIM 3A</td>
<td>GEO 3A</td>
<td>MPA 2A</td>
<td>MAT 3A</td>
<td>PHY 3A</td>
</tr>
<tr>
<td></td>
<td>ENG 3B</td>
<td>HIM 3B</td>
<td>GEO 3B</td>
<td>MPA 2B</td>
<td>MAT 3B</td>
<td>PHY 3B</td>
</tr>
</tbody>
</table>
Year 11 COURSE SELECTION FORM 2013

NAME: __________________________________________
(please print)

ATAR pathway students:

Choose 6 Courses from those listed in the Course Selection Handbook.
If you are planning to get a TER score for University entry you must select at least 4 Courses (including
English/ Literature – mandatory) which will lead to a paired Stage 2 or 3 level Course in Year 12. You must
also select a List 2 course to fulfil breadth of study requirements.

Vocational Pathway (VET) students:
You may select 2 Qualifications (please discuss preferences with the VET Coordinator)

VET students do not need to select Courses. Students undertaking the VET program will complete English,
Mathematics, Career and Enterprise and Workplace Learning. These School Curriculum and Standards
Authority Courses will be undertaken in conjunction with a Nationally Recognised Qualification in their
chosen area.

School-based options to undertake may include the following (Indicate Preference 1 and 2):

☐ Certificate II in Business
☐ Certificate II in Construction
☐ Certificate II Sampling & Measurement
☐ Certificate II in Visual Arts
OR
SWIT (Bunbury) School Based Pre-Apprenticeships (Indicate Preference 1 and 2):

☐ Certificate II in Automotive Heavy/Light
☐ Certificate II in Engineering (Fitting & Machining
☐ Certificate II in Hospitality (Kitchen Operations)
OR
SWIT - VET for SCHOOLS  (Indicate Preference 1 and 2)
(Courses 2 years in duration)
☐ Certificate III Information, Digital Media & Technology
☐ Certificate IV Preparation into Nursing
☐ Certificate II in Community Services
☐ Certificate II Retail Cosmetics (VA)
☐ Certificate II in Health Administration (VA)
OR
(Courses I Year in duration)  (Indicate Preference 1 and 2)
☐ Certificate I Recourses & Infrastructure (VA)
☐ Certificate II in Sport & Recreation (VA)
☐ Certificate II in Tourism (VA)
☐ Certificate II in Hairdressing
☐ Certificate II in Retail
☐ Certificate I in Conservation & Land Management (VA)
VA = FEE PAYING COURSES

VET students wishing to access SWIT should consult with the VET Coordinator before the submission of selection sheet.

(Entry in to the selected program will be offered after the selection process has been completed. Some costs may apply to TAFE courses)

Signed
Parent _____________________ VET Coordinator ___________________ DATE: __________

ATAR STUDENTS TO COMPLETE ALL THE DATA IN THE FOLLOWING TABLE PRIOR TO SUBMISSION.

<table>
<thead>
<tr>
<th>COURSE NAME and CODE (must be included)</th>
<th>List (1 or 2)</th>
<th>Grade required (1)</th>
<th>Grade Prerequisite Met? (Y/N)</th>
<th>Prerequisite Met? (Y/N)</th>
<th>Signed by HOD /Coord (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. Psychology 2AB (PSY2AB)</td>
<td>2</td>
<td>Mainstream (Main) B</td>
<td>Extension (Ext) C</td>
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<tr>
<td>Grid line 6</td>
<td></td>
<td></td>
<td>Y / N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES:

(1) Grade prerequisite
Refer to Course information in the Course Selection Handbook. Put N/A if no prerequisite is set.

(2) Semester 1: Stream / Grade
Refer to GMAS Semester 1 report for the relevant Course eg. Science for Psychology, SOSE for Geography, PE for Physical Education Studies….

(3) Selection approved – signed
Head of Department /Coordinator. This form needs to be signed by each of the relevant Heads of Department/Coordinators before it will be accepted for submission.
I plan to go to gain entrance to University or equivalent

OR VOCATIONAL PATHWAY

I plan to go to TAFE or another tertiary institution that does not require a Tertiary Entry Score.

(TICK ONE OR THE OTHER BOX)

Signed

Parent _____________________ Head of Senior School __________________________ DATE: __________

This section is for staff to complete should a student’s Course selection not meet any of the required criteria. For example:
Timetable clash, inappropriate combination e.g. Biology plus Human Biology, Prerequisites (grade - percentage) not met, TER requirements not met, List 1/2 requirements not met, Literacy requirements not met.

Grid line ___ selection: __________________________________________ Stage: _______

Comments ____________________________________________________________

Reviewed Course choice _____________________________________________

Comments ____________________________________________________________

________________________________________________________________________

signatures required

Parent _____________________ Head of Department __________________________

Grid line ___ selection: __________________________________________ Stage: _______

Comments ____________________________________________________________

Reviewed Course choice _____________________________________________

Comments ____________________________________________________________

________________________________________________________________________

signatures required

Parent _____________________ Head of Department __________________________
Grid line ___ selection: ____________________________ Stage: ______

Comments _______________________________________________________

Reviewed Course choice ____________________________________________

Comments________________________________________________________

________________________________________________________________

signatures required

Parent _____________________ Head of Department _____________________

signatures required

Parent _____________________ Head of Department _____________________