



2024

YEAR 12

**CURRICULUM
HANDBOOK**

12

YEAR 12

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YEAR 12

VALUES & STRENGTHS FOR LIFE

Embracing the values taught over previous years and preparing to enter the real world as a mature, responsible, caring individuals who are able to contribute positively to the wider community.

FOREWORD

Students moving into Year 12 are embarking on the final leg of their schooling journey. Year 12 is a very exciting time where, like Year 11, students have crafted a pathway that prepares them for beyond school destinations. Our most senior students are entering into a very mature learning environment where the partnership in learning with teachers approaches much like that found in university, TAFE and training. Year 12 is also a shorter period and requires students to enter the year having reflected on both their strengths and challenges in learning that will ultimately lead them to their goals.

The Year 12 experience, like all other years, is underpinned by an approach that supports health and wellbeing. There are opportunities for a student to exercise leadership; maintain or develop involvement in Christian Service Learning, Sport or Cultural pursuits and develop the skills to maintain positive emotions and relationships. We aim to assist young adults to transition beyond school with a healthy work-life balance. The students continue to receive the support they require in planning and consolidating career pathways.

The Year 12 Curriculum Handbook is designed to assist you and your son or daughter with any refinement that is needed to their study program for the Year 12 experience. It is most thorough in providing you with the necessary information you need for understanding courses on offer. Please take the time to study the booklet and make contact with the relevant staff member should you need more assistance.

I look forward to continuing the MCC learning journey with your child.

Mr Troy Francesconi
PRINCIPAL



CHRISTIAN SERVICE LEARNING

The Christian Service Learning Program 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.

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, encouraging 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 impacts 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 other", 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.

Christian Service is defined as:

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

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

- Conducted out of school hours
- Completed individually or collaboratively
- At least more than one different type of service activity
- 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. In order to meet the College Graduation Policy, 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 12 students. Students are encouraged to keep them in mind as they set goals for Year Twelve.

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 & 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 art.

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 2020*, available at www.scsa.wa.edu.au. In response to these requirements, the College sets the following guidelines for all students to adhere when selecting courses for Year 12.

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. Students enrolled in ATAR pathway have the choice to study only five (5) courses in Year 12 if approved by the College.
- **ATAR students must choose at least four (4) ATAR courses for Year 12.**
- **VET students will do the course** Career and Enterprise General incorporating Workplace Learning.

BREADTH AND DEPTH REQUIREMENTS

- **Students must complete one English course** in Year 11 and 12.
- **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 and Enterprise Career & Enterprise Children, Family & Community Dance Drama Economics English Geography Italian Literature Media Production & Analysis Modern History Music Religion & Life Visual Arts	Accounting & Finance Biology Chemistry Design Food Science & Technology Human Biology Integrated Science Materials Design Technology Mathematics Outdoor Education Physical Education Studies Physics Psychology

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 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 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.



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"> • This pathway provides access to both university and Training Institutes • A total of five (5) or six (6) courses including Religion and Life and an English course • External examinations in at least four courses in Year 12 <p>See Page 10 for more information.</p>	<ul style="list-style-type: none"> • This pathway provides access to employment, Training Institutes and alternative entry to university. • A total of five (5) or six (6) courses including : <ul style="list-style-type: none"> - Religion and Life General - English General - Career and Enterprise OR Certificate II Skills for Work & Vocational Pathways incorporating Workplace Learning, based on discussion with HoLA • Work experience • Off-site training • Externally Set Tasks in Year 12 <p>See Page 9 for more information.</p>

COURSES OFFERED

Courses listed on the following pages will be offered to Year 12 students for 2024. Whilst every effort is made to enable students to continue with courses commenced in Year 11, there may be instances where this is not possible. 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 12 courses. These prerequisites are included in the course information on pages in this document and are based on performance in Year 11 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 pre-requisite for enrolment. Even where it is not a formal pre-requisite 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 Principal 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

Any student requiring course counselling can contact their Head of Year who can assist and refer them to the following if required:

- Head of Learning Area
- Careers Counsellor
- Dean of Campus (timetabling)
- Head of Vocational Education and Training
- Dean of Education / Deputy Principal of Teaching and Learning

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 best ATAR possible.
- **Prerequisites for some University Courses**
Please refer to the *TISC University Admission 2025 Guide* or go to 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 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.

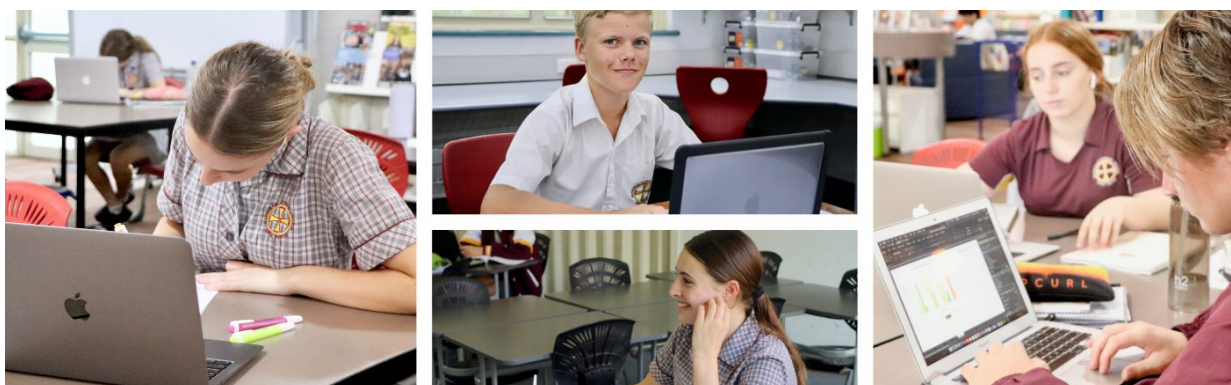
HOW AN ATAR IS CALCULATED

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*.



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"> Religion and Life General English General Career and Enterprise OR Certificate II Skills for Work & Vocational Pathways incorporating Workplace Learning, based on discussion with HoLA 	<ul style="list-style-type: none"> At least one (1) must be a General List B course. 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 Programmes. <p>All Year 12 students enrolled in Units 3 and 4 of a General course must complete the Externally Set Task for each General subject.</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:

Murdoch University TLC 110

Students complete a first year university unit and, on successful completion, may be offered a place at Murdoch University. For further details see the Head of Vocational Programmes.

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; finding these will be the primary responsibility of 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.

Pre Apprenticeship in Schools (PAiS)

If you are interested in an apprenticeship when you finish Year 11 or 12, then Pre Apprenticeship in Schools (PAiS) pathway is for you. PAiS 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 are the perfect introduction into the world of work. Students combine their Year 11 or 12 studies with a VET program, enabling them to get real hands-on experience, learn practical skills and gain insight into the needs of their chosen industry. Success in your VETfS Pathway Program may lead to employment and/or provide a pathway to further education. All information on certificate courses is available on the College website and Training Institute websites. These are updated regularly.

ENROLMENT PROCEDURE for the VET PROGRAMME

Students are responsible for enrolment in Off-campus training. Applications can be collected from the VET office. Applications for Courses close in August. An application form for Workplace Learning is to be 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 in a variety of situations. For further information contact the Head of VET, Mrs Fiona Black, at Fiona.Black@cewa.edu.au.

YEAR 12

COMPULSORY COURSES



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

Successful completion of Religion and Life ATAR Units 1 and 2

COURSE OUTLINE

Unit 3

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

The unit explores the connections and challenges that arise for individuals and societies from the interplay over time between religion and life. Using a variety of sources students examine the role of religion in societies and in particular, Australian society.

The unit analyses the impact of changes on society and how these changes shape ways that individuals and groups interact with religion, and how religion responds and adapts to change. Students develop research questions about how society, individuals and religion interact. They create, expand or modify their understandings of religion and how religion responds to current questions and concerns.

Unit 4

The focus for this unit is freedom and religion. This unit explores the human desire to become responsible and free and examines religious understandings of freedom and how religion responds to issues that arise. The range of ideas, values and attitudes that exist in society are examined by exploring possible sources of influence on people and how they live within societies, particularly in Australian society. Students also analyse and assess the development and consequences of trends in society and the effects these trends may have on people and their desire to be free.

ASSESSMENT OUTLINE

Response Exposition	20-40%
Investigation	20-40%
Response Analysis	20-40%
Examination	30%

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

COURSE OUTLINE

Unit 3

The focus for this unit is **religion and lifestyles**. Students explore the choices people make to live different lifestyles and how religion influences the way they live their chosen lifestyles. They examine the lives of people who have made life choices based on religious ideals. Students outline how religion has formed the beliefs and values of these people to follow particular directions in their lives. They investigate the different ways people choose to live their lives and other key influences on lifestyle choices in a society such as Australia. Students describe how religion offers guidance for the different lifestyle choices people make. They establish what guidance, structures and teachings religion offers people in their lifestyle choices. They collect and draw on source documents on religion and society to make conclusions about the role of religion in influencing lifestyle choices.

Unit 4

The focus for this unit is **religion and decision-making**. The unit investigates responsible decision-making in society from a religious perspective. Students identify how religion influences moral decision-making and investigate what norms, regulations and structures are offered by religion to assist people to make decisions that are in the best interests of the whole of society. The unit explores the sorts of decisions that people in a society such as Australia need to make in order to be a just society. Students identify issues that affect Australian society. They develop skills needed to research ideas and attitudes prevalent in the society and evaluate the impact of religion in providing just responses.

ASSESSMENT OUTLINE

Investigation	30%
Explanation	30%
Source Analysis	25%
Externally Set Task	15%

COMPULSORY COURSES

ENGLISH - ATAR

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

PREREQUISITES

A minimum of 60% in English ATAR Units 1 and 2

SUGGESTED BACKGROUND

A high level of competency in written essays and an ability to comprehend sophisticated texts. Those students who read regularly will adapt more easily to the reading requirements of this course. A wide contextual knowledge base of national and world issues is also necessary.

COURSE OUTLINE

Unit 3

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

Unit 4

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

ASSESSMENT OUTLINE

Responding	35%
Creating	35%
Examinations	30%

EXCURSIONS/INCURSIONS/CAMPS

An excursion to the Curtin University English and Literature Conference is scheduled, to hear from lecturers and SCSA Examiners in order to prepare for the English ATAR Exam. Attendance at this excursion, is considered compulsory.

COMPULSORY COURSES

LITERATURE - ATAR

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

PREREQUISITES

A minimum of 65% in Year 11 ATAR Literature

COURSE OUTLINE

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. In this course, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Unit 3

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

Unit 4

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

ASSESSMENT OUTLINE

Extended Written Response	15%
Short Written Response	35%
Creative production of literary texts	10%
Oral	10%
Examination	30%

EXCURSIONS/INCURSIONS/CAMPS

An excursion to the Curtin University English and Literature Conference is scheduled to hear from lecturers and SCSA Examiners in order to prepare for the Literature ATAR Exam. Attendance at this excursion, is considered compulsory. Where possible, depending on venue and available productions, an excursion to view a drama performance will be arranged for students. Attendance at this excursion is highly encouraged.

COMPULSORY COURSES

ENGLISH - GENERAL

This course is compulsory for Vocational Education & Training students (not available for ATAR students). This is primarily designed for entrance to training institutes or employment.

PREREQUISITES

Completion of English General or ATAR Units 1 and 2

COURSE OUTLINE

This course is designed for students following a VET pathway who are not intending to make direct entry to university through ATAR. It focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

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

Unit 4

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

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

ASSESSMENT OUTLINE

Responding	40%
Creating	45%
Externally Set Task	15%

COMPULSORY COURSES

CERTIFICATE II SKILLS FOR WORK, VOCATIONAL PATHWAYS & WORKPLACE LEARNING

This course is compulsory for Vocational Education & Training students (not available for ATAR students). This is primarily designed for entrance to training institutes or employment.

PREREQUISITES

Students must complete an application form in Term 3. Interviews are conducted in Term 4. Students must have a positive attitude to learning and to school. They will need to be willing to accept the challenge of being an independent learner.

COURSE OUTLINE

Certificate II in Skills for Work and Vocational Pathways

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Workplace Learning

Workplace Learning is a SCSA endorsed program. To complete this endorsed program, a student works in one or more real workplaces 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 Workplace Learning Logbook. They must also provide evidence of their knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace. This programme has been designed primarily for students wishing to gain Institute entry or direct entry to the work force.

On the Job Training: Students spend one day per week in the workplace. The course Workplace Learning is completed through assessment in the workplace. Students have a choice of the vocational area they would like to pursue.

Off the Job Training: Students will complete VET units at Mandurah Catholic College and other institutions. This gives them both an understanding of how Institutes operate and the opportunity to complete VET Units / Modules that contribute to Secondary Graduation.

ASSESSMENT OUTLINE

Students must demonstrate achievement of all skills from the Employability Skills List.

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 Finance Officer.

Note: Most students will complete courses provided by external Institutes. Whilst these courses can be expensive, the cost of the vast majority and the administration will be covered by the College.

COMPULSORY COURSES

BUSINESS MANAGEMENT AND ENTERPRISE - GENERAL

SUGGESTED BACKGROUND

Preferably at least C grade in Year 11 General Business Management and Enterprise.

COURSE OUTLINE

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

Unit 3

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

ASSESSMENT OUTLINE

Business research	30%
Response	55%
Externally Set Task	15%

EXCURSIONS/INCURSIONS/CAMPS

Business/Corporate speakers will be invited to discuss enterprise and business ideas. Possible excursions to support student learning.

YEAR 12

ELECTIVE COURSES ATAR



ELECTIVE COURSES ATAR

ACCOUNTING AND FINANCE - ATAR

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

PREREQUISITES

60% or above in Accounting and Finance ATAR Units 1 and 2

COURSE OUTLINE

This course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved. Financial matters affect every member of our society. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. The course empowers them, giving them an understanding of the local, national and global influences on financial matters. It gives them the problem-solving skills to operate at many levels of financial decision making, from banking transactions to the management of personal investments and the financial planning and control of businesses. Students develop an understanding of the fundamentals on which accounting and financial management are based.

Unit 3 focuses on **internal management for business**. The unit distinguishes between internal and external reporting requirements. On completion of this unit the student should be able to:

- prepare and interpret budgets and performance reports in relation to forecasting a business's future
- use cost accounting techniques such as CVP analysis and capital investment budgeting in order to assist with decision-making processes
- identify the costs and potential income associated with engaging in socially and environmentally responsible practice
- learn about the importance of short and long term planning for business.

Unit 4 focuses on **Australian reporting entities and how they are regulated** by the *Corporations Act 2001*. On completion of this unit the student should be able to:

- prepare financial statements for a reporting entity using the Framework for the preparation and Presentation of General Purpose Financial Reports (The Framework) and the Accounting Standards
- identify and evaluate the financing options of larger entities, particularly in relation to conformity with basic principles, including profitability and stability
- become familiar with corporate social disclosure issues and ethical behaviour within corporations

ASSESSMENT OUTLINE

Tests	50%
Project	10%
Examination	40%

ELECTIVE COURSES ATAR

BIOLOGY - ATAR

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

PREREQUISITES

A minimum of 55% in Biology ATAR Units 1 and 2

COURSE OUTLINE

A unique appreciation of life and a better understanding of the living world are gained through studying this course. It 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.

Unit 3 – Continuity of species

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

Unit 4 – Surviving in a changing environment

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

ASSESSMENT OUTLINE

Examinations	50%
Tests	20%
Practical Work	20%
Extended Answers	10%

EXCURSIONS/INCURSIONS/CAMPS

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

ELECTIVE COURSES ATAR

CHEMISTRY - ATAR

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

PREREQUISITES

A minimum of 55% in Chemistry ATAR Units 1 and 2 or teacher recommendation

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.

Unit 3 – Equilibrium, acids and bases, and redox reactions

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

Unit 4 – Organic chemistry and chemical synthesis

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

ASSESSMENT OUTLINE

Examinations	50%
Tests	20%
Practical Work	20%
Extended Answers	10%

ELECTIVE COURSES ATAR

DANCE - ATAR

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

PREREQUISITES

At least 60% in Dance ATAR Units 1 and 2, and competence in English

COURSE OUTLINE

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related Arts fields.

Dance Genre: Contemporary

Unit 3 – Youth voice

This unit focuses on creating dance that explores original concepts and expresses personal ideas. The students will consider how dance reflects and is shaped by society and its values.

Unit 4 – Extending the boundaries

This unit focuses on the development of choreographic ideas to create unique dance work with personal style. The students analyse critically and evaluate the relationships between dance works, audiences and contexts.

ASSESSMENT OUTLINE

Practical Assessments 50%
Written Assessments 50%

EXCURSIONS/INCURSIONS/CAMPS

Students participate in an incursion and/or excursion. This will be compulsory and formally assessed.

ELECTIVE COURSES ATAR

DESIGN - ATAR

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

PREREQUISITES

A minimum of 60% in Design ATAR Units 1 & 2

SUGGESTED BACKGROUND

Design

COURSE OUTLINE

The aim the course is to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attributes, messages and information are effectively communicated to specific audiences. Students will develop a competitive edge for current and future industry and employment markets.

This course provides knowledge and understanding 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.

It will emphasis the scope of design in professional and trade based industries. Through two main focii, students will develop their knowledge and understanding in:

- Responsible Design; In this unit, students become aware of the legal, ethical and environmental responsibilities of a designer as they focus on the development of useful, sustainable and or ethical design forms.
- Influential Design; In this unit, students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.

By following the principles of "Design Thinking", the students will develop and showcase innovative, user-friendly, and meaningful solutions that have a higher chance of resonating with their target audience and effectively addressing their needs.

They will examine how these environments communicate to the lives of an individual client or user group. Students will analyse their client's needs, and by using their skills in design, research, development and solve problems associated with these client needs and these environments. Students will design and produce stimulating visual design solutions that are presented in the form of a portfolio. This will include concept sketching, developing and Computer Aided Design and Manufacture.

Some of the key principles and characteristics of Design Thinking include:

- User-Centric: It priorities empathy and understanding of the users' needs and experiences, allowing designers to create solutions that truly address the users' wants and needs
- Iterative Process: Design Thinking is an iterative and non-linear process that involves repeated cycles of problem exploration, idea generation, prototyping, and testing. This iterative approach allows for constant refinement and improvement of the solutions.
- Visualisation and Prototyping: Design Thinking emphasises visualising ideas and creating prototypes to help better understand concepts and gather feedback early in the design process. This iterative prototyping allows for faster learning and adaptation

ASSESSMENT OUTLINE

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

ELECTIVE COURSES ATAR

DRAMA - ATAR

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

PREREQUISITES

Successful completion of Drama ATAR Units 1 and 2 and English ATAR Units 1 and 2

COURSE OUTLINE

Unit 3 Reinterpretation of drama for contemporary audiences

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. Students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

Unit 4 Contemporary and devised drama

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. Students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

ASSESSMENT OUTLINE

Practical Component

Performance/Production	60%
Practical Examination	40%

Written Component

Response	60%
Written Examination	40%

EXCURSIONS/INCURSIONS/CAMPS

Students will participate in two excursions to see a live performance and participate in a lighting workshop. These will be compulsory class events and are formally assessed.

ELECTIVE COURSES ATAR

GEOGRAPHY – ATAR

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

PREREQUISITES

Preferably, at least 60% in Geography ATAR Units 1 and 2

COURSE OUTLINE

The study of geography draws on students' 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.

Unit 3 – Global environmental change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on global climate. Land cover transformations have changed global climate through their interaction with atmospheric and ecological systems. Conversely, climate change is producing further land cover changes. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change.

Unit 4 – Planning sustainable places

Challenges exist in designing urban places to render them more productive, vibrant, and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects the rate of world population growth, it has created a range of challenges for urban and rural places. Students examine challenges in metropolitan Perth and challenges faced in a megacity, such as New York City.

ASSESSMENT OUTLINE

Geography inquiry/ fieldwork	20%
Response/ practical skills	40%
Examination	40%

EXCURSIONS/INCURSIONS/CAMPS

Students will be required to complete fieldwork, which is vital component of their course work and as such, will be assessed.

ELECTIVE COURSES ATAR

HUMAN BIOLOGY - ATAR

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

PREREQUISITES

A minimum of 55% in Human Biology ATAR Units 1 and 2

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.

Unit 3: Endocrine system, Central and peripheral nervous system, Homeostasis, Response to infection

Unit 4: Mutations, Gene pools, Evidence for evolution, Hominid evolutionary trends

ASSESSMENT OUTLINE

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

ELECTIVE COURSES ATAR

MATHEMATICS APPLICATIONS- ATAR

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

PREREQUISITES

Successful completion of Mathematics Applications Units 1 and 2
A student may be enrolled in Mathematics Methods in addition to Mathematics Applications

COURSE OUTLINE

Unit 3

Bivariate data analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. Students are taught to apply the statistical investigation process.

Growth and decay in sequences employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

Graphs and networks introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Unit 4

Time series analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. Students are taught to apply the statistical investigation process.

Loans investments and annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

Networks and decision mathematics uses networks to model and aid decision making in practical situations.

ASSESSMENT OUTLINE

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

ELECTIVE COURSES ATAR

MATHEMATICS METHODS

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

PREREQUISITES

Successful completion of Mathematics Methods Units 1 and 2
A student may be enrolled in Mathematics Applications in addition to Mathematics Methods

COURSE OUTLINE

Unit 3

The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Unit 4

The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In this course, statistical inference is restricted to estimating proportions in two-outcome populations.

ASSESSMENT OUTLINE

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

ELECTIVE COURSES ATAR

MATHEMATICS SPECIALIST

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

PREREQUISITES

Successful completion of Mathematics Specialist Units 1 and 2

COREQUISITES

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

COURSE OUTLINE

Unit 3

The study of **vectors** was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of **complex numbers** was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of **functions** and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

Unit 4

In Unit 4, the study of **differentiation** and **integration** of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of **statistical inference** for the distribution of sample means and confidence intervals for sample means.

ASSESSMENT OUTLINE

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

ELECTIVE COURSES ATAR

MEDIA, PRODUCTION AND ANALYSIS - ATAR

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

PREREQUISITES

A minimum of 60% in Media, Production & Analysis ATAR Units 1 and 2 and at least a C grade in English ATAR Units 1 and 2

SUGGESTED BACKGROUND

An interest in all aspects of filmmaking and media production.

COURSE OUTLINE

Media has the power to entertain, amuse, move us and at times upset and anger us. But at the same time it can provoke discussion and the development of opinions and points of view. Students in this course will apply both a practical and theoretical understanding of Media to produce and analyse a wide range of Media texts for different purposes and for different audiences.

Unit 3: Media Art

Students will analyse, view, listen to and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences' interpretations. They consider the representation of values and technological developments that influence perceptions of art within media work.

Unit 4: Power and Persuasion

Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences.

Topics covered include:

- Art and National Cinemas, Independent films
- Propaganda, documentaries and the power of Media.
- Production skills: Camera/filming techniques, editing skills and producing.

The final WACE examination score will comprise a production task worth 50%. The other 50% will include the written external examination. For the practical component of this course students will specialise in a Media role. For example: editing or cinematography.

ASSESSMENT OUTLINE

Productions	50%
Written Responses	20%
Examinations	30%

EXCURSIONS/INCURSIONS/CAMPS

Students will participate in an editing incursion. This is compulsory and will benefit students in the editing of their final productions. Students will also participate in an excursion to the Media Perspectives Showcase.

ELECTIVE COURSES ATAR

MODERN HISTORY - ATAR

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

PREREQUISITES

A minimum of 60% in Modern History ATAR Units 1 and 2 and or at least 60% in English ATAR or Literature ATAR Units 1 and 2.

COURSE OUTLINE

Unit 3

This unit focuses on China during a tumultuous period, from 1935 through to 1989. During this time China transformed from being weak, divided and an exploited Empire to a Socialist Republic that was on the cusp of becoming the world's largest Empire, along with the United States, the world's most influential nation. This change involved revolution, war with other countries, invasion, mammoth and rapid changes to its society that brought both great suffering and economic development and political upheaval. During this time the figure of Mao Zedong emerged, one of the dominant leaders of the century. He was then superseded by Deng Xiaoping, who led the transformation of China into a Capitalist economy.

Today, China has emerged as the world's second largest economy and is Australia's second largest trading partner. Understanding China is understanding the modern world. Australia's future is increasingly tied to China and so the study of this nation's history is a tool to engaging in Australia's future.

Australia's relations with China will only continue to grow into the future and a knowledge of China's history greatly enhances one's understanding of the decisions and policies made by the Chinese government.

Unit 4

This unit of modern history focuses on events in Europe from the end of the Second World War up until the collapse of the Soviet Union. It examines the impact of the ideological divide between communism and capitalism and how it affected the lives of everyday citizens and also influenced world events. During this time Europe transformed from a continent made up of different counties devastated by war into an economic superpower that today has far reaching global influence.

Europe was also a key setting for the Cold War, the global competition between the United States and the USSR. Perhaps the key event during this period was the collapse of the Soviet Union which set into motion the events that dominate the news today and have global impact. These include the migration crisis into Europe, Brexit, the war in Ukraine and the economic challenges now faced by Europe. The recent death of Mikhail Gorbachev illustrates the relevance of this unit.

ASSESSMENT OUTLINE

Historical Inquiry	20%
Explanation	20%
Source Analysis	20%
Examinations	40%

EXCURSIONS/INCURSIONS/CAMPS

It is recommended that students attend HTAWA's Year 12 ATAR Revision Seminar on a Saturday in either Bunbury or Perth.

ELECTIVE COURSES ATAR

OUTDOOR EDUCATION - ATAR

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

PREREQUISITES

A minimum of 60% in Outdoor Education ATAR Units 1 and 2

COURSE OUTLINE

Unit 3

The focus for this unit is outdoor program development. This provides the opportunity for students to address planning considerations, including risk assessment and management, emergency response and logistical planning in the outdoors. In this unit, students plan and then participate in an extended expedition. Students use theories and models to determine how these programs impact on personal and group development and understand leadership strategies to add value to outdoor experiences. They continue to develop a deeper understanding of the environment and its current state, examine how human relationships with the environment have changed over time, and develop strategies to encourage positive relationships with nature in others.

Unit 4

The focus for this unit is developing and facilitating outdoor experiences. Students draw from their previous experiences and knowledge to synthesise a range of ideas, skills, technologies and processes to develop, manage, instruct and facilitate experiences in the outdoors. They explore applications of outdoor experiences that address issues and requirements of specific groups. Students continue to develop and apply theoretical understandings in facilitating experiential learning, and use instructional strategies to assist others to develop a positive relationship with nature. They understand the concepts related to outdoor leadership and provide meaningful experiences for people to explore values related to self, others and the environment.

As part of this course students will be required to participate in outdoor activities such as Sea Kayaking and Mountain Biking.

ASSESSMENT OUTLINE

Investigation (Expedition planning)	10%
Performance 1 (Sea Kayaking and Mountain Biking)	10%
Performance 2 (Expedition performance)	20%
Response (Expedition journal)	20%
Exam	40%

EXCURSIONS/INCURSIONS/CAMPS

Students will participate in one expedition (five days) and one excursion (one day). 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 Finance Officer.

ELECTIVE COURSES ATAR

PHYSICAL EDUCATION STUDIES - ATAR

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

PREREQUISITES

A minimum of 60% in Physical Education Studies ATAR Units 1 and 2

SUGGESTED BACKGROUND

Sporting background (preferably school/club level)

COURSE OUTLINE

Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings, to improve the performance of themselves and others in physical activity.

Unit 4

The focus of this unit is to extend understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

ASSESSMENT OUTLINE

Theory (Investigation, Response, Examination)	70%
Practical (including Practical Examination)	30%

ELECTIVE COURSES ATAR

PHYSICS - ATAR

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

PREREQUISITES

A minimum of 55% in Physics ATAR Units 1 and 2

COURSE OUTLINE

In this course students 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.

Unit 3 – Gravity and electromagnetism

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

Unit 4 – Revolutions in modern physics

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

ASSESSMENT OUTLINE

Examinations	50%
Tests	30%
Practical Work	20%

EXCURSIONS/INCURSIONS/CAMPS

Students may be invited to participate in an excursion Gingin Gravity Centre and Speed Dome.

ELECTIVE COURSES ATAR

PSYCHOLOGY - ATAR

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

PREREQUISITES

It is preferred that students have at least 60% in Psychology ATAR Units 1 and 2

SUGGESTED BACKGROUND

A preferred background in Mathematics and Science courses

COURSE OUTLINE

Psychology is the scientific study of how people think, feel and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought. Students will be introduced to a variety of psychological theories, studies, and concepts and make conclusions using empirical evidence. Students develop the skills knowledge to various contexts to explain thoughts, feelings and behaviours in the everyday world.

Unit 3 – Memory and learning

Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world. Memory and learning form core components of cognitive psychology. In this unit, students learn the roles of sensation, perception and attention in memory and focus on specific structures of the brain that affect memory. Theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.

Unit 4 – Psychology of motivation, wellbeing and health

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, with application to stress and sleep. Students learn psychological models and techniques to improve wellbeing in these contexts. Reference to Science inquiry, and research is applied to contemporary topics throughout this course of study.

ASSESSMENT OUTLINE

Science Inquiry	20%
Response	40%
Examinations	40%

EXCURSIONS/INCURSIONS/CAMPS

Students will participate in an excursion to Perth Zoo to study behaviour modification techniques. Cost will be calculated nearer the date of the excursion.

ELECTIVE COURSES ATAR

VISUAL ARTS - ATAR

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

PREREQUISITES

At least 60% in Visual Arts ATAR Units 1 and 2, and competence in English

SUGGESTED BACKGROUND

Successful completion of Visual Arts ATAR Units 1 and 2 or Visual Arts General Units 1 and 2.

COURSE OUTLINE

In this course students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students 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 3 – Commentaries

Students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

Unit 4 – Points of View

Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

The course content is divided into two major outcomes:

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%
Examinations	20%

EXCURSIONS/INCURSIONS/CAMPS

Students participate in an art incursion and/or excursion. This will be compulsory and 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 Finance Officer.

ELECTIVE COURSES ATAR

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 and may also be available at Mandurah Catholic College are:

- Biology ATAR
- Curtin UniReady
- Design (Graphic Design) ATAR
- Earth and Environmental Science ATAR
- Economics ATAR
- Geography ATAR
- Health Studies ATAR
- Human Biology ATAR
- Italian: Second Language ATAR
- Maths Specialist ATAR
- Modern History ATAR
- Politics and Law ATAR
- Psychology ATAR

If you are interested in studying a course through the ViSN program please read the Virtual School Network Handbook and speak with the Dean of Campus (timetabling), Dean of Education or Deputy Principal of Teaching and Learning. You will be required to complete additional documentation and have an interview. Places are limited.

YEAR 12

ELECTIVE COURSES



ELECTIVE COURSES

CHILDREN, FAMILY AND THE COMMUNITY GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Children, Family and the Community General Units 1 and 2

COURSE OUTLINE

This course focuses on factors that influence human development and the wellbeing of individuals, families and communities.

Students will gain an understanding of the social, cultural, environmental, political and technological factors which impact on individuals and families to develop skills, lead healthy lives and be valuable members of society.

Through the study of developmental theories, students will develop an understanding of human growth and the domains of development. They will develop an appreciation of how the creation of environments promote optimal growth and development of individuals, families and communities and how they affect and influence society as a whole. Students will communicate and interact with children, families and community groups in practical ways.

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

ASSESSMENT OUTLINE

Investigation	25%
Production	50%
Response	10%
Externally Set Task	15%

ELECTIVE COURSES

DANCE - GENERAL

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

SUGGESTED BACKGROUND

Success in Year 10 Dance and/or competence achieved from studying the Dance course in Year 11.

COURSE OUTLINE

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of it's meaning. It allows students to make and present dance relevant to their lives.

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related Arts fields.

Dance Genres: Contemporary and Jazz

Unit 3 – Popular culture

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

Unit 4 – Australian dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

ASSESSMENT OUTLINE

Practical Work	65%
Written Work	20%
Written Externally Set Task (EST)	15%

EXCURSIONS/INCURSIONS/CAMPS

Students will participate in an incursion and/or excursion. This will be compulsory and formally assessed.

ELECTIVE COURSES

DRAMA - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Successful completion of Drama General Units 2 and 3 and at least a C in English General Units 1 and 2

COURSE OUTLINE

Unit 3 – Dramatic storytelling

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 4 – Drama performance events

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

Performances / Production	55%
Response	30%
Externally Set Task	15%

EXCURSIONS/INCURSIONS/CAMPS

Students will participate in two excursions including a lighting workshop and a visit to the theatre to view a live theatre performance. Students will also participate in an incursion where they will work with a professional actor.

ELECTIVE COURSES

FOOD SCIENCE AND TECHNOLOGY - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Food Science and Technology General Units 1 and 2

COURSE OUTLINE

In this course students will further develop their interests and skills through the design, production, and management of food related tasks.

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

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in innovative and creative ways to prepare and process food.

Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled, and stored to guide the production and provision of food.

Students investigate the food supply chain and value adding techniques applied to food to meet consumer and producer requirements. Students explore influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement the principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

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

This knowledge will enable students to connect further education to enhance employability and career opportunities in areas such as nutrition, health, community services and hospitality.

ASSESSMENT OUTLINE

Investigations	30%
Production	40%
Response	15%
Externally set test	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 Finance Officer.

ELECTIVE COURSES

INTEGRATED SCIENCE - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Successful completion of Integrated Science Units 1 & 2 and a proven ability to work on long term individual or group tasks/ projects

COURSE OUTLINE

This 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 includes aspects of biology, chemistry, geology and physics. Students conduct practical investigations that encourage them to apply what they have learnt to real-world situations and systems.

Possible contexts which may be used for the teaching of the key concepts in Unit 3 are:

- Local ecosystem studies
- Wetland ecology
- Marine ecology
- Aquaculture
- Viticulture
- Horticulture

Possible contexts which may be used for the teaching of the key concepts in Unit 4 are:

- Vehicles and drivers
- Rocketry
- Waster
- Kitchen chemistry
- Cometics

ASSESSMENT OUTLINE

Tests	15%
Practical Work	40%
Extended Answers	30%
Externally Set Task	15%

EXCURSIONS/INCURSIONS/CAMPS

Students may participate in an excursion to AQWA.

ELECTIVE COURSES

MATERIALS DESIGN AND TECHNOLOGY METAL GENERAL

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

SUGGESTED BACKGROUND

Success in Year 11 Materials Design and Technology Metal General Units 1 and 2

COURSE OUTLINE

Units 3 and **4** will be taught concurrently, producing a single portfolio of design evidence. This will then lead to the planning and manufacture of an Outdoor Furniture Setting.

Unit 3

Students will further develop an understanding of the elements and fundamentals of design involved in the production of their practical projects.

They develop creative thinking strategies, learning about the classification and properties of a variety of Metals and assorted sections, that may be suitable for solving a design need.

Students learn about the design, development, planning and manufacturing skills and techniques, required to create high quality metal projects. They also learn about ongoing evaluation through the manufacture, as well as the practical application of Occupational Safety and Health in the planning and manufacture processes.

Unit 4

Students will learn about the designing of a project for a client, target audience or market. They will apply their understanding of the elements and fundamentals of design and consider human factors involved in the designing of their projects.

Students will learn about the nature, properties and environmental impacts such as recycling, related to a variety of materials and production techniques, whilst develop thinking strategies in the design and manufacture of their metal based projects.

Students will continue to develop and demonstrate their knowledge of safe working practices, and manufacturing techniques required to manage the different stages of manufacturing projects.

ASSESSMENT OUTLINE

Design	25%
Production	50%
Response	10%
Externally Set Task	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 Finance Bursar.

ELECTIVE COURSES

MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL

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

SUGGESTED BACKGROUND

Success in Year 11 Materials Design and Technology Wood General Units 1 and 2

COURSE OUTLINE

Units 3 and **4** will be taught concurrently, producing a single portfolio of design evidence. This will then lead to the planning and manufacture of a Hall Table with storage.

Unit 3

Students will further develop an understanding of the elements and fundamentals of design involved in the production of their practical projects.

They develop creative thinking strategies, learning about the classification and properties of a variety of Timbers and Manufactured Boards, that may be suitable for solving a design need.

Students learn about the design, development, planning and manufacturing skills and techniques, required to create high quality timber projects. They also learn about ongoing evaluation through the manufacture, as well as the practical application of Occupational Safety and Health in the planning and manufacture processes.

Unit 4

Students will learn about the designing of a project for a client, target audience or market. They will apply their understanding of the elements and fundamentals of design and consider human factors involved in the designing of their projects.

Students will learn about the nature, properties and environmental impacts such as recycling, related to a variety of materials and production techniques, whilst develop thinking strategies in the design and manufacture of their timber based projects.

Students will continue to develop and demonstrate their knowledge of safe working practices, and manufacturing techniques required to manage the different stages of manufacturing projects.

ASSESSMENT OUTLINE

Design	25%
Production	50%
Response	10%
Externally Set Task	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 Finance Bursar.

ELECTIVE COURSES

MATHEMATICS ESSENTIAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Successful completion of Mathematics Essential Units 1 and 2

COURSE OUTLINE

Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

Topics in this unit - Measurement; Scales, plans and models; Graphs in practical situations; and Data collection – are explored in a context which is meaningful. Possible contexts are Construction and design, and Medicine. The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

Topics in this unit - Probability and relative frequencies; Earth geometry and time zones; and Loans and compound interest – are explored in a context which is meaningful. Possible contexts are Finance, and Travel. The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

ASSESSMENT OUTLINE

Responses (Tests)	40%
Practical applications and Statistical Investigation process	45%
Externally Set Task	15%

ELECTIVE COURSES

MEDIA PRODUCTION AND ANALYSIS - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

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. Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process. Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their work. Students will also choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences.

ASSESSMENT OUTLINE

Response	30%
Production	70%

ELECTIVE COURSES

OUTDOOR EDUCATION - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Outdoor Education General Units 1 and 2

COURSE OUTLINE

Unit 3 description – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. They participate in outdoor adventure activities such as snorkelling and climbing where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

Unit 4 description – Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. They engage in outdoor activities such as mountain biking and abseiling where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience and conflict resolution skills. They lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

ASSESSMENT OUTLINE

Investigation	15 %
Performance 1 (Practical Skills Assessment)	30 %
Performance 2 (Expedition performance)	20 %
Response (Expedition journal)	20 %
Externally Set Task	15 %

EXCURSIONS/INCURSIONS/CAMP

Students will participate in a three day expedition and a two day expedition in a natural environment. These are compulsory and formally assessed. Failure to demonstrate adequate preparedness prior to these expeditions may result in a student's removal from the expedition and will affect assessment results.

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 Finance Officer.

ELECTIVE COURSES

PHYSICAL EDUCATION STUDIES - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR.
This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Physical Education General Units 1 and 2

COURSE OUTLINE

Unit 3

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4

Students assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

Sports may include:

- Badminton
- Volleyball
- Softball

ASSESSMENT OUTLINE

Practical	50 %
Investigation	15 %
Response	20 %
Externally Set Task	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 Finance Officer.

ELECTIVE COURSES

VISUAL ARTS - GENERAL

This course may be chosen by all students but is not used to calculate an ATAR. This is primarily designed for entrance to training institutes or employment.

SUGGESTED BACKGROUND

Success in Year 10 Visual Art and/or competence achieved from studying the Visual Arts General course in Year 11.

COURSE OUTLINE

Unit 3 – Inspirations

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

Unit 4 – Investigations

Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

The course content is divided into two major outcomes:

- 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	65%
Analysis	10%
Investigation	10%
Externally Set Task	15%

EXCURSIONS/INCURSIONS/CAMP

Students will participate in an incursion and/or excursion. This will be compulsory and 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 Finance Officer.