



**2024**

**YEAR 11**

**CURRICULUM  
HANDBOOK**

**11**

**YEAR 11**

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## YEAR 11

# RESPONSIBILITY & RELATIONSHIPS

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

## FOREWORD

The transition from Year 10 to Year 11 is a critical time in a student's schooling and many now believe that from a curriculum perspective, this transition is as significant as the transition from Year 6 to Year 7. It is exciting and challenging; exciting since it heralds a new beginning and challenging because it offers so many choices and options (more than 40 courses are offered to Year 11 students at Mandurah Catholic College). This makes the task of selecting the best course of study extremely difficult. It is a time for careful reflection and honesty on the part of students and their parents and considered counselling on the part of teachers.

Over the last decade a number of changes have had a significant impact on the importance of careful course selection. These changes include:

- (a) Introduction of new courses.
- (b) The compulsory retention of senior students, resulting in greater importance being placed on the less academic courses.
- (c) The changing role of training institutes and related entrance criteria.
- (d) High levels of youth unemployment.

The effect of these changes has been to challenge students to more carefully consider all their options for Year 11 and beyond.

Students embarking on Year 11 studies are required to choose an English course, a Religious Education course and four other courses from a substantial list of courses offered. Religious Education is a compulsory course for all students at Mandurah Catholic College. This is the case for all students enrolled in Catholic Schools in Western Australia. Whilst all aspects of our curriculum seek to integrate faith, life and culture; the Religious Education Program plays a significant part in contributing to each student's sense of the nature of Christianity and how Christians endeavour to live their lives. We have adopted the Religion and Life course as approved by the Bishops of Western Australia.

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

***Mr Troy Francesconi***  
**PRINCIPAL**



# INTRODUCTION

Mandurah Catholic College offers a wide and varied curriculum suited to the needs of students who are university bound, training institute bound or seeking employment on graduating from Year 12.

This handbook has been compiled for Year 10 students and their parents as a guide for their study choices in Year 11. It contains information on all courses for Years 11 and 12. Information relating to the WACE, Secondary Graduation requirements, University and Institute requirements are provided to assist you in the decision-making process.

It is important that course selection is made on the basis of possible future careers. However, it is essential that choices are realistic, and aligned with the student's academic ability. In Year 11, changes of courses are not permitted after the School Curriculum and Standards Authority (SCSA) deadline. Students who do not qualify for certain courses will not be recommended to study these courses in Year 11. Students should not enrol in a course on a trial basis. If a student needs to change courses, this will only be permitted after the agreement of the relevant teachers (Head of Learning Area), Head of Year and the Deputy of Teaching and Learning. Such agreement will be dependent upon a student showing sufficient reason for a change of course, and on the availability of other courses or student numbers in that course.

In order to achieve success in many upper school courses, students need to have demonstrated a high degree of academic ability and achievement in Year 10 courses. Without this background, students will invariably have difficulty with the Year 11 course content. Students should also be encouraged to study courses that are of interest to them. It is essential that students take notice of the advice offered to them by teachers and take careful note of Year 10 prerequisites. If tertiary study is an option that a student wishes to keep open, this aspect is especially important, and it should also be noted that some students will need to study specific courses in order to meet tertiary entrance requirements.

Each student will be able to view in SEQTA a list of those Year 11 courses that Heads of Learning Area, in consultation with teachers, believe they will be able to undertake successfully next year. These recommendations have been made on an individual basis by Heads of Learning Area who understand the current performance of students in classes and the course requirements in Year 11. It would, therefore, be unwise for students to ignore this advice. Students who choose a number of courses for which they have not been recommended will need to have an interview to discuss these choices before they will be able to attend any of these classes.

All members of staff are keen to ensure that students make the best possible selections. Students should feel free to discuss their concerns with their teachers, Course Counsellor, Careers Counsellor, Heads of Learning Area, Head of Year and myself.

**Mr Paschal McCarthy**  
**DEPUTY PRINCIPAL OF TEACHING AND LEARNING**



# CHRISTIAN SERVICE LEARNING

Christian Service Learning was introduced to Mandurah Catholic College in 2007 and it is an expectation that all Mandurah Catholic College students complete a minimum of 50 hours of Christian Service Learning in the community over Years 10 to 12.

Christian Service is defined as:

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

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

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

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

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

- Conducted out of school hours
- Completed individually or collaboratively
- Different type of service activities
- Completed over one or more years

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

## RECORDING HOURS:

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

All Christian Service Learning hours and reflection questions must be completed by the end of Term 2, Year 12. Students who change schools before they have completed 50 hours of Christian Service should take their Journal, as a record of their hours, to the new school.

**Note:** A minimum of 50 service hours and responses to all Years 10, 11 and 12 Reflection Questions will qualify a student for an **Endorsed Unit in "Community Service"**. This will appear on the student's WACE record.

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



# **SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS**

This information is about awards that are available to Year 11 and 12 students. Students are encouraged to keep them in mind as they set goals for their Senior Secondary learning.

## **BEAZLEY MEDAL - ATAR**

This is awarded to the top student in Western Australia as determined by the WACE award score used to decide General Exhibitions.

## **BEAZLEY MEDAL - VET**

This is awarded for excellence in studies that include training qualifications and School Curriculum and Standards Authority courses. It is awarded to the student who has achieved the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

## **GENERAL EXHIBITIONS - ATAR**

Forty awards, known as General Exhibitions, are awarded to the eligible students who obtain the highest WACE award score which is based on the average of five ATAR courses scaled marks, calculated to two decimal places. There must be at least two courses from List A and two courses from List B.

## **VET EXHIBITIONS**

A VET Exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements.

## **COURSE EXHIBITIONS - ATAR**

A Course Exhibition may be awarded to the eligible student obtaining the highest ATAR examination mark for each ATAR course, provided that at least 100 students sat the examination.

## **CERTIFICATES OF EXCELLENCE - ATAR**

Certificates of Excellence are awarded to eligible students who are in the top 0.5 percent of candidates in each ATAR course examination or the top two candidates (whichever is the greater.)

## **CERTIFICATES OF EXCELLENCE - VET**

Certificates of Excellence are awarded to eligible Year 12 students who are in the top 0.5 percent of candidates to compete an AQF VET Certificate II or higher in one of the 13 training package industry areas. The units of competency achieved must have been undertaken in VET industry specific courses or other VET programs.

## **CERTIFICATES OF DISTINCTION**

Certificates of Distinction recognise student achievement in the WACE. Awards are based solely on grades awarded to students by their school. A certificate of distinction requires students to obtain 190 – 200 points across 20 units, with points allocated for achievement of A and B grades. Further details can be found in the WACE Handbook.

## **CERTIFICATES OF MERIT**

Certificates of Merit recognise student achievement in the WACE. Awards are based solely on grades awarded to students by their school. A certificate of Merit requires students to obtain 150 – 189 points across 20 units, with points allocated for achievement of A and B grades and completion of Certificate II or higher. Further details can be found in the WACE handbook.

Full details of all awards and criteria are available from the School Curriculum and Standards Authority website. <http://www.scsa.wa.edu.au/>

## YEAR 11

# YEAR 11 & 12 AWARDS

### **CHANEL DUFALL MEMORIAL SCHOLARSHIP**

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

### **YEAR 11 CATENIANS' ASSOCIATION CHRISTIAN LEADERSHIP AWARD**

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

### **YEAR 11 CALTEX ALL-ROUNDER AWARD**

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

### **CHRISTIAN LEADERSHIP AWARD**

Awarded to a Senior School student who has been an active participant in all areas of the College's faith life. They are exceptional role models for their faith and are publicly involved in masses, liturgies and other programs within the College.

### **COMMUNITY SERVICE LEADERSHIP AWARD**

Awarded to a Senior School student who is involved not only in the life of the College but also within the wider community. This student shows in their commitment to others, an understanding of the real meaning of Christian Service.

### **SPORTS LEADERSHIP AWARD**

Awarded to a student who is active in the many varied areas of the sports program within the College. This award acknowledges a high standard of athletic ability as well as a commitment to represent the College, be a role model for younger students and excel in Inter-School Competitions.

### **CULTURAL LEADERSHIP AWARD**

Awarded to a student who has demonstrated excellence and leadership skills in cultural pursuits within the College. This award acknowledges a high standard of artistic talent as well as a commitment to represent the College, be a role model for younger students and excel in the performing or visual arts.

### **STUDENT LEADERSHIP AWARD**

Awarded to an outstanding student leader within the College who has shown his or her self to be a positive role model to all other students in their enthusiasm and ability to inspire and involve others.

### **PRINCIPAL'S AWARD FOR LEADERSHIP**

Awarded to a student who has shown exceptional leadership qualities and commitment to their role within the College.

### **DUX OF VET PROGRAM**

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

### **PROXIME ACCESSIT**

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

### **COLLEGE DUX**

Awarded to the Year 12 student who achieves the best overall performance in Year 12 in their ATAR subjects.

### **HOLY FAMILY MEDAL**

This is the most prestigious award at the College. The nominees for this award are judged on their performance throughout their secondary schooling. This award is given to a student who completes Year 12 whilst applying themselves consistently and with maximum effort in their subjects. Academic excellence is not an essential criterion, although working towards excellence is. They must also have excellent results in Religious Education, as well as being someone who is consistently involved in at least two areas of either Cultural, Ministry or Sport within the College. This medal also rewards community and parish involvement and positive leadership.

# WACE GRADUATION REQUIREMENTS

The School Curriculum and Standards Authority (SCSA) sets out requirements for graduation, ie, achieving a Western Australian Certificate of Education (WACE). These can be found in the WACE Manual 2024. In response to these requirements, the College sets the following guidelines for all students to adhere when selecting courses for Year 11.

## LITERACY AND NUMERACY MINIMUM STANDARDS

Students need to demonstrate achievement of these minimum standards through Year 9 NAPLAN testing and/or Online Literacy and Numeracy Assessment (OLNA) testing to obtain a WACE. Where students have not yet achieved one or more components of the literacy (reading and writing) or numeracy standards, the College may provide specific additional opportunities to assist.

## GENERAL REQUIREMENTS

- **Students choose six (6) courses for Year 12.** Combined with their six (6) courses in Year 11, this provides 24 units over two years if all are completed. SCSA requires a minimum of 20 units.
- **ATAR students** must choose at least **four (4) ATAR courses for Year 12.**
- **VET students will do the course Career & Enterprise.** It incorporates an endorsed unit, Workplace Learning.

## BREADTH AND DEPTH REQUIREMENTS

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

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

## ACHIEVEMENT STANDARD

- **Students need to achieve a minimum of 14 C grades (or equivalent) in Year 11 and Year 12 units, with at least six (6) C grades in Year 12.** The College will closely monitor student achievement throughout Year 11 and Year 12. Students and parents will be counselled if there are concerns that a student will not achieve the required C grades.
- **VET/endorsed programs can be used to obtain unit equivalence** for a total of four (4) units each year for Year 11 and Year 12. That is, completing a VET/endorsed program can provide a student with the equivalent of C grades. The number of C grades provided by the program varies. Details can be found at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).



# COURSE SELECTION PROCESS

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

ATAR Pathway	Vocational Education and Training (VET) Pathway
<ul style="list-style-type: none"> <li>• This pathway provides access to both University and Training Institutes</li> <li>• A total of six (6) courses including:                             <ul style="list-style-type: none"> <li>- Religion and Life General or Religion and Life ATAR</li> <li>- English ATAR or Literature ATAR</li> </ul> </li> <li>• External examinations in at least four (4) courses in Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• This pathway provides access to employment, Training Institutes and alternative entry to University.</li> <li>• A total of six (6) courses including:                             <ul style="list-style-type: none"> <li>- Religion and Life General</li> <li>- English General</li> <li>- Career &amp; Enterprise General</li> </ul> </li> <li>• Work experience</li> <li>• Off-site training</li> <li>• Externally Set Tasks in Year 12</li> </ul>

## COURSES OFFERED

Courses listed on the following pages will be offered to Year 11 students for 2024. It is possible that if insufficient students choose a particular course, the College will not be able to proceed with that course. The College is also able to support students studying courses through the Catholic Education (WA) Virtual School Network (ViSN).

## COURSE ENTRANCE REQUIREMENTS

Prerequisites are established for entry to Year 11 courses. These prerequisites are included in the course information in this handbook and are based on performance in Year 10 unless stated otherwise. Statistical evidence and past experience indicate that students who have not met these entrance requirements are unlikely to be successful in that course. For most Year 12 ATAR courses, satisfactory achievement in its corresponding Year 11 ATAR course is a prerequisite for enrolment. Even where it is not a formal prerequisite it is, in all cases, highly recommended.

## COLLEGE POLICY STATES FOR YEAR 11 AND 12:

The College reserves the right to establish prerequisites for entry to and standards for retention in particular courses. Such prerequisites and standards can be waived at the discretion of the Deputy of Teaching and Learning after consultation with the Head of Year or Head of Learning Area concerned.

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

## COURSE COUNSELLING PROCESS

To ensure that each student has chosen an appropriate pathway and courses in Years 11 and 12, some middle managers have been trained as Course Counsellors. After the Year 10 Course Selection Parent Information evening, parents will be able to book an appointment for a compulsory Course Counselling Interview, held at the College in **Week 1 of Term 3**.

Students and their parents should consider their course selections over the July holiday in conjunction with their Semester 1 Report and recommendations for each course. Students will be required to bring documentation with them to the interview. A checklist of this documentation has been provided separately.

At the Course Counselling Interview, the counsellor will:

- Ensure that the student fulfils the criteria for all of the chosen courses;
- Check that they have chosen the correct balance of courses to ensure graduation eligibility;
- Refer the student and parents, if necessary, with the relevant Head of Learning Area, to set appropriate academic targets if students and parents have a good case for choosing against recommendation.
- Guide the student to choose an alternative course while they are working to meet the targets set for Term 4.
- Refer the student, if necessary, to the Careers Counsellor or to the Head of Vocational Programs.

A student's course selection will only be processed after a meeting with a Course Counsellor.

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# CAREERS INFORMATION

The Careers Counsellor provides vocational and educational guidance through Careers classes and individual counselling. The students have access to up-to-date, accurate information about job requirements and study courses as part of their classes. Students are encouraged to make plans and set goals for Years 11 and 12. This will help them to look ahead and think about what jobs or courses of study will best suit their abilities, interests and personality.

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



# ATAR PATHWAY

This pathway is designed for students who wish to gain direct access into university. The admission requirements for the four public universities in Western Australia are as follows:

- **Secondary Graduation (WACE)**
- **Competence in English**
- A scaled mark of at least 50 in Year 12 Units 3 and 4 English ATAR or Literature ATAR. Edith Cowan University will accept a 'C' grade or higher if the scaled mark of 50 is not attained. There are also supplementary tests held in January for students who have not yet achieved competence.
- **Achievement of Sufficient Australian Tertiary Admissions Rank (ATAR)**  
The Australian Tertiary Admissions Rank (ATAR) is a number between 0 and 99.95 that indicates the student's rank in the state, 99.95 being the most able. Further information can be found in the **TISC University Admission 2025 Guide**
- **Prerequisites for Some University Courses**  
Please refer to the **TISC University Admission 2025 Guide** or go to [www.tisc.edu.au](http://www.tisc.edu.au) for details of specific entrance requirements for individual university courses.

The University of Notre Dame has a different selection process for entry into their courses. Please go to [www.nd.edu.au](http://www.nd.edu.au) for details.

## UNACCEPTABLE COURSE COMBINATIONS

Certain course combinations are not acceptable in relation to the calculation of the ATAR. Both courses may be taken but the result in only one may be used to calculate an ATAR. A full list of unacceptable combinations can be found in the **TISC University Admission 2025 Guide**.

## EXTERNAL ASSESSMENTS

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

## HOW AN ATAR IS CALCULATED

The final mark awarded in each WACE examination course for a given student is a combination of the student's Year 12 school mark and their WACE examination mark, with each being weighed equally. The student's best four scaled marks in Year 12 ATAR courses are then used to calculate a Tertiary Entrance Aggregate (TEA). This enables students to be ranked and allocated an ATAR.

To ensure fairness across years and across all schools, the following statistical processes are applied:

- **Moderation**  
The school mark is adjusted so that differences in marking standards between schools are accounted for. The students' performance on the external examination is used to regulate this procedure.
- **Standardisation**  
The moderated school mark is "standardised" so that the spread of students' marks throughout the state in each course is the same from year to year. This procedure is also applied to the raw examination marks, thereby eliminating the influence of varying difficulty in examination papers in a given course from year to year.
- **Scaling**  
The 50:50 combined mark (already moderated and standardised) is then "scaled" to account for the varying difficulty between courses. A complex mathematical procedure that looks at students' marks in all courses across the state is used to determine the degree of scaling for each course.

Further information can be found in the **TISC University Admission 2025 Guide**.

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# VOCATIONAL EDUCATION AND TRAINING (VET) PATHWAY

This pathway is designed to provide access to Training Institutes, traineeships, apprenticeships, employment and, in some cases, alternative entry to university. The VET pathway available through the College comprises three compulsory aspects:

## 1. COLLEGE COURSES

Students will study:

Three Compulsory courses	Three elective courses
<ul style="list-style-type: none"><li>Religion and Life General</li><li>English General</li><li>Careers and Enterprise General</li></ul>	<ul style="list-style-type: none"><li>At least one (1) must be a General List B course.</li><li>Students may choose one (1) certificate course. If they wish to choose more than one certificate course then this must be done in consultation with the Head of Vocational Programs.</li></ul> <p>All Year 12 students enrolled in Units 3 and 4 of a General or Foundation course must sit the Externally Set Task.</p>

## 2. WORKPLACE LEARNING ENDORSED UNIT (INCORPORATING WORK EXPERIENCE)

Workplace Learning is a structured out-of-school endorsed learning program that provides students with the opportunity to develop work skills in an actual workplace, while continuing their school education. This gives students industry recognition and provides links to further education and training. Workplace learning enhances the VET pathway and is compulsory for all VET students.

## 3. OFF-CAMPUS TRAINING

This is offered through the range of programs below:

### School Based Traineeships

- Students will be paid and complete a Certificate II during the traineeship. Students must complete on the job training.
- The College will not seek these out; primary responsibility will be from students, parents or employers.
- Only students who have demonstrated that they possess the skills necessary to succeed with managing school life as well as a traineeship will be considered for this opportunity.

In order to be a School Based Trainee, a student must:

- Be a full-time Secondary student in Years 11 or 12
- Enter into a Training Contract with an employer to complete a traineeship;
- Have the College's agreement to undertake a School Based Traineeship; and
- Have the competencies achieved in the traineeship included in their WACE.

### Pathway Programs

If you are interested in an apprenticeship when you finish Year 11 or Year 12, then Pathways in Schools is for you. Pathways provides an introduction into apprenticeship opportunities within various trades. Employers provide training in the workplace to develop skills which complement the training.

### VET in Schools

Vocational Education and Training for Schools (VETfS) Pathways Program is the perfect introduction into the world of work for Senior Secondary school students. They combine your Year 11 or Year 12 studies with a Vocational Education and Training (VET) program, enabling you to get real hands-on experience, learn practical skills and gain insight into the needs of your chosen industry.

Success in your VETfS Pathway Program may lead to employment and/or provide a pathway to further education.

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### Benefits of Participating in VETfS Pathway Program

- Points towards achieving your WACE
- Develop your work, employability and life skills
- Head start in nationally recognised qualifications
- Help increase your self-esteem, confidence and communication skills
- Improves your employment prospects
- Opportunity to gain higher level qualifications to assist entry into University
- Realistic understanding of industry expectations

### Training providers include:

- South Metropolitan TAFE
- North Metropolitan TAFE
- Other specialist training institutes

All information on certificate courses is available on the College website and Training Institute websites. These are updated regularly.

### Responsibilities

Students undertaking VET courses must be responsible for:

- Attending all scheduled training days
- Completing VET Certificate courses at Training Institutes as appropriate
- Completing all assignments and work placement projects
- Recording and managing their learning on relevant documentation
- Maintaining satisfactory results in all courses at school
- Achieving an acceptable standard in their chosen courses

### Enrolment Procedure

- Students select courses at the **start of Term 3**.
- Students are responsible for enrolment in off-campus training. Applications can be collected from the VET office or on counselling day. Application for courses closes in August.
- An application form for Workplace Learning is completed at the **beginning of Term 3**.
- Students should have an exemplary attendance and behaviour record, a positive attitude towards school and be motivated to learn from different situations.
- Students undergo a formal interview **in Term 4** to ensure they are mature and motivated to fulfil all requirements of the program.

Further information may be obtained by contacting the Head of Learning Area - Vocational Education and Training, Mrs Fiona Black, at [Fiona.Black@cewa.edu.au](mailto:Fiona.Black@cewa.edu.au)



# COURSES OFFERED IN YEAR 11, 2024

## Compulsory Courses

Religion and Life ATAR  
 Religion and Life General  
 Career and Enterprise General (Incorporating Workplace Learning)  
 English ATAR  
 Literature ATAR  
 English General  
 English Foundation

## Non-Compulsory Courses

**Elective courses primarily designed for preparation for university entrance (ATAR)**

Accounting and Finance ATAR  
 Biology ATAR  
 Chemistry ATAR  
 Dance ATAR  
 Design ATAR  
 Drama ATAR  
 Geography ATAR  
 Human Biology ATAR  
 Mathematics Applications  
 Mathematics Methods  
 Mathematics Specialist  
 Media Production and Analysis ATAR  
 Modern History ATAR  
 Outdoor Education ATAR  
 Physical Education ATAR  
 Physics ATAR  
 Psychology ATAR  
 Visual Arts ATAR

## Virtual School Network (ViSN)

Curtain UniReady (University enabling course)  
 Earth and Environmental Science ATAR  
 Economics ATAR  
 English as a Second Language ATAR  
 Health Studies ATAR  
 Italian: Second Language ATAR  
 Politics and Law ATAR

## Non-Compulsory Courses

**Elective Courses Primarily designed for entrance to Training Institutes or Employment**

Business, Management and Enterprise General  
 Children, Family and the Community General  
 Dance General  
 Drama General  
 Food Science and Technology General  
 Human Biology General  
 Integrated Science General  
 Materials Design Technology Metal General  
 Materials Design Technology Wood General  
 Mathematics Essential  
 Media, Production and Analysis General  
 Music General  
 Outdoor Education General  
 Physical Education Studies General  
 Visual Arts General

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# COMPULSORY COURSES

Some of these courses have a prerequisite entry requirement. This is based on historical evidence that suggests that this level of competence is required for success. Other factors, including work ethic and ability to work independently are also considered.

A student who does not have approval for a course after Semester 1 in Year 10 will need to consult with the Head of Learning Area and may have this reviewed at the end of Year 10.



# COMPULSORY COURSES

## RELIGION AND LIFE - ATAR

This course is only suitable for those students studying for an ATAR. Designed for Preparation for University Entrance (ATAR).

### PREREQUISITES

None

### SUGGESTED BACKGROUND

At least a C grade in Year 10 English.

### COURSE OUTLINE

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions. Every religion offers a system of beliefs and practices.

In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face. The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them. Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

#### Unit 1

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

#### Unit 2

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

### ASSESSMENT OUTLINE

Explanation	20%
Investigation	25%
Source Analysis	25%
Examination	30%

### EXCURSIONS/INCURSIONS/CAMPS

Students will participate in a Retreat. Attendance is compulsory.

### LEADS TO

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



# COMPULSORY COURSES

## RELIGION AND LIFE - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. It is compulsory for Vocational Education & Training (VET) students. This is primarily designed for entrance to training institutes or employment.

### PREREQUISITES

None

### SUGGESTED BACKGROUND

At least a C grade in Year 10 English.

### COURSE OUTLINE

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

#### Unit 1 Why Religion: Understanding Religion

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

#### Unit 2 People and Religion: A Just World

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

### ASSESSMENT OUTLINE

Investigation:	30-40%
Explanation:	30-40%
Source Analysis:	30-40%

### EXCURSIONS/INCURSIONS/CAMPS

Students will participate in a Retreat. Attendance is compulsory.

### LEADS TO

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

# COMPULSORY COURSES

## CAREER AND ENTERPRISE GENERAL (INCORPORATING WORKPLACE LEARNING)

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

### PREREQUISITES

Students must complete an application form in Term 3. Students must have a positive attitude to learning and to school. They will need to be independent learners willing to accept the challenge of being an independent learner.

### COURSE OUTLINE

The Career and Enterprise General course engages students in learning about developing careers in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work.

Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society. Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work. The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the *Core Skills for Work Development Framework* (2013) and the *Australian Blueprint for Career Development* (the *Blueprint*).

### WORKPLACE LEARNING

Workplace Learning is an Authority-developed endorsed program. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace.

### ASSESSMENT OUTLINE

Investigation	30%
Production/performance (mock job interview)	30%
Individual pathway plan/career portfolio	20%
Response	20%

### ADDITIONAL COURSE LEVY

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

### LEADS TO

Certificate II in Skills for Work and Vocational Pathways.

# COMPULSORY COURSES

## ENGLISH ATAR

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

### PREREQUISITES

At least 65% in Course 2 English

### SUGGESTED BACKGROUND

A high level of competency in analytical essays and an ability to comprehend sophisticated texts. Those students who read regularly will adapt more easily to the reading requirement of this course.

### COURSE OUTLINE

#### Unit 1

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

#### Unit 2

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

### ASSESSMENT OUTLINE

Responding	35-40%
Creating	35-40%
Examinations	20-30%

### EXCURSIONS/INCURSIONS/ CAMPS

English students will need to attend one incursion on the analysis of still images. This incursion is linked to an assessment and is compulsory.

### LEADS TO

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

# COMPULSORY COURSES

## LITERATURE ATAR

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

### PREREQUISITES

At least 75% in Course 1 English

### SUGGESTED BACKGROUND

A high level of competency in written assessments

### COURSE OUTLINE

The Literature ATAR course focuses on the study of prose fiction, poetry and drama and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations.

The course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. Students actively participate in literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Literary texts, drawn from the past and present and from Australian and other cultures, are reflected on to see what these texts offer students as individuals, as members of Australian society and as world citizens. Students express their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

### ASSESSMENT OUTLINE

Extended written response	10 - 20%
Short written response	30 - 40%
Creative production of a literary text	10 - 20%
Oral	10 - 20%
Examination	20 - 30%

### EXCURSIONS/INCURSIONS/ CAMPS

Literature students are recommended to attend three plays per year. At least one will be organised as a School Excursion.

### LEADS TO

A result of 60% or above in this course is a recommended prerequisite for Literature ATAR Units 3 and 4 in Year 12.

# COMPULSORY COURSES

## ENGLISH - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. It is compulsory for Vocational Education & Training (VET) students. This is primarily designed for entrance to training institutes or employment.

### PREREQUISITES

None

### SUGGESTED BACKGROUND

This course is suggested for those students who have not achieved 65% in English at the end of Year 10 or for those students who wish to pursue a vocational pathway.

### COURSE OUTLINE

#### Unit 1

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

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

#### Unit 2

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

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

### ASSESSMENT OUTLINE

Responding	40-60%
Creating	40-60%

### LEADS TO

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

# COMPULSORY COURSES

## ENGLISH FOUNDATION

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

This course is suggested for those students who have not achieved the minimum standard of literacy at the end of Year 10, as determined by OLNA testing.

### COURSE OUTLINE

#### Unit 1

By the end of this unit, students will:

- Develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- Develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in speaking and listening for work, learning, community and everyday personal contexts.

#### Unit 2

By the end of this unit, students will:

- Develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- Develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts.
- Develop skills in speaking and listening for work, learning, community and everyday personal contexts.

### ASSESSMENT OUTLINE

Reading	35%
Writing	35%
Oral Communication	30%

### LEADS TO

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

YEAR 11

# ATAR NON-COMPULSORY COURSES

Elective courses primarily designed for preparation for university entrance.



# ATAR NON-COMPULSORY COURSES

## ACCOUNTING AND FINANCE ATAR

This course is only suitable for those students studying for an ATAR. Each course has a prerequisite entry requirement. This is based on historical evidence that suggests that this level of competence is required for success. Other factors, including work ethic and ability to work independently are also considered.

A student who does not have approval for a course after Semester 1 in Year 10 can target set in consultation with the Head of Learning Area and may have this reviewed at the end of Year 10.

### PREREQUISITES

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

### SUGGESTED BACKGROUND

A proven ability to work on long term individual or group tasks/projects

### COURSE OUTLINE

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

#### Unit 1

The focus for this unit is on 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 the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

#### Unit 2

The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. 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.

### ASSESSMENT OUTLINE

Tests	50%
Project	10%
Examination	40%

### LEADS TO

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



# ATAR NON-COMPULSORY COURSES

## BIOLOGY ATAR

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

### PREREQUISITES

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

### COURSE OUTLINE

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

### ASSESSMENT OUTLINE

Examinations	40%
Tests	20%
Practical Work	30%
Extended Answers	10%

### EXCURSIONS/INCURSIONS/ CAMPS

Students may participate in an excursion to the regional Dryandra State Forest Camp and/or Perth Zoo.

### LEADS TO

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

# ATAR NON-COMPULSORY COURSES

## CHEMISTRY ATAR

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

### PREREQUISITES

At least 75% in Semester One Science and a result of at least 60% in Pre-Applications Mathematics

### COURSE OUTLINE

This course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

Students prepare to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

### ASSESSMENT OUTLINE

Examinations	50%
Tests	15%
Practical Work	25%
Extended Answers	10%

### EXCURSIONS/INCURSIONS/ CAMPS

Students may participate in an excursion to Western Mining Corporation Nickel Refinery and BP Australia Kwinana Refinery.

### LEADS TO

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

# ATAR NON-COMPULSORY COURSES

## DANCE ATAR

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Dance in Year 9 and/or Year 10

### COURSE OUTLINE

#### Unit 1- Popular Culture

In this unit students explore the use of dance in popular culture and study the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which dance works are created.

Prescribed genre: **Contemporary**

Additional Genre: **Jazz**

#### Unit 2 – Australian Dance

Students will gain an understanding of the diverse range of functions and contexts of dance in Australia. This course allows students to make relevant comparisons between their own dance and the dance of others. They analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community.

Prescribed genre: **Contemporary**

Additional Genre: **Tap**

The course content is divided into three areas:

- Choreography: Choreographic processes, Dance language, Design concepts and technologies.
- Performance: Skills and technique, Safe and healthy dance, Experiential anatomy, Performance qualities and preparation responsibilities
- Contextual knowledge: Functions and contexts of dance, Case study

### ASSESSMENT OUTLINE

Performance/Production	60%
Response	40%

### EXCURSIONS/INCURSIONS/ CAMPS

Students will participate in an excursion to view a live Dance performance. This is a compulsory part of the course which may occur after school hours or on a weekend.

### LEADS TO

The successful completion of this course is the recommended prerequisite for Dance ATAR Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## DESIGN ATAR

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

### PREREQUISITES

At least 70% in Design, Materials Design Technology (Wood), Materials Design Technology (Metal) and competence in English

### SUGGESTED BACKGROUND

Year 9 or Year 10 Design

### COURSE OUTLINE

The goals of this course are to facilitate deeper understanding of how design works; and how ideas, beliefs, values, attributes, messages and information are effectively communicated to specific audiences.

The Design Units 1 and 2 course is for students who wish to study some of the many areas of design to ATAR level. This course provides the basic knowledge for those wishing to pursue higher education and careers in Communication Studies, Digital Design, Technical Graphics, Engineering, Architecture, Graphic Design, Product Design, Interior Design, Computer Aided Design and Marketing.

Through design projects (based on Product and Cultural Designs), students will develop and demonstrate their skills and understanding of design principles and processes. Students will have exposure to:

- 2D and 3D modelling techniques using Computer Aided Design and Manufacture
- High and low resolution 3D prototyping
- Freehand sketching techniques
- Advanced line rendering techniques
- Application of design thinking and principles and elements of design
- Interpretation of drawings and plans
- 2D and 3D technical drawing techniques

Areas of theoretical content will include the principals and elements of design, communication methods, colour, tone, texture, font design, design strategies & processes and product design. Achievement will be obtained in; Design Understanding, Iterative, Design Process, Creative Design Strategies, Application of Design and Design in Society.

### ASSESSMENT OUTLINE

Production (Design Portfolio)	50%
Response	30%
Examination	20%

### LEADS TO

A result of 60% or above in this course is a recommended prerequisite for Design ATAR Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## DRAMA ATAR

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

### PREREQUISITES

Competence in English

### SUGGESTED BACKGROUND

Successful completion of Drama in previous years

### COURSE OUTLINE

#### Unit 1 – Representational, realist drama

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

#### Unit 2 – Presentational, non-realist drama

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

### ASSESSMENT OUTLINE

Performance/ Production	40%
Response	40%
Written Examination	10%
Practical Examination	10%

### EXCURSIONS/INCURSIONS/ CAMPS

Students will participate in excursions and incursions. These are compulsory and are formally assessed. These will be in the form of workshops and live performances.

### LEADS TO

A result of 60% or above in this course is a recommended prerequisite for Drama ATAR Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## GEOGRAPHY ATAR

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

### PREREQUISITES

At least 65% in a Humanities and Social Sciences course

### COURSE OUTLINE

The study of geography draws on our curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. Throughout this course, students will develop an understanding about using and applying geographical skills and geographical inquiry tools, such as spatial technologies.

#### Unit 1 – Natural and ecological hazards

This unit focuses on understanding hazards, including the different types of hazards, the spatial distribution (where they occur), the causes (how they occur), the impacts and how to manage the risk of impacts from future hazard events.

This unit begins with an overview of natural and ecological hazards. Two depth studies provide for a more focused and detailed way of teaching and learning. The first study focuses on investigating bushfires as a natural hazard. The second study focuses on investigating infectious diseases as an ecological hazard and how the risks associated with the hazard are being managed.

#### Unit 2 – Global networks and interconnections

This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. Cultural groups are now linked across an interconnected world in which there is a 'shrinking' of time and space. This is a world in which advances in transport and telecommunications technologies have transformed global patterns of production and consumption and facilitated the diffusion of ideas and elements of cultures.

The first depth study focuses on the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service, such as wine. The second depth study focuses on the impact of the diffusion, adoption, and adaptation on an element of culture, such as fashion, music and sport.

### ASSESSMENT OUTLINE

Geography inquiry/fieldwork	30%
Response/practical skills	40%
Examination	30%

### EXCURSIONS/INCURSIONS/ CAMPS

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

### LEADS TO

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

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

# ATAR NON-COMPULSORY COURSES

## HUMAN BIOLOGY ATAR

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

### PREREQUISITES

At least 65% in Semester One Science

### SUGGESTED BACKGROUND

Year 9 or Year 10 Design

### COURSE OUTLINE

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

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

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

### ASSESSMENT OUTLINE

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

### LEADS TO

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

# ATAR NON-COMPULSORY COURSES

## ITALIAN: SECOND LANGUAGE ATAR

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

### PREREQUISITES

At least 60% in Year 10 Italian.

Students must also demonstrate eligibility for the course by applying to SCSA to study Italian as a second language learner

### COURSE OUTLINE

This course provides the opportunity for students to explore a different language and culture and improve their employability in an increasingly interconnected world. They develop the skills and knowledge that will allow them to engage with others and will improve their English in the process.

#### Unit 1 – Rapporti (Relationships)

Through the three topics: Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships), Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations), and Comunicare nel mondo moderno (Communicating in a modern world), students further develop their communication skills in Italian and gain a broader insight into the language and culture. They develop a deeper understanding of their place in the world and the challenges faced by teenagers in Australia and overseas.

#### Unit 2 – Andiamo! (Travel – let's go!)

Through the four topics: Le vacanze - racconti e progetti (My holiday tales and plans), Destinazione Italia (Destination Italy), Destinazione Australia (Destination Australia), and Viaggiare oggi (Travel in a modern world), students extend their communication skills in Italian and gain a broader insight into the Italian language and culture.

### ASSESSMENT OUTLINE

Examinations	40%
Tests/ Extended Answers	40%
Oral Assessments	20%

### LEADS TO

A result of 60% or above in this course is a recommended prerequisite prior to Italian ATAR Units 3 and 4 in Year 12.

#### Exchange Programme

Students in Year 11 studying Italian have the opportunity of participating in the WAATI/Intercultura Exchange Programme. Typically, this involves hosting an Italian student for 8 weeks (July and August), followed by an 8-week stay in Italy (December and January) where students are fully immersed in the language and experience the life of an Italian teenager.

\*This program is subject to national travel guidelines.

#### ATAR Bonus for Languages

A 10% bonus is awarded to any student who sits the WACE exam in a language other than English (LOTE) in Year 12. An additional 10% of a student's final mark is used in the calculation of their ATAR.



# ATAR NON-COMPULSORY COURSES

## MATHEMATICS APPLICATIONS

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

### PREREQUISITES

At least 60% in Pre-Applications Mathematics

At least 80% in General Mathematics

A student may be enrolled in both Mathematics Methods and Mathematics Applications

### COURSE OUTLINE

Mathematics Applications focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

#### Unit 1

Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spread sheets.

Algebra and matrices continues the Years 7–10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.

Shape and measurement builds on and extends the knowledge and skills students developed in the Years 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

#### Unit 2

Univariate data analysis and the statistical process develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

Linear equations and their graphs uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

Applications of trigonometry extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

### ASSESSMENT OUTLINE

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

### LEADS TO

A result of at least 60% in this course is a recommended prerequisite for Mathematics Applications Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## MATHEMATICS METHODS

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

### PREREQUISITES

At least 65% in Pre-Methods Mathematics

At least 80% in Pre-Applications Mathematics

A student may be enrolled in both Mathematics Methods and Mathematics Applications

### COURSE OUTLINE

Mathematics Methods focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Students require a CAS calculator to support the computational and graphical aspects of this course.

#### Unit 1

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence.

#### Unit 2

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

### ASSESSMENT OUTLINE

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

### LEADS TO

A result of at least 60% in this course is a recommended prerequisite for Mathematics Methods Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## MATHEMATICS SPECIALIST

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

### PREREQUISITES

At least 75% in Pre-Methods Mathematics  
This course may not run depending on numbers.

### CO-REQUISITES

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

### COURSE OUTLINE

Mathematics Specialist provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and use mathematical models more extensively. Students require a CAS calculator to support the computational and graphical aspects of this course.

#### Unit 1

Unit 1 of the Mathematics Specialist ATAR course contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The proficiency strand reasoning of the Years 7–10 curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course. Geometry also provides the opportunity to summarise and extend students' studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. Vectors in the plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3. Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments. The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility.

#### Unit 2

Unit 2 of the Mathematics Specialist ATAR course contains three topics: Trigonometry, Matrices, and Real and complex numbers. Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

### ASSESSMENT OUTLINE

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

### LEADS TO

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

# ATAR NON-COMPULSORY COURSES

## MEDIA PRODUCTION AND ANALYSIS ATAR

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

### PREREQUISITES

At least 65% in Course 2 English

### SUGGESTED BACKGROUND

A high level of competency in analytical essays and an interest in media texts. The course complements the study of English ATAR. Media forms that may be studied in English are critically analysed in greater depth in Media Production and Analysis. In addition, there is a significant focus on the production of a variety of media types.

### COURSE OUTLINE

This course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students learn the languages of media communication and how a story is constructed using representations.

Students will study two main units in Year 11:

- Pop Culture - this unit will introduce students to high definition filmmaking that will culminate in the production of their own music video.
- Journalism - this unit will introduce students to photojournalism, photography and the importance that a photo has in representing an event. Students will use the DSLR cameras to capture their own photographs.

### ASSESSMENT OUTLINE

Investigations (take home essays)	20-30%
Productions	40-60%
Response (in class essays and exams)	20-30%

### LEADS TO

A result of 60% or above in this course is a recommended prerequisite for Media Production and Analysis ATAR Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## MODERN HISTORY ATAR

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

### PREREQUISITES

At least 65% in a Humanities and Social Sciences course.

### COURSE OUTLINE

This course enables students to study the forces that have shaped today's world and provides them with a broader and deeper understanding of the world. While the focus is on the 20th century, the course covers changes from the late 18th century towards the changing world of the 21st century.

The themes that run through the units include:

- Local, national and global conflicts and their resolution
- The rise of nationalism and its consequences
- The decline of imperialism and the process of decolonisation
- The transformation of social and economic life
- The regional shifts in power and the rise of Asia
- The changing nature and influence of ideologies
- The role of individuals in shaping historical events
- The impact of historical events and changes around the world

#### Unit 1

Students study the United States during the period 1907-1941. This period was a transformational one for the US and saw an era of modernisation, social conflict, economic boom and depression and global conflict. The Unit also examines the ideas that were central to the US such as capitalism, rugged individualism and the ongoing debate around the US and its role as a world power. In addition the role of individuals such as Woodrow Wilson, Henry Ford and Franklin Roosevelt are also studied. The events, ideas and individuals covered in this unit have had a direct role in shaping the United States into the country that it is today both of terms of internal affairs and its global role. Understanding the world today requires an understanding of the United States and this unit should appeal to students interested in politics, social issues or economics as well as History itself.

#### Unit 2

The main focus of this unit is the rise of Fascism in Germany. Germany considered that it was treated very harshly under the Treaty of Versailles at the end of World War One. Consequently, Hitler rose out of a chaotic situation and Germany emerged as a powerful European nation to challenge the world and therefore world safety and security. This unit also examines life in Nazi Germany and the impact the imposition of Nazi ideology had on different groups including minorities and women.

### ASSESSMENT OUTLINE

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

### LEADS TO

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

# ATAR NON-COMPULSORY COURSES

## OUTDOOR EDUCATION ATAR

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

### PREREQUISITES

Competence in English and a B grade in Outdoor Education

### SUGGESTED BACKGROUND

Year 9 and Year 10 Outdoor Education

### COURSE OUTLINE

The focus of this course is on being responsible in the outdoors and attaining independence in the outdoors. Students are exposed to the broad range of responsibilities involved in undertaking short duration expeditions. They explore the responsibilities involved in planning related to selecting appropriate resources, establishing a risk management process and enhancing their abilities to respond to an emergency.

Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They develop problem solving and decision-making skills, strategies for building effective group relationships and their outdoor leadership skills.

Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies and examine the role of technology in mediating their relationship with nature.

As part of this unit students will be required to participate in the following outdoor activities:

- Indoor Climbing
- Canoeing

### ASSESSMENT OUTLINE

Investigation (Expedition planning)	20%
Performance in outdoor adventure activities	10%
Expedition skills	20%
Response (Expedition journal and exams)	20%
Exam	30%

### INCURSIONS/EXCURSIONS/CAMPS

Students will participate a three-day expedition in Semester 1 and a four-day expedition in Semester 2. These are compulsory and are formally assessed.

### ADDITIONAL COURSE LEVY

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

### LEADS TO

A result of 60% or above in this course is a recommended prerequisite for Outdoor Education ATAR Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## PHYSICAL EDUCATION STUDIES ATAR

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

### PREREQUISITES

Competence in English and a B grade in Physical Education

### SUGGESTED BACKGROUND

Physical Education Major

### COURSE OUTLINE

This course offers students an insight into the diverse realm of Sports Science. Students will learn about the anatomy and physiology of the human body, the biomechanics of movement, sport psychology and the influences of learning and coaching.

There is also a practical component involved in the course where students will need to apply strategies and tactics to a range of tactical problems presented in given sports.

The course also looks at the application of fitness and conditioning principles to improve the performance of competitive athletes and how these athletes respond to varying conditions. This process will involve students participating in a number of laboratory activities and practical activities examining the body's responses to exercise.

Physical Education Studies prepares students for a career in the Sport and Recreation Industry.

### ASSESSMENT OUTLINE

Practical (Performance)	30%
Investigation	15%
Response	15%
Examination	40%

### LEADS TO

A result of 60% or above in this course is a recommended prerequisite for Physical Education ATAR Units 3 and 4 in Year 12.

# ATAR NON-COMPULSORY COURSES

## PHYSICS ATAR

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

### PREREQUISITES

At least 75% in Semester 1 Science in and at least 60% in Mathematics Pre-Applications.

### COURSE OUTLINE

In this course student will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies.

Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. They plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course. 00

### ASSESSMENT OUTLINE

Examinations	40%
Tests	30%
Practical Work	30%

### EXCURSIONS/INCURSIONS/ CAMPS

Students will participate in an excursion to Adventure World.

### LEADS TO

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



# ATAR NON-COMPULSORY COURSES

## PSYCHOLOGY ATAR

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

### PREREQUISITES

Recommended for ATAR and at least 65% in Semester 1 Science

### COURSE OUTLINE

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human behaviour. Psychological knowledge helps us understand factors relating to individuals, and the way individuals function in society.

#### Unit 1

This unit introduces Psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour. Students learn the basic structure of the brain and the central nervous system and some effects of this structure on the way humans think, feel and behave.

The unit introduces life span psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviour. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists.

Science inquiry skills developed during Years 7–10 Science are further developed in this unit as students apply these skills to understanding and analysing psychological studies.

#### Unit 2

This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Theories of cognitive dissonance, social identity and attribution are explored, with reference to relevant psychological studies, and students apply these theories to real world experiences.

The unit introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn the relationship between social influence and the development of prosocial and antisocial behaviours.

Psychological research methods studied in Unit 1 are further developed.

### ASSESSMENT OUTLINE

Science inquiry	30%
Response	40%
Examination	30%

### LEADS TO

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

# ATAR NON-COMPULSORY COURSES

## VISUAL ARTS ATAR

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

### PREREQUISITES

Competence in English

### SUGGESTED BACKGROUND

Visual Arts in Years 9 and/or 10

### COURSE OUTLINE

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

#### Unit 1- Differences

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

#### Unit 2 – Identities

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

The course content is divided into two areas:

- **Art making:** Inquiry, Visual language, Visual influence, Art forms, Media and Techniques, Art practice, Presentation and Reflection.
- **Art interpretation:** Visual analysis, Personal response, Meaning and purpose and Social, cultural and historical contexts.

### ASSESSMENT OUTLINE

Production	50%
Analysis	15%
Investigation	15%
Examination	20%

### INCURSIONS/EXCURSIONS/CAMPS

Students will participate in an excursion and camp. These are compulsory and are formally assessed.

### ADDITIONAL COURSE LEVY

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

### LEADS TO

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

# ELECTIVE COURSES

## VIRTUAL SCHOOL NETWORK (VISN)

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

- Curtin UniReady (University Enabling Course)
- Earth and Environmental Science ATAR
- Economics ATAR
- English as a Second Language ATAR
- Health Studies ATAR
- Italian: Second Language ATAR
- Politics and Law ATAR

If you are interested in studying a course through the ViSN program please read the [Virtual School Network 2024 Handbook](#) and speak with the Coordinator of Timetabling or Deputy of Teaching and Learning. You will be required to complete additional documentation and have an interview. Places are limited.

YEAR 11

# NON-COMPULSORY COURSES

Primarily Designed for Entrance to Training Institutes or Employment.



# NON-COMPULSORY COURSES

## BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

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

### PREREQUISITES

At least a C grade in Course 2 English and HaSS

### COURSE OUTLINE

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is in society. In a constantly changing world, individuals, businesses and nations must adapt their position in a global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of business management skills to apply to the day-to-day running and continuing viability and expansion of a business.

Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

The focus of Unit 1 is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

The focus of Unit 2 is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or using business simulations. The concepts of innovation, marketing and competitive advantage, and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

### ASSESSMENT OUTLINE

Business research	40%
Response	60%

### EXCURSIONS/INCURSIONS/CAMPS

Local business operators will be invited in to discuss their enterprise and business ideas. Throughout the year opportunities will be given to students to interact and take part in dynamic activities, explore entrepreneurship and motivate them to take their passions and turn them into successful businesses.

### LEADS TO

A result of 60% or above in this subject is a recommended prerequisite for Business Management General Units 3 and 4 in Year 12.

# **NON-COMPULSORY COURSES**

## **CHILDREN, FAMILY AND THE COMMUNITY GENERAL**

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

### **PREREQUISITES**

None

### **SUGGESTED BACKGROUND**

Completed Year 10 Children, Family & Community and English with at least a C grade

### **COURSE OUTLINE**

Students will gain understanding of the diversity of families, relationships and communities and how this affects the types of services and resources available to meet their needs. Students are provided with knowledge and opportunities to explore and observe growth and development of individuals, family uniqueness, role of families, relationships between families and their communities and factors that affect development.

Students will learn that promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities. This is done through shared research practice, decision making, goal setting, self-management and cooperation skills. Curriculum content is explored in interactive, practical and engaging means.

This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

### **ASSESSMENT OUTLINE**

Investigations	30%
Production	55%
Response	15%

### **ADDITIONAL COURSE LEVY**

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

### **LEADS TO**

This course leads to Children Family and the Community General Units 3 and 4 in Year 12.

# NON-COMPULSORY COURSES

## DANCE GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Dance in Year 9 and/or Year 10

### COURSE OUTLINE

#### Unit 1- Exploring the Components of Dance

The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection, and response. Technologies and design concepts are introduced to the planning stage of dance creation.

A thorough study of dance genres enables students to place dance in its time and place to better understand its functions in society.

Dance Genres: **Contemporary and Jazz**

#### Unit 2 – Dance as Entertainment

Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.

Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Dance Genres: **Contemporary and Tap**

The course content is divided into three areas:

- Choreography: Choreographic processes, Dance language, Design concepts and technologies.
- Performance: Skills and technique, Safe and healthy dance, Experiential anatomy, Performance qualities and preparation responsibilities
- Contextual knowledge: Functions and contexts of dance, Case study

### ASSESSMENT OUTLINE

Performance/Production	70%
Response	30%

### EXCURSIONS/INCURSIONS/ CAMPS

Students will participate in an excursion to view a live Dance performance. This is a compulsory part of the course which may occur after school hours or on a weekend.

### LEADS TO

The successful completion of this course is the recommended prerequisite for Dance General Units 3 and 4 in Year 12.

# NON-COMPULSORY COURSES

## DRAMA GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

At least a C grade in English and successful completion of Drama in previous years

### COURSE OUTLINE

#### Unit 1 – Dramatic storytelling

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

#### Unit 2 – Drama performance events

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

### ASSESSMENT OUTLINE

Performance/Production	70%
Response	30%

### EXCURSIONS/INCURSIONS/ CAMPS

Students will participate in excursions and incursions. These are compulsory and are formally assessed. These will be in the form of workshops and live performances

### LEADS TO

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



# NON-COMPULSORY COURSES

## FOOD SCIENCE AND TECHNOLOGY GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Completed Year 9 or Year 10 Food Science and Technology and English with at least a C grade

### COURSE OUTLINE

Unit 1 focuses on sensory and physical properties of food that affect the consumption of raw and processed foods. Students will investigate the function of nutrients and apply these concepts to healthy eating. They will also investigate factors that influence the purchase of locally produced food commodities. Practical elements of this unit include devising food products, interpreting and adapting recipes, demonstrating mise-en-place, precision cutting skills and processing techniques to ensure safe food handling practices to prevent cross contamination. Students will understand the importance of using appropriate equipment, accurate measurements and working individually and in teams to generate food products.

Unit 2 focuses on the supply of staple foods, and students will recognise factors including processing systems that affect the sensory and physical properties of staple foods. Students will explore nutrition related health conditions which often require specialised diets and consider how food and beverage labelling and packaging requirements protect consumers and ensure safe, quality foods. Practical elements in this unit include evaluating food products and demonstrating a variety of safe workplace procedures, processing techniques and food handling practices.

### ASSESSMENT OUTLINE

Investigations	30%
Production	60%
Response	10%

### ADDITIONAL COURSE LEVY

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

### LEADS TO

This course leads to Food Science and Technology General Units 3 and 4 in Year 12.

# NON-COMPULSORY COURSES

## HUMAN BIOLOGY GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

A proven ability to work on long term individual or group tasks/ projects

### COURSE OUTLINE

This course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

### ASSESSMENT OUTLINE

Tests	40%
Practical Work	20%
Extended Answers	40%

### LEADS TO

This course leads to Human Biology General Units 3 and 4 in Year 12. The course content deals directly and indirectly with many different occupations in areas such as nursing, social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

# NON-COMPULSORY COURSES

## INTEGRATED SCIENCE GENERAL

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

### PREREQUISITES

At least a C grade in Semester 1 Science

### SUGGESTED BACKGROUND

A proven ability to work on long term individual or group tasks/ projects

### COURSE OUTLINE

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts.

The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems. Possible contexts which may be used for the teaching of the key concepts are:

- Forensic science
- Rocketry
- Kitchen chemistry
- Cosmetics
- Marine biology
- Mining

### ASSESSMENT OUTLINE

Tests	20%
Practical Work	50%
Extended Answers	30%

### EXCURSIONS/INCURSIONS/ CAMPS

Students may participate in an excursion relevant to the context being studied.

### LEADS TO

This course leads to Integrated Science General Units 3 and 4 in Year 12.

# NON-COMPULSORY COURSES

## MATERIALS DESIGN AND TECHNOLOGY METAL GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Prior experience in Design Technology Wood, Metal or Design

### COURSE OUTLINE

The Materials Design and Technology Metal General course has a focus on the design and manufacture of products using different metal sections. Students have the opportunity to develop their design skills which will lead to the manufacture of high-quality products.

Students will follow design briefs that will allow them to research materials, construction and finishes, analyse existing solutions and create suitable specifications. They will also produce designs and plan for the manufacture of a two high quality practical projects.

A range of practical skills will be developed using traditional and modern construction techniques that will include the use of hand tools, hand power tools and welding. These skills will be put to use and demonstrated in the manufacture of:

- A rocket stove
- A water feature

Theory elements of this course will include the properties of materials, project planning & costings, workshop terminology and occupational safety and health.

This course will provide students with a portfolio of evidence towards future careers in the fabrication, building & construction, plumbing and electrical trades industries. It also allows for students to build on knowledge gained in Vocational Education.

### ASSESSMENT OUTLINE

Design	25%
Production	60%
Response	15%

### ADDITIONAL COURSE LEVY

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

### LEADS TO

This course leads to Materials Design and Technology Metal General Units 3 and 4 in Year 12

# NON-COMPULSORY COURSES

## MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Prior experience in Design Technology Wood, Metal or Design

### COURSE OUTLINE

The Materials Design and Technology Wood General course has a focus on the design and manufacture of products using timbers and manufactured boards. Students have the opportunity to develop their design skills which will lead to the manufacture of high quality products.

Students will follow design briefs that will allow them to research materials, construction and finishes, analyse existing solutions and create suitable specifications. They will also produce designs and plan for the manufacture of a two high quality practical projects.

A range of practical skills will be developed using traditional and modern construction techniques that will include the use of hand tools, hand power tools and machinery. These skills will be put to use and demonstrated in the manufacture of:

- A side table
- A bar stool

Theory elements of this course will include the properties and aesthetics of materials, project planning & costings, workshop terminology and occupational safety and health.

This course will provide students with a portfolio of evidence towards future careers in the cabinetry, building & construction, carpentry and electrical trades industries. It also allow for students to build on knowledge gained in Vocational Education.

### ASSESSMENT OUTLINE

Design	25%
Production	60%
Response	15%

### ADDITIONAL COURSE LEVY

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

### LEADS TO

This course leads to Materials Design and Technology Wood General Units 3 and 4 in Year 12

# NON-COMPULSORY COURSES

## MATHEMATICS ESSENTIAL

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

### PREREQUISITES

At least a C grade in Mathematics General

### SUGGESTED BACKGROUND

A proven ability to work on long term individual or group tasks/ projects

### COURSE OUTLINE

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training. A range of technological applications and techniques will to be used in this course. The ability to choose when or when not to use some form of technology, and the ability to work flexibly with technology, are important skills.

#### Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. There are four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs. The number formats for the unit are whole numbers, decimals, common fractions, and common percentages, square and cubic numbers written with powers.

#### Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. There are four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion. The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

### ASSESSMENT OUTLINE

Responses (Tests)	50%
Practical applications and Statistical Investigation process	50%

### LEADS TO

This course is a prerequisite for Mathematics Essentials Units 3 and 4 in Year 12.

# NON-COMPULSORY COURSES

## MEDIA, PRODUCTION AND ANALYSIS GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

A high level of interest in studying and creating media texts

### COURSE OUTLINE

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. This course includes both written and practical components with a significant focus on the production of a variety of media types.

#### Unit 1 – Mass Media

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

#### Unit 2 – Point of view

Students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

### ASSESSMENT OUTLINE

Productions	70%
Response	30%

### LEADS TO

This course leads to Media, Production and Analysis General Units 3 and 4 in Year 12.

# NON-COMPULSORY COURSES

## MUSIC GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Prior experience in music

### COURSE OUTLINE

#### Unit 1 and 2

In these units, students develop their skills, knowledge and understanding to listen to, compose, perform, and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.

Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Components of the course:

- Performing
- Composing/Arranging
- Listening and responding
- Culture and society

### ASSESSMENT OUTLINE

Practical Component	40%
Written Component	60%

### LEADS TO

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



# NON-COMPULSORY COURSES

## OUTDOOR EDUCATION GENERAL

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

### PREREQUISITES

Year 9 and Year 10 Outdoor Education

### SUGGESTED BACKGROUND

A proven ability to work on long term individual or group tasks/ projects

### COURSE OUTLINE

This course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Students plan and participate in a range of outdoor activities, develop knowledge and skills for participating safely in these activities, learn to assess risk, and identify and apply appropriate management strategies and emergency response procedures.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

As part of this unit students will be required to participate in outdoor activities that will be dependent on group interest and resource availability and may include:

- Hiking
- Navigation
- Canoeing

### ASSESSMENT OUTLINE

Investigation	25%
Performance in outdoor activities	30%
Expedition skills	20%
Response (Expedition journal)	25%

### EXCURSIONS/INCURSIONS/ CAMPS

Students must participate in an expedition each semester. These are compulsory and are formally assessed.

### ADDITIONAL COURSE LEVY

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

### LEADS TO

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

# NON-COMPULSORY COURSES

## PHYSICAL EDUCATION STUDIES GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Physical Education Major

### COURSE OUTLINE

#### Unit 1

The focus for this unit is participation in physical activity. Within this broad focus, teachers select learning contexts that tap into their students' interests and develop their understanding about their own participation in physical activity. Students are introduced to fundamental movement concepts and the structure of their body that provide a basis for exploring their participation. In selected physical activities, students are introduced to a 'game sense' approach to understand tactical problems. Students use observation and simple qualitative methods to assess personal movement competency, undertake general fitness activities, practise interpersonal and mental skills and make decisions and set simple goals. They reflect on personal attitudes towards values associated with physical activity and the characteristics of the coach.

#### Unit 2

The focus for this unit is participation with peers. Within this broad focus, teachers select learning contexts that enable students to extend the depth and breadth of their knowledge of participation in physical activity. Selected learning contexts enable students to enhance their understanding of themselves and others. In selected physical activities and in response to problems that are encountered, students observe their peers and teach simple skills. This includes the implementation of skills and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making and strategies to enhance motivation. They plan and conduct warm-up and cool-downs and develop skills in sports first aid.

The essential content of the course is divided into three content areas:

- Movement, skills, strategies and tactics
- Physiological dimensions
- Social dimensions.

### ASSESSMENT OUTLINE

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

### LEADS TO

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

# NON-COMPULSORY COURSES

## VISUAL ARTS GENERAL

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

### PREREQUISITES

None

### SUGGESTED BACKGROUND

Prior experience in Visual Arts

### COURSE OUTLINE

#### Unit 1 – Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

#### Unit 2 – Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

The course content is divided into two areas:

- Art making: Inquiry, Visual language, Visual influence, Art practice, Presentation, and Reflection.
- Art interpretation: Visual analysis, Personal response, Meaning and purpose, Social, cultural and historical contexts.

### ASSESSMENT OUTLINE

Production	70%
Analysis	15%
Investigation	15%

### ADDITIONAL COURSE LEVY

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

### LEADS TO

This course leads to Visual Arts General Units 3 and 4 in Year 12.