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DETAILS OF COURSES YEAR 12

19



WESLEY COLLEGE

By daring & by doing

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Introduction

To students and their parents preparing for Year 12

Wesley is committed to providing a broad range of courses so that each student may experience the satisfaction of a successful and fulfilling upper school journey. In guiding students and their parents the College promotes a number of important principles which include the following:

- Parents and carers are the primary educators of their children;
- The College will work in partnership with students and parents to identify the most suitable pathway for each individual student;
- The College supports the individual interests, passions, growth and learning needs of each student;
- The three-way relationship between College, boys and parents is of great importance and communication channels should be responsive to individual student needs;
- The choice of academic pathway, ATAR, General or VET are equally valued by the College and wider community;
- The College regularly tracks and monitors student performance, and growth, intervening, mentoring and coaching students, and their parents, when required;
- The choice of academic pathway does have an impact on student wellbeing.

This booklet provides details and explanations of courses available to study for Year 12. For each course, details of learning outcomes, course outcomes, assessment and future pathways are provided.

Dates to Note

Wednesday 15 August

Subject selections for Year 12 to have been entered on line

Friday 14 September

Applications for INSTEP Workplace Learning Program close

Expectations of Year 12s

These days almost all young people return to school to complete Year 12. Given the pressures and demands of Year 12 it is even more important to have a balanced life and to find time for friends, family, exercise, relaxation as well as study. Your final year of secondary school is an important year for you in which you will have opportunities to:

- Choose five or six courses appropriate to your interests. Students wishing to take Workplace Learning may choose it as an additional subject; (students on a General Pathway must choose six subjects).
- Accept an increasing responsibility and ownership of your academic pathway, academic performance, targets and growth;
- Take on leadership roles and other responsibilities within the school;
- Continue and extend your participation in sport, activities and other intellectual and cultural pursuits;
- Understand that there is a close correlation and connection between student work habits and their course achievements;
- Use your experiences to refine and develop your interests and career paths.

The School Curriculum and Standards Authority (SCSA)

The SCSA is the government body responsible for all school curricula, for Year 11 and 12 syllabus preparation, for monitoring comparability of standards between schools, the setting and administration of the ATAR Examinations and the certification of student results. It used to be called the Curriculum Council.

Western Australian Statement of Student Achievement (WASSA)

At the end of Year 12 all students will receive a WASSA (Western Australian Statement of Student Achievement). The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia.

Western Australian Certificate of Education (WACE)

The WACE is the certificate that students receive upon successful completion of their senior secondary education. It is recognized nationally in the Australian Qualifications Framework (AQF), by universities, industry and training providers. While students typically complete a WACE in their final two years of high school, there is actually no specified time limit for completion and study towards achieving the WACE can be undertaken over a lifetime.

The WACE requirements

Achievement of a WACE is now a more significant achievement than it used to be. Essentially a WACE acknowledges a student has demonstrated at least a minimum standard in both literacy and numeracy and has at least achieved the minimum standards in an educational program of suitable breadth and depth. This is described more fully below.

The basic requirements:

- Satisfactory demonstration of the literacy and numeracy competency requirement. This is achieved from past Year 9 NAPLAN results or OLNA tests done thereafter;
- Complete at least twenty course units or the equivalent across Years 11 and 12, from ATAR and/or General courses;
- Complete four or more Year 12 ATAR courses^[1] or complete a VET Certificate II or Certificate III course.

Breadth and Depth requirements

Within the twenty course units completed across Years 11 and 12, there must be:

- A minimum of ten or the equivalent of Year 12 units^[2];
- Two completed Year 11 English units and a pair of Year 12 English units (or Literature or ELD);
- One pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard requirements

- Achieve at least 14 C Grades (or the equivalent) in units across Years 11 and 12 with at least 6 C Grades (or the equivalent) having been achieved in Year 12 units.

Note [1]: Completion of ATAR courses requires students to have completed the school assessment program in the subject and to have sat the external exam;

Note [2]: Students are permitted to repeat units from Year 11, however, they only count once.

VET credit transfer and unit equivalence

You may have wondered what the term 'equivalent' means in the sentence, 'a minimum of 20 course units or the equivalent'. This comes into play because the VET Certificate II and III courses are not ATAR or General Courses and they are not assessed using grades.

If you complete a Cert II course in Year 11 then it is counted as being equivalent to doing a certain number of ATAR or General courses and, in addition, is essentially also equivalent to the same number of 'C' grades. Please see the following table:

Completed qualification	Total equivalents	Year 11 credit allocation (unit equivalents)	Year 12 credit allocation (unit equivalents)
Certificate II	4 units	2	2
Certificate III	6 units	2	4

In the table we see that completion of a single Certificate II course will be equivalent to having completed two Year 11 course units and two Year 12 course units – that is four of the twenty units needed for a WACE. It is also effectively contributes two C grades towards Year 11 and two C grades towards Year 12. For graduation you need 14 C grades and so with completion of a Certificate II the number of C grades required is reduced to ten - 6 in Year 11 and 4 in Year 12.

VET Certificates can contribute a maximum of 8 unit equivalents and also 8 C-Grade equivalents across Years 11 and 12.

So completion of both a Certificate II and Certificate III course will count as 4 completed units for Year 11 and 4 (not 6) completed units for Year 12 and will also reduce the numbers of C Grades required in Years 11 and 12 to four and two respectively.

The role of VET in the completion of a Certificate II and/or Certificate III is now crucial for students choosing a non-ATAR pathway. Students are able to achieve these Certs in various ways. The easiest is simply to choose one of the VET courses delivered at school and then it is treated like any other course. However, there are other possibilities too and these will be introduced now and elaborated further in Ms Duncan's section on Vocational Education.

Vocational Education and Training (VET)

Wesley has a broad range of VET programs on offer to cater for students who wish to gain hands on experience and prepare themselves for entry into the workplace. As well as gaining valuable workplace experience and skills, students completing VET programs will receive unit equivalence toward their graduation.

Wesley offers the option of *Workplace Learning* which is managed by the INSTEP cluster. *Workplace Learning* is an Authority-endorsed program so units completed will contribute towards Secondary Graduation. *Workplace Learning* consists of a one day a week release from school into two industry workplaces, one in each semester. Students selecting *Workplace Learning* have a choice of the type of industry they wish to experience. *Workplace Learning* is most appropriate for those looking for a flexible work experience component to their program.

In 2019 Year 12 students may also select a range of Vocational Certificates delivered within the college:

- Certificate III Fitness (continues from Year 11 in 2018)
- Certificate III Visual Arts (Design and Drafting) for students who have completed the Certificate II in 2018
- Certificate II Information Digital Media Technology
- Certificate III Business (for students who have completed the Cert II Information Digital Media Technology in 2018)
- Certificate III Visual Art (Art and Photography) continues from Year 11 in 2018

Please note that all of these Certificate courses above, with the only exception of the Certificate II Information Digital Media Technology are courses that follow on from courses which needed to have been taken in Year 11.

There are also many other TAFE and industry based certificate training opportunities available to those students with specific vocational interests. Applications are currently open for VET in Schools qualifications through State Training Providers and private RTOs. Please see Ms. Duncan as soon as possible as applications for many of these programs close in August 2018.

Ms. Duncan is the Head of Career Development. Please contact her for advice on 9368 8072 or Jayne.Duncan@wesley.wa.edu.au. Further information about the range of vocational options available at the college is provided in the Vocation Educational Learning Area documentation at the rear of this booklet.

Subject Choice

PRE-REQUISITES

Most courses have pre-requisites listed or an indication as ‘to whom this course is intended’ These are provided to both help guide you away from making inappropriate choices and to also suggest courses as possibilities for those students meeting the pre-requisites.

Selection of a course for which you do not meet the pre-requisites is not advisable and should only be done after consultation with your Learning Mentor and the appropriate Head of Learning Area.

Please remember that your prospects of success in courses for which you do not meet the pre-requisites are poor. Most students who do poorly in a course in Year 11 and continue to persist with the course into Year 12 do even worse.

CHOOSING COURSES

Before looking at the specific courses and course units you should consider the following pathways from school and beyond. There are now essentially two pathways – a VET pathway and an ATAR pathway.

	VET Pathways	ATAR Pathways
Year 11 ^{note 1}	Certificate II Course plus five courses (usually all General courses, one ATAR course could be a consideration)	Either six ATAR courses or Five ATAR courses and one General or Cert course
Year 12 ^{note 1}	Certificate III course plus four or five courses (usually all General courses, one ATAR course is also a possibility)	Ideally a minimum of five ATAR courses; Four ATAR courses and one General or Cert course is the minimum requirement
Examinations/ESTs	Externally Set Tasks (ESTs) are compulsory for all students enrolled in Units 3 and 4 of General Courses in Year 12. Note the exam requirement for all ATAR courses taken in Year 12	ATAR examinations are compulsory for students enrolled in Units 3 and 4 of an ATAR course
Post-school destinations	Portfolio entry to ECU, Murdoch or Curtin ECU Preparation course Notre Dame Foundation Year program Curtin UniReady TAFE Apprenticeship	ATAR entry to university Portfolio entry to ECU Alternative entry pathways to Notre Dame, Curtin or Murdoch universities TAFE Apprenticeship

[Note 1 above: there is considerable flexibility in terms of possible pathways and these represent the most common pathways; other pathways are also possible and maybe considered.

The courses have been organised into two lists, List A and List B. In order to meet the breadth of study requirement for a WACE, students must complete at least one pair of Year 12 units 3 and 4 from both a List A and a List B course.

List A contains the Arts/Language/HASS courses and List B the Mathematics/Science/Technology courses. The lists show all the particular courses which are on offer.

All students must choose **six** courses and a reserve choice, **in order of preference** from Lists A and B. Most students will reduce their number of courses to five in Year 12 and for some individuals a significant change will need to occur in their programs for Year 12 in order for them to meet the graduation WACE requirements. The timetable grid for next year will be generated from the student selections made in August. Subsequent changes are subject to the constraints of the grid.

The College reserves the right not to offer any course which attracts an inadequate enrolment. In spite of the great flexibility of computer generated timetables we may be unable to accommodate some combinations of courses.

**ATAR COURSES LIST A
TERTIARY ENTRANCE PATHWAYS**

Year 11 Courses in 2019 Units 1 and 2	Course code	Year 12 Courses in 2020 Units 3 and 4	Course code
Business Management & Enterprise	AEBME	Business Management & Enterprise	ATBME
Drama	AEDRA	Drama	ATDRA
Economics	AEECO	Economics	ATECO
English	AEENG	English	ATENG
English as Additional Language or Dialect	AEELD	English as Additional Language or Dialect	ATELD
French: Second Language	AEFSL	French: Second Language	ATFSL
Geography	AEGEO	Geography	ATGEO
History – Modern	AEHIM	History – Modern	ATHIM
Indonesian: Second Language	AEIND	Indonesian: Second Language	ATIND
Literature	AEBLIT	Literature	ATBLIT
Media Production and Analysis	AEMPA	Media Production and Analysis	ATMPA
Music-Western Art	AEMUSW	Music-Western Art	ATMUSW
Philosophy and Ethics	AEPAE	Philosophy and Ethics	ATPAE
Politics and Law	AEPAL	Politics and Law	ATPAL
Visual Arts	AEVAR	Visual Arts	ATVAR

**GENERAL COURSES LIST A
VET PATHWAYS**

Year 11 Course in 2019 Units 1 and 2	Course Code	Year 12 Courses in 2020 Units 3 and 4	Course Code
English (General)	GEENG	English (General)	GTENG
English as an Additional Language or Dialect	GEELD	English as an Additional Language or Dialect	GTELD

**ATAR COURSES LIST B
TERTIARY ENTRANCE PATHWAYS**

Year 11 Courses in 2019 Units 1 and 2	Course code	Year 12 Courses in 2020 Units 3 and 4	Course code
Accounting and Finance	AEACF	Accounting and Finance	ATACF
Biology	AEBIO	Biology	ATBIO
Chemistry	AECHE	Chemistry	ATCHE
Computer Science	AECSC	Computer Science	ATCSC
Design – Photography	AEDES	Design – Photography	ATDES
Engineering Studies	AEEST	Engineering Studies	ATEST
Human Biology	AHBY	Human Biology	ATHBY
Mathematics Applications	AEMAA	Mathematics Applications	ATMAA
Mathematics Methods	AEMAM	Mathematics Methods	ATMAM
Mathematics Specialist	AEMAS	Mathematics Specialist	ATMAS
Physical Education Studies	AEPES	Physical Education Studies	ATPES
Physics	AEPHY	Physics	ATPHY

**GENERAL COURSES LIST B
VET PATHWAYS**

Year 11 Course in 2019 Units 1 and 2	Course Code	Year 12 Courses in 2020 Units 3 and 4	Course Code
Integrated Science	GEISC	Integrated Science	GTISC
Mathematics Essential	GEMAE	Mathematics Essential	GTMAE
Materials D&T – Wood	GEMDTW	Materials D&T – Wood	GTMDTW
Materials D&T – Metal	GEMDTM	Materials D&T – Metal	GTMDTM

**UNLISTED
NON-TERTIARY ENDORSED/VET PROGRAMS**

Year 11 Courses in 2019	Unit Code	Year 12 Courses in 2020	Unit Code
Workplace Learning	ADWPL	Workplace Learning	ADWPL
Certificate III in Fitness I	C3FIT1	Certificate III in Fitness II	C3FIT2
Cert II in Sport Coaching	C2SPC		
Cert II in Information, Digital Media and Technology	C2IDMT	Certificate III in Business	C3BUS
Cert II Visual Art (Design & Drafting)	C2VADAD	Cert III Visual Art (Design & Drafting)	C3VADAD
Cert III Visual Art (Art & Photography)	C3VAAAP	Cert III Visual Art (Art & Photography)	C3VAAAP

Please note if you would like to choose a Cert course in Year 12 but did not do one in Year 11 then you may choose any of the Cert courses listed in either Year 11 or 12 in the table above.

Your selections will be influenced by many factors. Three of the more important considerations are that any selection should:

- provide realistic chances of success in all subjects
- reflect your interests and strengths
- leave your career and further study options as open as possible.

If you intend to apply for tertiary entry immediately after Year 12, there are a number of points to bear in mind:

- To obtain an ATAR (Australian Tertiary Admissions Rank) you will need a minimum of four ATAR courses
- Many tertiary courses have specific pre-requisites. See the TISC booklet 'University Admission 2019: Admission Requirements for School Leavers' at www.tisc.edu.au.
- Some Year 12 Courses will assume knowledge of Year 11 work. In particular, Year 12 students in Accounting, Mathematics General, Mathematics Specialist, Chemistry and Physics will be severely disadvantaged if they have not completed the Year 11 courses first;

If you are not committed to immediate university entry, remember:

- TAFE offers practical, vocational training and qualifications as an alternative to tertiary studies
- TAFE qualifications are recognised by most tertiary institutions and you will be able to qualify for university entry by this alternate route
- Half the university entrants are 'non-standard' applicants – mature age students who have completed other qualifications or held jobs and decide to return to education as part of evolving career patterns.

Advice on course selections can be obtained from many sources within the school – individual subject teachers, Heads of Learning Areas, Learning Mentors, your Head of Year (Mr Taylor), the Head of Career Development (Ms Duncan), the Academic Dean (Mr Rumble) and the Dean of Curriculum (Ms Hardy).

Yr 12 Graduation/Exams/University/TAFE information

ATAR EXAMINATIONS and GENERAL ESTs

Several significant changes have occurred with respect to the external WACE examinations in recent years. Among the changes are now compulsory external examinations in all ATAR courses. Full completion of a course, for graduation purposes, requires students to have sat the WACE exam and made a decent attempt at it.

For students taking General courses there are now compulsory ESTs (externally sets tasks) which are 50 minute tests conducted during Term 2. The marks for these tests are used as a moderation instrument to help ensure fairness in the grade distributions from school to school.

TERTIARY ENTRANCE REQUIREMENTS FOR 2019

To be considered for university admission as a school leaver from 2018 you would normally be expected to:

- meet the requirements for a WACE, and
- achieve competence in English as prescribed by the individual universities (see below), and
- obtain a sufficiently high ATAR for entry to a particular course^{note1},
- satisfy any pre-requisites or special requirements for entry to a particular course.

Note: ¹ Edith Cowan, Curtin and Murdoch universities now offer portfolio pathways for some courses which do not require an ATAR. See Ms Duncan for further details.

Competence in English

For UWA, Murdoch, ECU and Curtin Universities a scaled mark of at least 50 is required for any of: ATAR English, ATAR Literature or ATAR EALD.

For ECU only, English competence can also be achieved with an A, B or C Grade in any of ATAR English, Literature or EALD. The above achievement satisfies the outright competence in English requirement.

Concessions available:

For students who do not achieve English competency outright, Curtin, Murdoch and UWA have a number of English competency concessions available:

For Curtin and UWA:

A moderated school mark or an exam mark of at least 60% in ATAR English or Literature is acceptable. For ATAR EALD students a moderated school mark or exam mark of at least 60% is required for the written component of the assessment.

For Murdoch:

A moderated school mark or an exam mark of at least 55% in ATAR English or Literature is acceptable. For ATAR EALD students a moderated school mark or exam mark of at least 55% is required for the written component of the assessment.

If students also fail to meet this concessional requirement as outlined above but have a high enough ATAR to access a course then they will be invited to demonstrate their English competence by sitting a Special Tertiary Admissions Test (STAT) in early January 2019.

THE AUSTRALIAN TERTIARY ADMISSIONS RANKING

The ATAR is applicable Australia-wide, ranging between zero and 99.95 and is derived from the tertiary entry aggregate (TEA). The ranking takes into account the total number of students with a TEA as well as the number of people of Year 12 school leaving age in the population of WA. An ATAR of 75.0 indicates you have an overall rating equal to or better than 75% of the Year 12 school leaving age population of Western Australia.

This following table shows the relationship between cut-off ATAR's (the lowest ATAR to get into a course) and TEA's, along with some selected courses and an approximate average mark required over four subjects.

ATAR (cut-off)	TEA (430)	Sample of Courses
99.65	375.0	Bachelor of Philosophy (Hons) (U)
98.00	330.0	Veterinary Science (M)
93.00		Physiotherapy (C)
92.00	290.0	Actuarial Science (C)
90.00	279.6	Law (C)
80.00	247.1	Electronic and Communication Engineering/Computer Science (C), Engineering (C), Computer Systems Engineering (C), Speech Pathology (C), Occupational Therapy (C), Pharmacy (C), Science (U), Arts (U), Commerce (U), Engineering (EC)
78.80	244.0	Geophysics (C)
75.00	241.0	Science/Commerce (C) 76, Nursing (M) 75; Internetworking and Security (M)
73.00	236.7	Nutrition and Food Science (C)
70.00	222.1	Chiropractic Science (M), Sport and Health Science (M), Literacy and Cultural Studies (C), Construction Management (C), Psychology (C), Environmental Science (M), Biomedical Science (M), Animal Science (M), Secondary Education (C)

Notes:

1. U = University of Western Australia, M = Murdoch University, C = Curtin University, EC = Edith Cowan University

The TEA is based on a student's scaled marks for their best four courses. There is no List A or List B requirement in determining the TEA, only your best four courses irrespective of which list they are from.

A pre-scaled, combined mark for each course is obtained when the School Curriculum and Standards Authority adds 50% of the moderated school assessment to 50% of the WACE examination mark. The school marks are moderated statistically to ensure comparability between schools so that no student is advantaged or disadvantaged by virtue of the school he attended.

The process of statistically scaling the marks attempts to give each student the mark that he would have received if the entire TEE population had been enrolled in that subject. This usually tends to mean that 'harder' subjects are scaled up and 'easier' subjects are scaled down.

In 2016 the SCSA became concerned with the enrolment patterns in the mathematics subjects. The concern was that too many students were not extending themselves and were shying away from the more difficult courses. As a result an important change has been introduced:

The inclusion of a 10% bonus for students taking Mathematics Specialist and a 10% bonus for students taking Mathematics Methods.

An example of how the bonuses work appears below.

A TEA now has a maximum of 430 and is equal to the sum of a student's best four scaled marks.

Example: A student takes six ATAR subjects and his scaled results are shown below

Chemistry	82
Mathematics Methods	76
English	70
Physics	68
French	65
Mathematics Specialist	60

The sum of his best four courses, called the Tertiary Entrance Aggregate, or TEA, is $(82 + 76 + 70 + 68) = 296$. However, this student has done three courses which have an additional bonus and the bonus is applied whether the subject is part of his best four or not. An additional 7.6 (from Mathematics Methods), 6.5 (from French) and 6.0 (from Mathematics Specialist) is added on to his TEA. This makes his overall TAE equal to 316.1.

This TEA of 316.1 equates to an ATAR of 96.65.

Note, without the bonuses, his TEA of 296 would equate to 93.5

There are certain, 'unacceptable', subject combinations which cannot both be included in a TEA:

- (i) English and Literature
- (ii) English or Literature with EALD

These can be studied together but only one (with the higher final scaled combined score) can be included in a TEA.

Note for the Year 12 classes from 2018 this list of 'unacceptable' combinations will include: Mathematics Applications with Mathematics Methods, or Mathematics Applications with Mathematics Specialist.

CHANGING COURSES

All courses in Year 12 are assessed concurrently. This means at the end of the year a Year Mark is obtained, a Year Grade is determined and then that grade is given to each of the two units making up the course.

Once the year gets underway it is advisable for students if they are thinking of making a change from one subject to another to do so sooner than later. Around the time of the exeat weekend in first term is a common time for students swapping subjects. This then gives them a reasonable amount of time to catch up the missed work and still be able to make a go of it in the Semester One exam in the middle of Term 2.

Note that students doing six subjects and wishing to drop down to five by picking up IDPL may do so until Term 3.

Technical and Further Education (TAFE) and Apprenticeships

A growing number of Wesley students select TAFE and apprenticeships as their preferred post-school pathway. To be eligible for TAFE entry students need to meet communication and in many cases mathematics benchmarks. Students do not require an ATAR or achievement of the WACE to enrol in TAFE.

TAFE offers courses in a broad range of study areas including:

1. Arts, Entertainment, Sport & Recreation
2. Automotive
3. Banking, Finance, Insurance & Property Services
4. Building & Construction
5. Business & Management
6. Clothing, Textiles, & Furnishings
7. Communications & Printing
8. Community Services, Health & Education
9. Computing & Information Technology
10. Electrical, Electronic, Refrigeration & Air-conditioning
11. Engineering & Mining
12. Food Processing
13. Hospitality, Travel & Tourism
14. Languages
15. Primary Industry
16. Sales & Personal Services
17. Science & Technical
18. Sea & Air Transport & Storage

TAFE offers levels of courses which have different entry requirements:

- Certificate courses levels I, II, III, IV require students to meet entry requirements and/or selection criteria.
- Diploma, Advanced Diploma and Associate Degree courses may require completion of an earlier TAFE course.

To get into TAFE, students need to meet the **entry requirements** for their preferred course. Success in Year 12 Mathematics and English or completion of a certificate qualification is normally sufficient to meet the entry requirements e.g.: Certificate II will satisfy the requirement for a Certificate III course. For competitive courses (courses which have more applicants than students) students also need to address **selection criteria**. Selection criteria place less emphasis on school based academic learning and place a stronger focus on qualification pathways, skill development and work experience. Selection criteria are achieved on a **100 point scale**.

1. Education/Skills Development (maximum score = 42 points). This includes all secondary education academic achievements including English.
2. Qualification Pathway (maximum score = 29 points). This includes any Certificate I to IV or Diploma course completed or partially completed.
3. Work Experience/Employment (maximum score = 29 points). This includes any employment or workplace experience that can be validated by either a reference, pay slip or group certificate.

For further information regarding specific courses and entry requirements please refer to the individual TAFE College Handbooks or the Training WA website: <http://www.dtwd.wa.gov.au/employeesandstudents/training/Pages/default.aspx>

Apprenticeships and Traineeships

Apprenticeships and traineeships offer the students the opportunity to engage in full-time employment while gaining work related skills and experience, both on the job and off the job. Employers seek students **who** demonstrate **genuine** interest and ability in the related trade or profession.

Wesley students seeking to gain an apprenticeship/traineeship or entry to TAFE are advised to engage in at least one of the Vocational Education and Training (VET) programs on offer, i.e. Certificates delivered at Wesley or out of the college, the INSTEP Workplace Learning program or a school-based traineeship.

The Arts

Head of Learning Area: Dr Penny Reiss

Design – Photography (ATAR)

Drama (ATAR)

Media Production and Analysis (ATAR)

Music- Western Art (ATAR)

Visual Art (ATAR)

Certificate II Visual Arts (Art and Photography)
(completion of two-year course from 2018)

Design – Photography (ATAR)

Learning Area: Arts

Enquiries to: Mr C Woodroffe

Codes: ATDESP

PRE-REQUISITES

Attainment of a 'C' – Grade or better in Year 11 ATAR English would be highly desirable but not mandatory; completion of Year 10 Photography would be an advantage but not mandatory and completion of Year 11 Design-Photography is highly desirable but not mandatory.

AIM

These units introduce students to the concept of design using photography as a method of visual communication. Students will acquire skills as photographers and utilize these skills to design and create images for a specific purpose and to communicate specific messages. Creativity and technical skill development with the camera are essential elements of the course. The aim of the course is to use photography as a context for the study of design.

Unit 3

The focus for this unit is **commercial design**. Students become aware that their world is comprised of both natural and built (man-made) environments and that society is dependent on both. They explore how environments communicate values and how we communicate them through a designed environment. They develop products and visual material in applied contexts with an understanding of design. They analyse the audience in terms of motor skills, perception, cognition and knowledge, and design and plan for specific production skills and processes, materials and technologies.

Unit 4

The focus for this unit is **influential design**. Students understand that in a democratic society, different factions lobby for public support to gain greater social representation to effect change in government policy. The communication of political ideals, messages, information and values, either as advocacy or to communicate policy, is the basis of this unit. Students are introduced to ethical issues concerning propaganda and conflicting points of view. They produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and constructing meaning, analyzing the audience in terms of empathy, profiling and stereotyping, developing solutions using a research, testing and feedback mechanism.

LEARNING OUTCOMES

Outcome 1: Design understandings

Students understand that design theory, audience response, and design principles are reflected in design.

Outcome 2: Design process

Students apply the design process to develop design solutions.

Outcome 3: Application of design

Students use skills, techniques and methods to plan, construct and produce design creations.

Outcome 4: Design in society

Students understand the relationship between design, society and culture.

COURSE STRUCTURE

UNIT 3 - COMMERCIAL DESIGN: book cover and magazine design; outdoor advertising design; print advertising campaign; calendar design; still life, portrait; fashion; landscape photography; narrative photography; anti-advertisements; services; organisations and non-profit organisations; formal portrait; environmental portrait; landscape; architectural; reportage; event; macro; corporate portraiture

UNIT 4 – INFLUENTIAL DESIGN - print design; poster design; surrealism; photo montage and joiners; creative portrait and fashion; urban landscape photography; creative advertising; advertising campaign; third world issues created by first world consumers; gender politics; mental health issues; health related; counter culture; persuasive advertising

COURSE CONTENT

DESIGN

Design principles and process

- characteristics of design elements and principles and experimentation with their application in design
- design principles relevant to particular tasks: form follows function

Design process and methods

- interpretation of the design brief
- application of a design process and consideration of a commercial design process
- application of design methods: visual research, idea generation techniques, synetics, mind maps, brainstorming to generate solutions to design problems
- inquiry process to formulate specific meaning in design work, including investigation of currently available materials and technologies
- documentation of visual development, visuals/layouts to reflect progressive resolution of design problems and thinking
- Critical reflective analysis to devise and evaluate solutions to design problems

COMMUNICATION

Communication theories

- investigation of communication models relevant to the design brief
- application of semiotics, codes and conventions relevant to design
- application of type and colour relevant to theme and content

Stakeholders

- influences of theories and media forms on all stakeholders
- analysis and evaluation of appropriate strategies for communication to an intended audience: shock tactics, humour, metaphor and emotion
- design relevant to the cultural values, ideologies and belief systems that are important to society and individuals

PRODUCTION

Production processes and methods

- production planning considering costs and constraints, sustainability and life cycle costing
- selection of suitable production processes
- critical analysis and refinement of production processes and methods
- possible future trends in production processes

Materials and technologies

- selection and use of specific production materials and/or technologies appropriate to the design brief
- application of skills relevant to the production
- occupational safety and health (OSH) concepts and their impact in design

ASSESSMENT

Portfolio	- 50%
Exam Written	- 30%
Responses	-20%

FUTURE PATHWAYS

TAFE/UNIVERSITY, CAREER/PERSONAL
Photo media industry, Communications
Advertising, Graphic Design, Photography
Teaching, Photo Journalism, Media Studies

Drama
Learning Area: Arts
Enquiries to: Ms M Priemus

Codes: ATDRA

PRE-REQUISITES

Attainment of a 'C' Grade or better in Year 11 ATAR Drama is essential.

AIM

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

LEARNING OUTCOMES

Outcome 1 – Drama ideas

In achieving this outcome, students:

- articulate their own ideas and interpret the ideas of others to make drama
- explore and experiment to develop ideas in drama
- present drama ideas for specific purposes, audience and spaces.

Outcome 2 – Drama skills and processes

In achieving this outcome, students:

- apply specific skills, techniques and processes
- apply knowledge and conventions of drama
- use technologies and undertake production roles and responsibilities.

Outcome 3 – Drama responses

In achieving this outcome, students:

- respond to drama using processes of engagement and inquiry
- reflect on the process of producing and performing drama
- evaluate drama using critical frameworks and cultural perspectives.

Outcome 4 – Drama in society

In achieving this outcome, students:

- understand the interrelationships between drama and its historical and cultural contexts
- understand the social and cultural value and purpose of drama
- understand economic considerations related to drama

COURSE CONTENT

The Year 12 syllabus is divided into two units, each of one semester duration, delivered as a pair.

Unit 3 – Reinterpretation of drama for contemporary audiences

This unit focuses on reinterpretation of dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches.

Unit 4 – Contemporary and devised drama

This unit focuses on interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama.

ASSESSMENT

Performance/Production	30%
Response	30%
Written Examination	20%
Practical Examination	20%

FUTURE PATHWAYS

WAAPA; UNIVERSITY

Media Production and Analysis

Learning Area: Arts

Inquiries to: Mr R Bygott

Codes ATMPA

PRE-REQUISITES

Attainment of a 'C' Grade or better in Year 11 ATAR Media Production and Analysis is essential.

AIM

In the Media Production and Analysis Course at Wesley students explore media that range from traditional forms such as film, radio and television, newspapers, magazines, comic and photography to new and emerging multimedia technologies. They view, listen, read, research, analyse and discuss media, considering how people, events and issues are represented. They also create, produce and present their own works in media of their choice. Working independently and in collaboration with others, they become confident and competent in using media technologies to express their ideas.

LEARNING OUTCOMES

Outcome 1 - Media ideas

Students use critical awareness and cultural understandings to explore and develop media ideas.

In achieving this outcome, students:

- understand how media communicate ideas in particular contexts and for different audiences and purposes;
- explore technologies, codes and conventions to create meaning and develop ideas;
- present ideas, designs and/or production plans.

Outcome 2 - Media production

Students use skills, techniques, processes, conventions and technologies to create media works for audience, purpose and context.

In achieving this outcome, students:

- use media skills, process and technologies;
- use media codes and conventions for audience, purpose and context;
- fulfill a range of production roles and responsibilities.

Outcome 3 - Responses to media

Students use critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media works.

In achieving this outcome, students:

- understand how meaning is constructed in media works;
- understand interrelationships between media texts, cultural contexts and audiences; and
- use strategies to investigate and comment on media works and evaluate media productions.

Outcome 4 - Media in society

Students understand the role of media in society.

In achieving this outcome, students:

- understand the impact of technological developments, and controls and constraints, on media production and use;
- understand the influence of social, historical and cultural contexts on media production and use; and
- understand how cultural values are influenced by the media and in turn influence media production.

COURSE CONTENT

Unit 3 Media Art

The focus for this unit is **media art forms**. This provides the opportunity for students to explore and select from a range of media art forms and extend their understanding of aesthetics.

Students view, listen to and analyse 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.

Students are encouraged to experiment with technologies, structures, codes and conventions to express their ideas and creativity. They have the opportunity to develop competence in production skills and processes in media of their choice and begin to show the development of personal styles.

Within the broad area of **media art forms**, teachers may choose one or more of the following contexts (this list is not exhaustive):

- photographic art
- cult and independent films
- poster art

- extended narratives
- non-realist narratives
- new technologies and converging art forms
- festival films
- digital art forms.

Students are expected to work within or across at least two of the following media forms in any year: film, television, photography, print media, radio and multimedia.

Unit 4 Power and Persuasion

The focus for this unit is **power and persuasion**, which may range from the seductive nature of popular media forms to propaganda and political persuasion. Through this broad focus, students extend their understanding of both fiction and non-fiction media forms, examining the way the media is able to reflect, challenge and shape values, beliefs and ideologies. They view, listen to and critically analyse a range of media texts, considering the purposes and values of producers and audiences. They synthesise a range of ideas, skills and processes to create their own media productions that express their views and show a distinct flair or personal style.

Within the broad area of **power and persuasion** one or more of the following contexts may be chosen, (this list is not exhaustive):

- documentary styles and traditions
- reporting world events
- local and national film industries
- media in other cultures
- networking and globalisation
- representing minority groups
- politics and propaganda
- image and power.

Students are expected to work within or across at least two of the following media forms in any year: film, television, photography, print media, radio and multimedia.

ASSESSMENT

Production – 50%

Extended production project in which students explore ideas, control and manage the processes required to achieve/manage the aesthetic quality of production. This may be one production task that is divided into parts with significant events for defining/collection of evidence; it may be two or more smaller tasks. Students will manage processes, evaluating and modifying them as necessary. They will also demonstrate an understanding of styles, structures, codes and conventions and show confidence and competence in the use of technologies, skills and processes in a range of contexts. Other types of evidence can include observation checklists or evaluation tools (self, peer).

Response – 20%

Students apply their knowledge and skills in analysing and responding to a series of stimuli or prompts. They reflect on and respond to analysis and evaluation of own or professional media works. Types of evidence can include: observation checklists, journal, evaluation tools (self, peer).

Examination – 30%

An examination is conducted at the end of each semester.

FUTURE PATHWAYS

TAFE/UNIVERSITY, CAREER/PERSONAL

Music – Western Art Music

Learning Area: Arts

Enquiries to: Dr Penny Reiss

Codes: ATMUSW

PRE-REQUISITES

The ability to read music and to play an instrument (classical/jazz or contemporary) to a minimum AMEB standard of Grade 4, or equivalent, is a pre-requisite of this course of study. The completion of Year 11 Music and/or the equivalent of Australian Music Examinations Board (AMEB) Grade 4 Theory/Musicianship is expected.

AIM

The ATAR Music Course is designed to further develop performance ability, creative skills and aesthetic judgment in an exciting and challenging way. Music is treated as an academic discipline that requires a strong commitment in terms of both academic study and instrumental performance. Students will be exposed to Western Art music across a variety of genres and will learn to use analysis tools, as well as knowledge of historical background information, to observe and evaluate major contributions of other musicians in the context of their place in history. They are also provided with opportunities to compose, listen and perform, which will enable them to develop their own musical abilities of aural discrimination, compositional skills and performance. Students are afforded the opportunities to perform music in a context specific way and will be required to perform a 15 – 20-minute recital, on the instrument(s) of their choice, at the end of the course.

LEARNING OUTCOMES

The Music ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Performing

Students apply musicianship skills, techniques and conventions when performing.

In achieving this outcome, students:

- demonstrate musicianship and control of instrument-specific techniques
- demonstrate stylistic and expressive awareness
- demonstrate awareness of the roles and contributions of other performers and performance contexts and different audience roles.

Students participate in practical activities in instrumental, vocal and ensemble music in a range of settings through formal and informal learning processes. This can involve playing from notation, from memory, improvising, playing by ear and the use of technology.

Outcome 2 – Composing/arranging

Students apply music language, stylistic awareness and knowledge of instrumental and performance techniques when composing or arranging.

In achieving this outcome, students:

- use music language, notation and terminology, skills, techniques and technologies when composing or arranging
- use the elements of music with stylistic and expressive awareness
- understand the roles and needs of performers, audiences and performance contexts.

Students engage in the creative process of improvising, composing, arranging and transcribing music using notation and/or technology. Students have the opportunity to perform their own works or hear them performed by others.

Outcome 3 – Listening and responding

Students respond to, reflect on and evaluate music.

In achieving this outcome, students:

- respond to the elements and characteristics of music
- reflect on the elements and characteristics of their own and others' music works
- identify and evaluate the elements and characteristics of music.

Students engage with music literature, scores and recordings through activities, including aural and score/visual analysis to recognise, reflect on and critically evaluate music.

Outcome 4: Culture and society

Students understand how social, cultural and historical factors shape music in society.

In achieving this outcome, students:

- understand how the elements and characteristics of music contribute to specific music works
- understand the ways in which the elements and characteristics of music reflect time, place and culture
- understand the social significance of music across different times, places, contexts and cultures.

Students engage with the wider social and cultural contexts within which music is created and experienced through the study of specific repertoire.

COURSE CONTENT

The Music course is divided into a written component and a practical component, each worth 50%. The unit content is the focus of the learning program and describes the degree of complexity of the knowledge and skills required across the following content areas:

- Aural and theory
- Composition and arrangement
- Cultural and historical analysis
- Performance.

The written component for each unit is delivered through the context of Western Art Music

The practical component can be delivered in a different context, independent of the written component. There are four defined contexts in the Music course for the practical component: Western Art Music; Jazz; Contemporary Music; and Music Theatre.

ASSESSMENT

The assessment weightings of each area of study is as follows:

- Practical Component 50%
- Written Component 50%

FUTURE PATHWAYS

The ATAR Music Course is designed for the student who wishes to pursue further study at University or WAAPA, or for the student who wants to pursue music as a passion or as a hobby. The ATAR Music Course is beneficial to any student contemplating a career in music performance, music teaching, music composition, musicology, arts and arts management, drama, media, film, television, and radio.

Visual Arts (ATAR)

Learning Area: Arts

Enquiries to: Mrs Y Wiese/Miss A Hutton

Codes: ATVAR

PRE-REQUISITES

Attainment of a 'C' Grade or better in Year 11 ATAR VAR is essential. Entry to this course without the successful completion of Year 11 Art will be at the discretion of the Visual Art Teacher in consultation with the Academic Dean.

AIM

The Visual Arts Course aims to enable students to make connections to relevant fields of study and to more generally prepare them for critical and creative thinking and problem solving in future work and life. The course promotes evaluative and reflective working practices, as well as an awareness of social, cultural and historical issues within the art world. It aims to contribute to a sense of enjoyment, engagement and fulfilment in students' everyday lives, create meaningful connections between students' own practice and others, as well as to encourage an appreciation for the environment and ecological sustainability.

LEARNING OUTCOMES

Outcome 1: Visual arts ideas

Students use creative processes to research, develop and communicate art ideas.

Outcome 2: Visual arts skills, techniques and processes

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artworks.

Outcome 3: Responses to visual arts

Students respond to, reflect on and critically evaluate their own art and the art of others.

Outcome 4: Visual arts in society

Students understand the role of visual arts in society.

COURSE CONTENT

Unit 3 - Commentaries

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

Unit 4 - Points of View

The focus for this unit is *points of view*. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

ASSESSMENT

Production – 50%

Critical Analysis -25%

Investigation —25%

EXAMINATION DETAILS

All students who have studied Units 3 & 4 in their final year will sit an external examination.

FUTURE PATHWAYS

UNIVERSITY/ VET

CUA20715 Certificate II Visual Art (Art and Photography)

Learning Area: Arts
Enquiries to: Mrs Y Wiese

C2VAAAP

PRE-REQUISITES

This course is normally taken over two years; however, by negotiation, Year 12 students may enter the course and complete in one year. This should be done in consultation with the Mentor and Teacher and in some circumstances the Dean of Students.

AIMS

This qualification is for learners who want to develop the basic creative and technical skills that underpin visual arts practice. Students may wish to study a pathway and application within this course that provides a 'specialist' visual arts outcome dependent on the electives studied.

LEARNING OUTCOMES

Students will normally complete a Certificate II in Visual Arts over two years in Years 11 and 12. By the end of this course, students should be able to confidently work alone and in a group to create art works following health and safety procedures. They will acquire skills and techniques in drawing, design development, sculpture, digital imaging, painting, printmaking employing the elements and principles of art and design.

Students will develop visual arts industry knowledge and are required to work independently to gather evidence and maintain a portfolio of work samples and relevant information.

FUTURE PATHWAYS

Visual arts related industries such as; interior decoration, graphic design, painter/decorating, fashion design, photography, make-up artist, display artist, artist or crafts person.

CUA20715 Certificate II in Visual Arts (Art and Photography)

This qualification is delivered and assessed at school in partnership with VETis Consulting, RTO code 52499. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



English

Head of Learning Area: Ms Alana Stanley

- Literature: ATAR
- English: ATAR
- English: GENERAL
- English as an Additional Language or Dialect ATAR

University bound students:

Please note that only ATAR English courses may be used to satisfy the universities' competence in English requirement: English ATAR; Literature ATAR; and English as an Additional Language/Dialect ATAR.

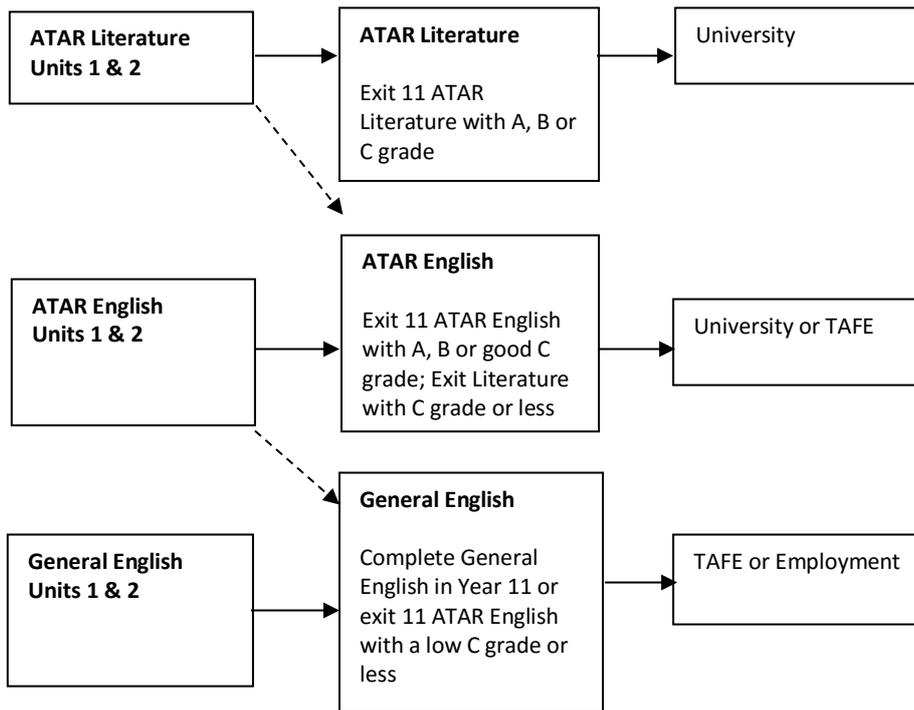
Solid arrows indicate recommended pathways. Dashed arrows indicate alternate pathways for those students who do not perform well in Year 11.

school Outcomes

Year 11 Choices

Year 12 Choices

Post-



NB: students for whom English is a second language, please see EALD ATAR pathway.

ATAR Literature
Learning Area: English
Enquiries to: Ms A Stanley

Codes: ATLIT

PRE-REQUISITES

Year 11 ATAR Literature, grades A-C.

AIMS

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

COURSE CONTENT

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 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

The assessment schedule for this course includes compulsory WACE and school-based examinations as well as a variety of classroom assessments, including comprehension of other texts, production of students' own creative texts and oral tasks.

FUTURE PATHWAYS

These ATAR units lead to university or TAFE.

ATAR English
Learning Area: English
Enquiries to: Ms A Stanley

Codes: ATENG

PRE-REQUISITES

Year 11 ATAR English or Literature, grades A-C.

AIMS

As well as working towards WACE requirements for graduation and a pathway to university, the English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

COURSE CONTENT

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 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.

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

The assessment schedule for this course includes compulsory WACE and school-based examinations as well as a variety of classroom assessments, including comprehension of other texts, production of students' own texts and oral tasks.

FUTURE PATHWAYS

These ATAR units lead to university or TAFE.

English General
Learning Area: English
Enquiries to: Ms A Stanley

Codes: GTENG

PRE-REQUISITES

Completion of Year 11 General English or completion of 11 ATAR English with a low C grade or less.

AIMS

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The 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. **This will not provide English competency for university entrance.**

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

COURSE CONTENT

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 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

Students are assessed on a variety of classroom assessments, including comprehension of other texts, production of students' own texts and oral tasks. This course includes **no examinations but will involve an externally set task** developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

FUTURE PATHWAYS

These General units lead to employment or TAFE.

ATAR EALD
Learning Area: English
Enquiries to: Ms A Stanley

Codes: ATELD

WHO IS IT FOR?

The ATAR English as an Additional Language or Dialect course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The specific eligibility criteria for enrolment into the Year 12 course, as determined by SCSA, are set out below.

The English as an Additional Language or Dialect course will be available to a student in Year 12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context
- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language.
- whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia
- whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education
- whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage

NOTE: If a student other than a Year 12 student applies to enrol to sit for the Western Australian Certificate of Education (WACE) examination, they must meet the eligibility requirements.

AIMS

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.
- In addition, the English as an Additional Language or Dialect ATAR course aims to develop students'
- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills.

COURSE CONTENT

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

ASSESSMENT

The assessment schedule for this course includes compulsory WACE and school-based examinations as well as a variety of classroom assessments. The assessment for this course will include different components under the following categories: investigation, response, production oral, production written and written and oral examinations.

FUTURE PATHWAYS

These ATAR units lead to university or TAFE.

Humanities and Social Sciences

Head of Learning Area: Mr Mike Filer

Accounting and Finance (ATACF)

Business Management and Enterprise (ATBME)

Economics (ATECO)

Geography (ATGEO)

Modern History (ATHIM)

Philosophy and Ethics (ATPAE)

Politics and Law (ATPAL)

Pathways in Humanities and Social Sciences Courses of Study

2018 Courses Offered	Year 12 Codes
Accounting & Finance ATAR	ATACF
Business Management & Enterprise ATAR	ATBME
Economics ATAR	ATECO
Geography ATAR	ATGEO
Modern History ATAR	ATHIM
Politics and Law ATAR	ATPAL
Philosophy and Ethics ATAR	ATPAE

Year 12 Courses & Pathways in Humanities and Social Sciences:

There are many courses offered in Humanities and Social Sciences at Wesley in Year 12. The most common course selections are represented by the pathways below, however, other pathways are possible.

Your choice in Year 12 will depend on:

- your Humanities and Social Sciences ability/background - i.e. your Year 11 studies and year grades;
- your interests – what you find engaging and like to learn;
- your ambitions – what you need or want to do after Year 12;

Due to the inter-related nature of these courses, most students find it advantageous to study more than one course in Humanities and Social Sciences, as this can prove complimentary to learning and skills development as well as provide a diversity of knowledge and understanding in the area.

<u>Year 11 courses</u>	<u>Year 12 choices</u>	<u>Tertiary Outcomes</u>
Accounting & Finance; Units 1 & 2	Accounting & Finance; Units 3 & 4	Accounting, Finance, Business, Commerce, Tourism, Event Management
Business Management & Enterprise; Units 1 & 2	Business Management & Enterprise; Units 3 & 4	Accounting, Finance, Business, Economics, Commerce, Tourism, Entrepreneurship
Career & Enterprise (General); Units 1 & 2	Career & Enterprise (General); Units 3 & 4	TAFE, Apprenticeships, Traineeships, Employment, Business
Economics; Units 1 & 2	Economics; Units 3 & 4	Finance, Business, Economics, Commerce, International Aid & Development
Geography; Units 1 & 2	Geography; Units 3 & 4	Geography, Geology, Sustainability, Town Planning, Tourism, Mining & Exploration, Agribusiness
Modern History; Units 1 & 2	Modern History; Units 3 & 4	History, Business, Journalism, other Bachelor of Arts courses
Philosophy & Ethics; Units 1 & 2	Philosophy & Ethics; Units 3 & 4	Medicine, Law, Philosophy, Political Science, Journalism, International Aid & Development, Security, Terrorism & Counter-terrorism
Politics & Law; Units 1 & 2	Politics & Law; Units 3 & 4	Law, Legal Studies, Political Science, Government, Journalism, International Relations, International Aid & Development, Security Terrorism & Counter-terrorism

Students are encouraged to seek advice from their HASS teacher and Head of Learning Area for deviations from the pathway examples above.

Accounting and Finance
Learning Area: Humanities and Social Sciences
Enquiries to: Mr M McTavish

Codes: ATACF

PRE-REQUISITES

A 'C' grade (or better) in Year 11 Accounting and Finance ATAR. Students who have not studied this in Year 11 may seek approval for enrolment from the Head of Learning Area.

AIMS

This Course of Study 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. It is designed to suit the needs of students for the 21st century as it provides an understanding of the local, national and global influences on financial matters.

Financial literacy gives individuals the ability to make sound financial judgments, based on information analysis. 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 subject is designed to cater for the needs of a wide range of students. Students may choose the subject for interest or to gain an insight into the field as a possible future subject of study. Students who plan to leave school and enter the workforce will find the study of this subject will help them adapt to, and cope with, the business environment. Students will develop a broadly-based financial literacy that will enable them to deal successfully with the financial aspects of their lives as individuals, employees, and business-people.

COURSE CONTENT

Unit 3

Focus: Internal management for business.

On completion of this unit the student should be able to:

- distinguish between management accounting and financial accounting
- the role of management accounting for decision making purposes
- identify the benefits and components of a budget and prepare financial budgets and performance reports
- identify and select the relevant information to make long-term investment decisions
- evaluate a business's performance and formulate strategies that will improve the performance and stability of the business
- identify the ethical issues related to being an owner or manager of a business.

Unit 4

Focus: Australian reporting entities and how they are regulated by the Corporations Act.

On completion of this unit the student should be able to:

- construct reports and related notes (using double entry accrual accounting) for a reporting entity
- use accounting conventions, standards and principles to prepare and analyse company reports
- select, analyse and apply accounting concepts and principles
- evaluate a reporting entity's performance and formulate strategies that will maximise performance
- examine the nature of corporate social disclosure in relation to the regulatory bodies in Australia and to Australian reporting entities

ASSESSMENT

Tests – 50%

Project – 10%

Examinations – 40%

FUTURE PATHWAYS

Wesley College students have participated in the Curtin University Accounting Experience – CBS Accelerate Program. This opportunity runs in tandem with the first semester of Year 12 Accounting. Our students can participate in this undergraduate unit (Accounting 100) as well as managing their WACE requirements during the first semester. Participating and success in the unit, provides a rich academic opportunity as well as accreditation of a unit toward a Bachelor of Business degree at Curtin University.

University – Bachelor of Commerce/Business

TAFE – Diploma and Certificates in Business, Accounting, or Financial Services

Business Management and Enterprise
Learning Area: Humanities and Social Sciences
Enquiries to: Mrs K Krajcar or Mrs P Wise

Codes: ATBME

PRE-REQUISITES

A 'C' grade (or better) in Year 11 Business Management and Enterprise ATAR. Students who have not studied this in Year 11 may seek approval for enrolment from the Head of Learning Area.

AIMS

The Business Management and Enterprise ATAR 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. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise ATAR 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 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.

COURSE CONTENT

Unit 3

The focus of this unit is on **strategic international business growth**. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

Students consider how entrepreneurs operate strategically, reflecting on the global business environment (political, legal, economic, socio-cultural and technological), reasons for, and the impact of, globalisation and the importance of ethical global business practices. They will understand the value of building strategic alliances such as mergers and acquisitions.

Unit 4

The focus of this unit is on **global business operations**. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage. Also, students will appreciate the complexities of operations management. Within the business operations, motivational tools and leadership skills are key aspects to drive successful global business operations.

The course content encompasses theoretical and practical aspects of business management and enterprise, and is divided into three content areas:

- Environments
- Management
- People.

ASSESSMENT

Business Research, including validation responses – 30%

Response – 30%

Examinations – 40%

FUTURE PATHWAYS

University – Bachelor of Commerce/Business

TAFE – Diploma and Certificates in Business, Accounting, or Financial Services

Career & Enterprise (GENERAL)

Learning Area: Humanities and Social Sciences

Enquiries to: Mr M Filer

Code: GTCAE

PRE-REQUISITES

Nil

AIM

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

It aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.

The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the *Core Skills for Work Development Framework* (2013) and the *Australian Blueprint for Career Development* (the *Blueprint*).

LEARNING OUTCOMES

- Career and enterprise concepts
- Career and enterprise investigations
- Career development in a changing world
- Being enterprising

ORGANISATION OF COURSE CONTENT

The course content is divided into six areas:

- Learning to learn
- Work skills
- Entrepreneurial behaviours
- Career development and management
- The nature of work
- Gaining and keeping work.

UNIT 3

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined. An exploration is made of the implications of organisational reviews due to influences and trends, and how they impact on individual opportunities to secure and maintain work.

Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

For further elaboration of unit content and skills please refer to pages 12-15 of the document:

http://wace1516.scsa.wa.edu.au/_data/assets/pdf_file/0009/10017/Career_and_Enterprise_Y12_Syllabus_General_pdf.pdf

UNIT 4

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Exposure to changing scenarios for career development provides opportunities to further develop career competencies and work search techniques, in particular those associated with planning and organisation, making decisions, identifying and solving problems and creativity and innovation.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

For further elaboration of unit content and skills please refer to pages 16-17 of the document:

http://wace1516.scsa.wa.edu.au/_data/assets/pdf_file/0009/10017/Career_and_Enterprise_Y12_Syllabus_General_pdf.pdf

ASSESSMENT

Investigation – 30%
Production/performance – 20%
Individual pathway plan/career portfolio – 20%
Response – 15%
Externally set task – 15%

FUTURE PATHWAYS

TAFE
Apprenticeships and
Traineeships
Employment
Business

Economics

Learning Area: Humanities & Social Sciences

Enquiries to: Mr D Hanley, Mrs A Jutsum

Codes: ATECO

PRE-REQUISITES

Nil

A 'C' grade (or better) in Year 11 Economics ATAR. Students who have not studied this in Year 11 may seek approval for enrolment from the Head of Learning Area.

AIM

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

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

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

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

COURSE OUTCOMES

Outcome 1: Economic inquiry

Students use economic information and data to communicate an understanding of economic events, issues and decisions.

Outcome 2: The operation of the economy

Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses.

Outcome 3: Economic policy and action

Students understand that the policies and actions of the government and other authorities affect the operation of the economy.

COURSE CONTENT

The course content for economics is divided into two content areas:

- Economic knowledge and understanding
- Economic skills.

Unit 3 – Australian and the global economy

The unit explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students examine the effects of changes in Australia's economic transactions with the rest of the world using recent (the last ten years) and contemporary (the last three years) economic data, together with economic models.

Unit 4 – Economic policies and management

The unit explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of the operation of policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

ASSESSMENT

Data Interpretation/Short Answer – 30%

Extended Answer – 30%

Examination – 40%

FUTURE PATHWAYS

University

Commerce/Finance Sector based employment

Economics/Business Analyst

Chamber of Commerce graduate entry

Banking Industry

Geography

Learning Area: Humanities & Social Sciences

Enquiries to: Mr D Bourne, Ms A Jones

Codes: ATGEO

PRE-REQUISITES

A 'C' grade (or better) in Year 11 Geography ATAR. Students who have not studied this in Year 11 may seek approval for enrolment from the Head of Learning Area.

AIM

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.

In the senior secondary years, the Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

LEARNING OUTCOMES

- knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- ability to critically use geographical inquiry methods and skills, and to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions, taking into account environmental, social and economic factors
- understandings, skills, knowledge and values to ensure they are well placed for tertiary study and/or employment.

ORGANISATION OF COURSE CONTENT

The course content is divided into two interrelated strands:

- Geographical knowledge and understanding
- Geographical inquiry and skills

This provides an opportunity to integrate content in meaningful ways.

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 either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. 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. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

DEPTH STUDY ONE

The first study focuses on the interrelationship between land cover and either global climate change or biodiversity loss.

DEPTH STUDY TWO

Using fieldwork and/or secondary sources, students investigate how the impacts of land cover change are being addressed and evaluated.

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. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.

Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

DEPTH STUDY ONE

Using fieldwork and/or secondary sources, students investigate significant related challenges in metropolitan Perth and how these challenges are being addressed.

DEPTH STUDY TWO

Using fieldwork and/or secondary sources, students investigate two significant challenges faced in one megacity e.g. New York City.

ASSESSMENT

Geographical inquiry – 15%
Fieldwork/practical skills – 15%
Short and extended responses – 30%
Examination – 40%

FUTURE PATHWAYS

Urban Planning / Town Planning
Sustainability Management
Resources Sector
Many other University courses

Modern History
Learning Area: Humanities & Social Sciences
Enquiries to: Ms D Jago

Codes: ATHIM

PRE-REQUISITES

A 'C' grade (or better) in Year 11 Modern History ATAR. Students who have not studied this in Year 11 may seek approval for enrolment from the Head of Learning Area.

AIM

The Modern History ATAR course aims to develop students':

- Knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- Capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- Application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- Capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

LEARNING OUTCOMES

Students will study two units in Year 12. Unit 3 examines the 'nation' as the principal form of organisation in the modern world – students will learn about the crises that have confronted nations, their responses to these crises, and the different paths they have taken to fulfil their goals. Unit 4 focuses on the distinctive features of the modern world that emerged in the period 1945-2001. Students will develop an understanding of the contemporary world – that is, why we are here at this point in time.

COURSE CONTENT

This course is divided into two strands:

- Historical Knowledge and Understanding
- Historical skills

Historical Knowledge and Understanding

This strand focuses on knowing about and understanding key events, ideas, movements, developments and people that have shaped the modern world. Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.

Historical skills

This strand presents historical skills, including skills that are used in historical inquiry. There are key skill areas including chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication.

Unit 3

Modern Nations in the 20th Century

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals.

Context: **Russia and the Soviet Union 1914-1945** (World War 1 to end of World War 2)

- An overview of Russia in 1914 as background for more intensive study of the period
- The significant ideas of the period, including autocracy, Marxism, communism, Leninism, Stalinism, and collectivisation
- The internal divisions and crises within Russian society, including the impact of World War 1; the causes, events and outcomes of the February and October Revolutions in 1917
- The initial reforms and decrees of the Bolsheviks; the opposition to the Bolsheviks; the Brest-Litovsk Treaty; the civil war and the reasons for the Bolshevik victory
- The significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin
- The changes that transformed Russia, including War Communism; the New Economic Policy; the creation of the USSR; the Five Year Plans and how they contributed to state control of the economy, forced rural collectivisation, state-created famine and the modernisation of the Soviet Union
- The social/cultural impact of Bolshevism and Stalin's Cultural Revolution to 1945, including women, nationalities, youth and education (Komsomol), the arts (including Social Realism) and religion
- The different experiences of individuals and groups in the period to 1945, including nobility, the clergy, peasants and factory workers; the methods of the regime to control them, including mobilisation and propaganda, repression, the Purges and the Great Terror

- The impact of World War 2 and the methods that enabled the USSR to secure victory
- The role and impact of significant individuals in the period, including political, military and social/cultural leaders

Unit 4

The Modern World Since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945 – 2001 in order to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

Context: The Changing European World Since 1945

- An overview, as background, of the nature of the origin of the Cold War to 1948, including the ideological, cultural and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine, Marshall Plan and Berlin Blockade
- The significant ideas of the period, including communism, capitalism, democracy, containment, peaceful co-existence, détente, glasnost and perestroika, nationalism, and re-integration
- The evolving nature and character of the Cold War in Europe from 1948 through to détente, including the impact of the arms race, the space race, and threat of nuclear war; the 1956 invasion of Hungary; the Berlin Wall; the Cuban Missile Crisis; the Prague Spring and the Brezhnev Doctrine; the New Cold War of the 1980s; and the collapse of communism 1989-1991
- Significant developments that followed the end of the Cold War in 1989, including the break-up of the Soviet Union and the resultant changes in the politics and economics of the former states of the Soviet Union; the re-unification of Germany (the Two Plus Four Treaty 1990); the break-up of the former Yugoslavia; and the changing role of the North Atlantic Treaty Organisation (NATO) from Cold War alliance to the NATO-Russia Council
- The development of European governance and extension of the ‘European Union’, including the European Economic Community (EEC) 1958, the Maastricht Treaty 1992, the European Union 1993, the Eurozone 1999.
- The changing nature of world order in the period 1989-2001, with specific reference to the place of Europe and the European nation states within that world order
- The role of significant political leaders throughout the period.

ASSESSMENT

Historical inquiry	20%	
Explanation		20%
Source Analysis	20%	
Examination	40%	

FUTURE PATHWAYS

University

Philosophy and Ethics
Learning Area: Humanities & Social Sciences
Enquiries to: Ms J. Parkinson

Codes: ATPAE

PRE-REQUISITES

A 'C' grade (or better) in Year 11 Philosophy and Ethics ATAR. Students who have not studied this in Year 11 may seek approval for enrolment from the Head of Learning Area.

AIM

Philosophy shapes what people think, what they value, what they consider to be true. Ethics challenges us to consider how we engage with others and the world around us. Together, philosophical and ethical studies, underpin the foundations of all academic disciplines. The study of Philosophy and Ethics seeks to shed light on questions such as: What is real? What and how do we understand? How should we live? What is it to be human? Who am I? Philosophical inquiry deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. It requires that we question our assumptions, beliefs and our reasons for holding them.

Doing Philosophy and Ethics is a practical activity. We *do* philosophy, for example, when we seek to define something, when we challenge assumptions, when we construct an argument, and when we think about what we are doing, how we are doing it and to what ends. The study of Philosophy and Ethics develops skills within us that better enable us to engage with and understand the world we live in and the people we live with.

Both the disciplines of Philosophy and Ethics make a unique contribution to how we understand ourselves. Through their study, we are able to examine the dynamic relationship between what it means to be a person in our own right, against the balance of what it means to be a citizen who recognises the rights of others and who is continuously called upon to make choices in the social, civic and environmental spheres of life.

In Philosophy and Ethics, disagreement is common. Methods of inquiry and the skills of critical reasoning help us deal more effectively with disagreement. The course places considerable emphasis on students who contribute constructively to a Community of Inquiry. In this course, students learn to transfer a range of critical analysis and evaluation skills to many different life situations and contexts. They are empowered to make independent judgments on the basis of reason and to better deal with problems in their personal, social and working lives

LEARNING OUTCOMES:

How do we know?

- Critical reasoning
- Methods of inquiry
- Imagination and interpretation
- Analysing, clarifying and evaluating concepts

What is real?

- Scientific world view
- Conceptions of ultimate reality
- Persons

How should we live?

- Governance
- Communities and cultures
- Self and others

COURSE CONTENT

Unit 3 ATPAE

The focus for this unit is **reason and society**. Students examine the mapping of arguments: humanism, religion, and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

Within the broad area of reason and society, one or more of the following contexts will be used to explore content (this is not an exhaustive list):

- Political philosophy and the uses and abuses of power
- Current political events, arguments and policy issues
- Utopia and Dystopia
- Environmental ethics

Unit 4 ATPAE

The focus for this unit is **reason and meaning**. Students examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

Within the broad area of reason and meaning, one or more of the following contexts will be used to explore content (this is not an exhaustive list):

- Religion and science
- Language and the making of meaning
- Bioethics: Questions of life and death
- Ways of thinking about life and the universe

Assessment:

Critical reasoning: 20%

Philosophical analysis and evaluation: 30%

Construction of argument: 20%

Examination: 30%

Future Pathways

The course is of relevance and of interest to students interested in a wide range of university and post school destinations. It is of broad relevance and applications and of particular value to anyone whose chosen field will likely involve them in law, medicine, aesthetics and the media, politics, journalism, economics and a diverse range of fields in which clear thinking, moral judgment, critical reasoning and evaluative decision making are involved.

Politics and Law

Learning Area: Humanities and Social Sciences

Enquiries to: Mr M Filer

Code: ATPAL

PRE-REQUISITES

A 'C' grade (or better) in Year 11 Politics and Law ATAR. Students who have not studied this in Year 11 may seek approval for enrolment from the Head of Learning Area.

AIM

The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. A close relationship exists between politics and law.

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society.

The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

LEARNING OUTCOMES

- Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and practices of political and legal systems.
- Students understand the operation of, and the relationship between political and legal systems.
- Students understand the nature of stability and change in political and legal systems.
- Students understand the skills and practices of citizenship and the factors that influence participation in the political and legal system.

COURSE CONTENT

Organisation of content

The Politics and Law course develops student learning through three content areas:

- Political and legal systems
- Political and legal issues
- Political and legal research skills.

Unit 3 – Political and legal power

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system (United States of America); the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia. Students will engage with and make reference to particular contemporary and recent political and legal developments and issues.

Unit 4 – Accountability and rights

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; the effectiveness of these avenues for accountability, the ways and extent to which rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country (United States of America); and the experience of a particular group with respect to their political and legal rights in Australia. Students will engage with and make reference to particular contemporary and recent political and legal developments and issues.

ASSESSMENT

Investigation – 10%
Short Answer – 15%
Essay – 15%
Source analysis – 20%
Examination –40%

FUTURE PATHWAYS

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce as well as assist in helping you become an active and informed citizen.

Health and Physical Education

Head of Learning Area: Mr P Deegan

Year 12 Physical Education Studies (ATAR)

Cert II in Sport Coaching (VET)

Physical Education Studies

Learning Area: Health & Physical Education

Enquiries to: Mr. P Deegan

Codes: ATPES

PRE-REQUISITES

Nil although successful completion of the Physical Education Studies Year 11 ATAR course provides much of the background knowledge and understandings to maximize success.

AIM

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

LEARNING OUTCOMES

Outcome 1: Skills for physical activity

Students apply decision-making, movement, strategic and tactical skills to enhance personal participation in physical activity.

Outcome 2: Self-management and interpersonal skills for physical activity

Students apply self-management and interpersonal skills to enhance participation in physical activity.

Outcome 3: Knowledge and understanding of movement and conditioning concepts for physical activity

Students understand movement and conditioning concepts that inform the enhancement of participation in physical activity.

Outcome 4: Knowledge and understanding of sport psychology concepts for physical activity

Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity

COURSE CONTENT

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

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 the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

The course content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology.

Developing physical skills and tactics

Students explore the practical and theoretical components required to improve the performance of themselves and others in skills and tactics related to physical activities. They examine basic and advanced movement patterns, apply tactical awareness, and understand the analysis of movement, in order to improve the quality of skill performance. Content includes:

- frameworks for understanding tactical problems and appropriate tactical and technical responses
- development of technique in order to perform a skill repertoire in a selected sport
- knowledge of performance from both technical and tactical perspectives
- effective strategies for improving personal competence.

Motor learning and coaching

Effective instruction and coaching is explored through appropriate skill practices, and the design of strategic and tactical challenges. Content includes:

- roles and leadership styles for the effective management of training and coaching sessions
- analysis of learning and skill development to improve performance
- information processing during skill performance
- the design of effective instruction and provision of feedback
- teaching strategies and techniques to improve skill execution
- analysis of performance.

Functional anatomy

Knowledge of functional anatomy provides a foundation for the development of a biomechanical understanding of movement. Content includes:

- the structure and function of the musculoskeletal systems
- the structure and function of the circulatory, respiratory and neuromuscular systems
- production of movement.

Biomechanics

Note: No calculations required

Observation, description and biomechanical analysis of movement are underpinned by movement principles and concepts. Content includes:

- biomechanical principles, concepts and laws of motion
- analysis of movement
- application of biomechanical principles to improve the quality of movement.

Exercise physiology

Students study physiological capacities and the influence of energy systems to improve performance in physical activity and structured training. Content includes:

- examination of the physiological capacities (metabolic, cardio-respiratory and neuromuscular)
- knowledge of the body's circulatory and respiratory systems as an essential basis for exploring performance potential and preparedness for participation
- nutrition to meet the energy demands of participation in different activities and environmental conditions
- principles of training
- training types to improve components of fitness
- key characteristics of training program design and evaluation
- immediate and extended care of the injured athlete.

Sport psychology

The development of mental skills is recognised as being essential to improving performance and facilitating positive group dynamics. Content includes:

- application of group dynamics theories/models and understandings
- skills and processes associated with goal setting, stress management, visualisation, concentration and motivation
- regulation of self-imagery and arousal levels
- influence of varying groups on mental skill preparation (age, skill level, and type of activity).

ASSESSMENT

Assessment table practical component – Year 12

Type of Assessment	Weighting	To SCSA	Weighting for combined mark
Practical (performance) Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course. Evidence can include: direct observation, checklists, use of video and/or oral presentation (*1) (*1) Oral presentation is recommended for assessment of students who, at the time of assessment, are unable to participate due to illness or injury. The format of this assessment should reflect the alternative examination.	70%	100%	30%
Practical (performance)examination Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in a sport (*2) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course. (*2) If a class is studying one sport for the whole year, the examination will be on that sport at different times of the year. If a class is studying two sports, each examination will cover one of the sports studied.	30%		

Assessment table written component – Year 12

Type of Assessment	Weighting	To SCSA	Weighting for combined mark
Investigation Students plan and conduct research and communicate their findings. Evidence can include: journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video	20%	100%	70%
Response Students analyse and respond to questions, stimuli or prompts. Evidence can include: topic tests, summaries, essays and/or oral presentations.	25%		
Written examination Typically conducted at the end of each semester and/or unit and reflecting the written examination design brief for this syllabus.	55%		

FUTURE PATHWAYS

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

Certificate II in Sport Coaching (VET)

Learning Area: Health and Physical Education

Enquiries to: Mr Paul Deegan

SIS20513

PRE-REQUISITES

None

AIM

This course is ideally suited for a student following a VET pathway but is equally attractive to an ATAR students who is looking to take a practical 6th subject which adds considerable value to a person's resume and opens up employment opportunities in coaching post school.

What is a VET course?

VET courses are designed to prepare students for employment or further training. Students achieve nationally recognised qualifications whilst working towards their secondary graduation (WACE).

Why undertake a VET course?

It is acknowledged that participation in a VET program will provide the following benefits to students:

- Value adding to the existing academic program as students will achieve four C grade equivalents for a Certificate II in Year 11 (instead of two)
- Assist with TAFE applications for competitive courses
- Provide flexibility for individual student learning needs
- Enhance employment opportunities by establishing industry networks

COURSE CONTENT

The course comprises 13 units and is divided into 8 Core units and 5 elective units, which are designed to maximise the benefits from our student's previous experiences

Core Units

BSBWOR202A	Organise and complete daily work activities
HLTFAID003	Apply first aid
SISSCO101	Develop and update knowledge of coaching practices
SISSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSDE201	Communicate effectively with others in a sport environment
SIXCAI102A	Assist in preparing and conducting sport and recreation sessions
SIXIND211	Develop and update sport, fitness and recreation industry knowledge
SIXWHS101	Follow work health and safety policies

Electives

SISSBSB201A	Teach fundamental basketball skills
SISSBSB202A	Teach fundamental basketball tactics and game strategy
SISSBSB205	Interpret and apply the rules of basketball
SISAQU202A	Perform basic water rescues
SISSOF101	Develop and update officiating knowledge

ASSESSMENT

This is an on-going process involving formal and informal observations, written work and references from outside coaches and teachers.

FUTURE PATHWAYS

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

SIS20513 Certificate II Sport Coaching

This qualification is delivered and assessed at school in partnership with the YMCA, RTO code 3979. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF



Languages

Head of Learning Area: Mrs Claire Leong

French: Second Language ATAR

Indonesian: Second Language ATAR

Please note: UWA, Murdoch, Curtin and ECU all offer a bonus to students who study a foreign language course in Year 12.

10% of a student's final scaled WACE score in a Language is added to that student's Tertiary Entrance Aggregate (TEA). Calculation of the ATAR is based on the improved TEA. The bonus is applied regardless of whether the language is one of the student's best four subjects. There is no imperative to continue the study of the language at university level.

In other states incentive schemes are offered at the Australian National University, the University of Sydney, the University of New South Wales, the University of Queensland, Melbourne University, Monash University and the University of Adelaide.

French – Second Language
Learning Area: Languages
Enquiries to: Mrs Claire Leong

Code: ATFRE

AIMS

The Stage 3 French units aim to:

- further develop students' communicative skills in both spoken and written French.
- extend their understanding of the cultures and ways of life in countries where French is spoken
- develop their understanding of language as a system, and so enhance their understanding of their first language
- assist them to acquire transferable cognitive, social and learning skills such as self-understanding, the elaboration of thought, problem-solving and the ability to reflect on learning processes
- encourage their enjoyment of language and language learning.

The French: Second Language ATAR course is designed to facilitate achievement of the following outcomes.

LEARNING OUTCOMES

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in French.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

There are two units in Year 12:

Unit 3

Unit description

The focus for this unit is *Les médias (The media)*

COURSE CONTENT

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.
Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics.

Learning contexts	Topics
<p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>Technology and me Students reflect on the role of technologies in their lives and in the lives of young people in French-speaking communities.</p>
<p>The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p>Film and music Students develop an insight into the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music.</p>
<p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>In the media Students consider the media and its impact on the global community.</p>

Unit 4

Unit description

The focus for this unit is *Le monde qui nous entoure (The world around us)*.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Learning contexts and topics

Unit 4 is organised around three learning contexts and a set of three topics.

Learning contexts	Topics
<p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>Planning my future Students reflect on their plans for the future.</p>
<p>The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p>Migrant experiences Students explore the accounts of French-speaking migrants to and from French-speaking communities, to consider reasons for migration, and experiences of participating in a new community.</p>
<p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Youth issues Students consider global youth issues related to coping with pressures: stress, drugs and alcohol.</p>

Assessment table practical component – Year 12

Type of assessment	Weighting	Weighting for combined mark
Oral communication	50%	30%
Practical (oral) examination	50%	

Assessment table written component – Year 12

Type of assessment	Weighting	Weighting for combined mark
Response: Listening	15%	70%
Response: Viewing and reading	15%	
Written communication	20%	
Written examination	50%	

Indonesian – Second Language
 Learning Area: Languages
 Enquiries to: Ms. Laura Wimsett

Code: ATIND

The Indonesian – Second Language Course for Year 12 is comprised of two units: Unit 3 (Aneka Wacana) and Unit 4 (Isu Hangat).

AIMS

These two units aim to:

- further develop students' communicative skills in spoken and written Indonesian.
- extend their understanding of the cultures and ways of life in Indonesia
- develop their understanding of language as a system, and so enhance their understanding of their first language
- assist them to acquire transferable cognitive, social and learning skills such as self-understanding, the elaboration of thought, problem-solving and the ability to reflect on learning processes
- encourage their enjoyment of language and language learning.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Indonesian through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Indonesian.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

CONTENT AND ASSESSMENT

Unit Content

Unit 3 focuses on *Aneka wacana (Exploring texts)*. Through the three topics: Texts and genres, Media and entertainment, and Globalisation and the media, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Learning contexts	Topics
<p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>Texts and genres</p> <p>Students reflect on a wide variety of print and online texts and genres. They learn aspects of critical analysis and respond to texts through reflection and sharing opinions to develop a personal perspective.</p>
<p>The Indonesian-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the</p>	<p>Media and entertainment</p>

communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Students explore Indonesian films, television, print and online media and their influence on everyday life in Indonesia.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Globalisation and the media Students consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity.

Unit 4

This unit focuses on *Isu hangat (Exploring issues)*. Through the three topics: Youth issues, Social issues, and Australia/Indonesia relations, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	Youth issues Students reflect on issues in their daily lives, such as family, school, social life and health.
The Indonesian-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Social issues Students explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Australia/Indonesia relations Students consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities.

ASSESSMENT

Assessment is ongoing in each semester unit and comprises assessment tasks completed in class and a final examination. The assessment weightings are as follows:

Assessment table practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Indonesian. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	25%	100%	40%
Response: Listening Comprehension and interpretation of, and response in spoken Indonesian to, a range of Indonesian spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	25%		
Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

Assessment table written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<p>Response: Viewing and reading Comprehension and interpretation of, and response in English or Indonesian to, a range of Indonesian print and audiovisual texts, such as emails, blog postings, film/television program (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.</p>	20%	100%	60%
<p>Written communication Production of written texts to express information, ideas, opinions and/or experiences in Indonesian. This can involve responding to a stimulus, such as an email, or a letter, or writing a text, such as a journal entry/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.</p>	30%		
<p>Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%		

Mathematics

Head of Learning Area: Mr Andrew Pateman

COURSES OFFERED:

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

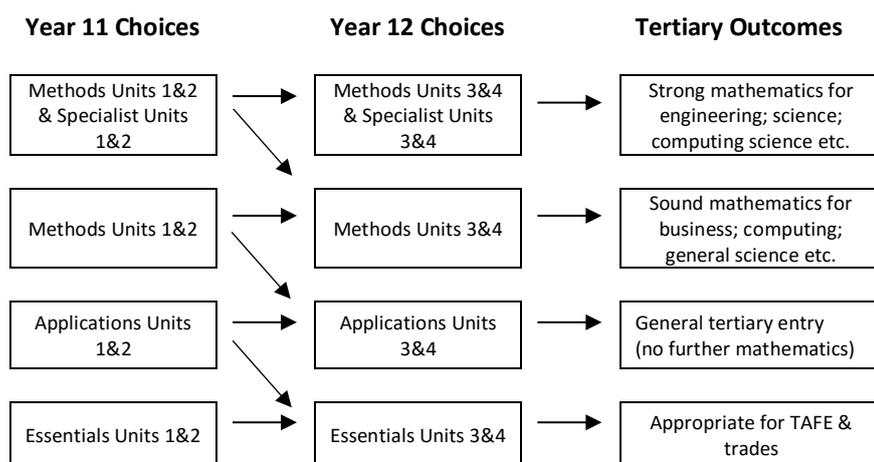
Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop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

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

Possible Course Pathways:

The most common course selections are represented by the pathways in this block diagram.



Other pathways are possible. Students are encouraged to seek advice from their teacher, Head of Learning Area or the Academic Dean for deviations from the pathway examples above.

Mathematics Essential Units 3&4 (GENERAL)

Learning Area: Mathematics

Enquiries to: Mr Andrew Pateman

Codes: GTMAE

PRE-REQUISITES

Mathematics Essential units 1 & 2, 'C' Grade or better.

COURSE OVERVIEW

Mathematics Essential is a General (non-ATAR) course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

COURSE AIMS

The Mathematics Essential course aims to develop students' capacity, disposition and confidence to:

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

COURSE CONTENT

Unit 3

Measurement

Scales, plans and models

Graphs

Data collection

Unit 4

Probability and relative frequencies

Earth geometry and time zones

Loans and compound interest

ASSESSMENTS

Assignments and Tests – 40%

Practical Applications – 45%

Externally Set task – 15%

FUTURE PATHWAYS

Trades and/or TAFE.

Mathematics Applications Units 3&4 (ATAR)

Learning Area: Mathematics

Enquiries to: Mr Andrew Pateman

Codes: ATMAA

PRE-REQUISITES

Mathematics Applications Units 1&2, 'C' Grade or better;
Or Mathematic Methods Units 1&2.

COURSE AIMS

The Mathematics Applications ATAR course aims to develop students':

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

COURSE CONTENT

Unit 1

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

Unit 2

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

ASSESSMENT

External exam 50% School Assessment (moderated against the external exam) 50%

School assessment comprises

Assignments and Tests – 40%

Investigations – 20%

Examinations – 40%

FUTURE PATHWAYS

Tertiary courses which do not require a strong mathematical background.

Mathematics Methods Units 3&4

Learning Area: Mathematics

Enquiries to: Mr Andrew Pateman

Codes: ATMAM

PRE-REQUISITES

Mathematics Methods Units 1&2, 'C' Grade or better.

COURSE OVERVIEW

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

COURSE AIMS

Mathematical Methods aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

COURSE CONTENT

Unit 3

- Further differentiation and applications
- Integrals
- Discrete random variables.

Unit 4

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

ASSESSMENT

External exam 50% School Assessment (moderated against the external exam) 50%

School assessment comprises

Assignments and Tests – 40%

Investigations – 20%

Examinations – 40%

FUTURE PATHWAYS

Tertiary courses which require a sound mathematical background such as business, computing, general science and similar disciplines.

Mathematics Specialist Units 3&4

Learning Area: Mathematics

Enquiries to: Mr Andrew Pateman

Codes: ATMAS

PRE-REQUISITES

Specialist Mathematics Units 1&2, 'C' Grade or better.

COURSE OVERVIEW

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

COURSE AIMS

The Mathematics Specialist ATAR course aims to develop students':

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

COURSE CONTENT

Unit 1

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

Unit 2

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

ASSESSMENT

External exam 50% School Assessment (moderated against the external exam) 50%

School assessment comprises

Assignments and Tests – 40%

Investigations – 20%

Examinations – 40%

FUTURE PATHWAYS

Tertiary courses which require a strong mathematical background such as mathematics, physical science, engineering and similar disciplines.

Science

Head of Learning Area: Mr Ian Simpson

Chemistry

Human Biology

Physics

Integrated Science

PATHWAYS IN SCIENCE FROM 2017

COURSE	CODE	ATAR (A)		GENERAL (G)	
		YEAR 11	YEAR 12	YEAR 11	YEAR 12
BIOLOGY	BIO	AEBIO	ATBIO		
CHEMISTRY	CHE	AECHE	ATCHE		
INTEGRATED SCIENCE	ISC			GEISC	GTISC
HUMAN BIOLOGY	HBY	AEBHY	ATHBY		
PHYSICS	PHY	AEPHY	ATPHY		

Notes:

A – ATAR course

G – General course

E – Year 11 pair of units (Units 1 and 2)

T – Year 12 pair of units (Units 3 and 4)

Biology
Learning Area: Science
Enquiries to: Mr I Simpson

Codes: ATBIO

PRE-REQUISITES

A 'C'- Grade or better in **AEBIO Or AEHBY**

AIMS

The Biology ATAR course aims to develop students':

- sense of wonder and curiosity about life and respect for all living things and the environment
- understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how
- scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Unit 3 – Continuity of species

In this unit, 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 description

Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making.

Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations.

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to heredity and population genetics, and associated technologies, have developed over time. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students use science inquiry skills to design and conduct investigations into how different factors affect cellular processes and gene pools; they construct and use models to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid, reliable conclusions.

Unit 4 – Surviving in a changing environment

In this unit, 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.

Unit description

In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of infectious disease, present significant challenges for organisms and require coordinated system responses. In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

Through the investigation of appropriate contexts, students explore the ways in which models and theories of organisms' and populations' responses to environmental change have developed over time. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students use science inquiry skills to investigate a range of responses by plants and animals to changes in their environments; they construct and use appropriate representations to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid conclusions.

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Biology ATAR Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. Science Inquiry: Practical Practical work can involve a range of activities, such as practical tests; modelling and simulations; observation checklists; and brief summaries of practical activities. Science Inquiry: Investigation Investigations are more extensive activities, which can include experimental testing; environmental and field work; conducting surveys; and comprehensive scientific reports.	20%
Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of biological information in scientific and media texts.	10%
Test Tests typically consist of multiple choice questions, and questions requiring short and extended answers.	20%
Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%

Chemistry
Learning Area: Science
Enquiries to: Mr I Simpson

Codes: ATCHE

PRE-REQUISITES

A 'C'- Grade or better in **AECHE**

AIM

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. The Chemistry ATAR course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. Thinking in chemistry involves using differing scales, including macro, micro and nano-scales; using specialised representations, such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems.

Studying the Chemistry ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

The Chemistry ATAR course aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

ORGANISATION

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

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

In this unit, 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

In this unit, 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.

Science strand descriptions

The Chemistry ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7–10 Science curriculum. The three strands of the Chemistry ATAR course should be taught in an integrated way. The content descriptions for Science Inquiry Skills, Science as a Human Endeavour and Science Understanding have been written so that this integration is possible in each unit.

Assessment table – Year 12

Type of assessment	Weighting
<p>Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings.</p> <p>Practical Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second hand data; and brief summaries of practical activities.</p> <p>Investigation Investigations are more extensive activities, which can include experimental testing; chemical analyses; and comprehensive scientific reports.</p> <p>The assessed component of tasks of these types should be conducted in a supervised classroom setting.</p> <p>Students must complete at least one investigation over a pair of units.</p>	20%
<p>Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments.</p> <p>Assessment can take the form of answers to specific questions based on individual research, and interpretation and evaluation of chemical information in scientific journals, media texts and/or advertising.</p> <p>Appropriate strategies should be used to authenticate student achievement on an out-of-class assessment task. For example, research completed out of class can be authenticated using an in-class assessment task under test conditions.</p>	10%
<p>Test Tests typically consist of multiple choice questions, and questions requiring short and extended answers.</p> <p>This assessment type is conducted in supervised classroom settings.</p>	20%
<p>Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%

FUTURE PATHWAYS

University science courses such as forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

Human Biology
Learning Area: Science
Enquiries to: Mr I Simpson

Codes: ATHBY

PRE-REQUISITES

A 'C' Grade or better in **AEHBY Or AEBIO**

RATIONALE

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

LEARNING OUTCOMES

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – Homeostasis and disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit description

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine system and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system, including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship with other parts of the nervous system, can be linked to the roles each play in maintaining homeostasis of internal environmental conditions. Comparing and contrasting the endocrine and nervous systems can highlight the roles of each in homeostasis. Humans can intervene to treat homeostatic dysfunction and influence the quality of life for individuals and families.

Different body systems have mechanisms, including physical and chemical barriers, that protect the body against invasion by pathogens. The non-specific actions of the body can be aided by the use of antibiotics and antiviral drugs to counter the invasion or reduce the effect of the pathogen. Specific resistance mechanisms involve the recognition of invading pathogens and produce long-lasting immunity. Vaccinations can result in immunity to infection by exposure to attenuated versions of the pathogens.

Unit 4 – Human variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

Unit description

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids.

Humans can show multiple variations in characteristics due to the effect of polygenes or gene expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration and chance occurrences. Population gene pools vary due to interaction of reproductive and genetic processes and the environment. Over time, this leads to evolutionary changes. Gene flow between populations can be stopped or reduced by barriers. Separated gene pools can undergo changes in allele frequency, due to natural selection and chance occurrences, resulting in speciation and evolution. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies.

A number of trends appear in the evolution of hominids and these may be traced using phylogenetic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.

ASSESSMENT

Assessment table – Year 12

Type of assessment	Weighting
<p>Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. It is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and/or developing evidence-based arguments.</p> <p>Science inquiry: Practical Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and brief summaries of practical activities.</p> <p>Science inquiry: Investigation Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.</p>	10%
<p>Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and/or media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and/or using reasoning to construct scientific arguments.</p> <p>Assessment can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of information in scientific journals, media texts and/or advertising.</p>	15%
<p>Test Tests typically consist of multiple choice questions and questions requiring short and extended answers. They should be designed so that students can apply their understanding and skills in human biology to analyse, interpret, solve problems and construct scientific arguments.</p>	25%
<p>Examination Typically conducted at the end of each semester and/or unit, and reflecting the examination design brief for this syllabus.</p>	50%

FUTURE PATHWAYS

TAFE and University

Human Biology is a general educational course with a wide application as a background subject for science education, hospitality, childcare, sport, social work, medical and paramedical fields such as such as medicine, physiotherapy, occupational therapy, dietetics, radiography and nursing. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices.

Physics
Learning Area: Science
Enquiries to: Mr I Simpson

Codes: ATPHY

PRE-REQUISITES

A 'C' Grade or better in **AEPHY**.

AIM

The Physics ATAR course aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

COURSE CONTENT

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 description

Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

Contexts that can be investigated in this unit include technologies, such as artificial satellites, navigation devices, large-scale power generation and distribution, motors and generators, electric cars, synchrotron science, medical imaging, and related areas of science and engineering, such as sports science, amusement parks, ballistics and forensics.

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to gravity and electromagnetism, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students develop their understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena. Through these investigations, they develop skills in relating graphical representations of data to quantitative relationships between variables, using lines of force to represent vector fields, and interpreting interactions in two and three dimensions. They continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations and in evaluating the validity of primary and secondary data.

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.

Unit description

The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

Contexts that can be investigated in this unit include technologies, such as photo radar, fibre optics, DVDs, GPS navigation, lasers, modern electric lighting, medical imaging, nanotechnology, semiconductors, quantum computers and particle accelerators, and astronomical telescopes such as the Square Kilometre Array. Other contexts may include black holes, dark matter, and related areas of science, such as space travel and the digital revolution.

Through the investigation of appropriate contexts, students explore the ways in which these models and theories, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and they recognise the limitations of science to provide definitive answers in different contexts.

Through investigation, students apply their understanding of relativity, black body radiation, wave/particle duality, and the quantum theory of the atom, to make and/or explain observations of a range of phenomena, such as atomic emission and absorption spectra, the photoelectric effect, lasers, and Earth's energy balance. They continue to develop skills in planning, conducting and interpreting the results of investigations, in synthesising evidence to support conclusions, and in recognising and defining the realm of validity of physical theories and models.

ASSESSMENT

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Physics ATAR Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
<p>Science Inquiry There must be at least one experiment, one investigation and one evaluation and analysis completed in this pair of units. Appropriate strategies should be used to authenticate student achievement on an out-of-class assessment task.</p> <p>Experiment Practical tasks designed to develop or assess a range of laboratory related skills and conceptual understanding of physics principles, and skills associated with representing data; organising and analysing data to identify trends and relationships; recognising error, uncertainty and limitations in data; and selecting, synthesising and using evidence to construct and justify conclusions.</p> <p>Tasks can take the form of practical skills tasks, laboratory reports and short in-class tests to validate the knowledge gained.</p> <p>Investigation Activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations.</p> <p>Assessment tasks can take the form of an experimental design brief, a formal investigation report requiring qualitative and/or quantitative analysis of the data and evaluation of physical information, or exercises requiring qualitative and/or quantitative analysis of second-hand data.</p> <p>Evaluation and analysis Involves interpreting a range of scientific and media texts; evaluating processes, claims and conclusions by considering the accuracy and precision of available evidence; and using reasoning to construct scientific arguments.</p> <p>Assessment tasks can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of physics information in scientific and media texts.</p>	20%
<p>Test Tests typically consist of questions requiring short answers, extended answers and problem solving. This assessment type is conducted in supervised classroom settings.</p>	30%
<p>Examination Examinations require students to demonstrate use of terminology, understanding and application of concepts and knowledge of factual information. It is expected that questions would allow students to respond at their highest level of understanding.</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus. This assessment type is conducted in supervised classroom settings.</p>	50%

FUTURE PATHWAY

University science, science-related and engineering courses

Integrated Science (General)

Learning Area: Science

Enquiries to: Mr I Simpson

Code: GTISC

PRE-REQUISITES

Nil

Rationale

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people's aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them. Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Because scientific explanations are open to scrutiny, scientific knowledge may be tentative and is continually refined in the light of new evidence.

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

COURSE CONTENT

Unit 3

Unit description

In this unit, students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

They investigate ecosystem dynamics, including interactions within and between species, and interactions between living and non-living components of ecosystems. They also investigate how measurements of population numbers, species diversity, and descriptions of species interactions, can form the basis for comparisons between ecosystems.

Fieldwork is an important part of this course. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments.

Unit 4

Unit description

This unit provides students with the opportunity to conduct scientific investigations that will increase their understanding of important scientific concepts and processes. Students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems.

Practical experiences are an essential part of the Integrated Science General course. Investigations and experimentation should be incorporated into the delivery of the course and designed to further develop the students' skills in the areas of formulating hypothesis, planning, conducting, representing data in meaningful ways, interpreting data and scientific texts, and communicating findings to specific audiences using ICT and multimodal formats.

The context that is used to teach the key concepts should be broad and integrate all areas of science to assist in the delivery of the key concepts. It should engage students, have local real-life application, and be relevant to the student's everyday life.

ASSESSMENT

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Integrated Science General Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
<p>Science Inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. Students evaluate claims, investigate ideas, solve problems, reason, draw valid conclusions, and/or develop evidence-based arguments.</p> <p>Science Inquiry: Practical Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and/or brief summaries of practical activities. Science Inquiry: Investigation</p> <p>Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.</p>	40%
<p>Extended response Tasks requiring an extended response can involve: selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and/or media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments.</p> <p>Assessment may take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of information in scientific journals, media texts and/or advertising.</p>	30%
<p>Test Tests typically consist of multiple-choice questions and questions requiring short and extended answers. Tests should be designed so that students can apply their understanding and skills in the Integrated Science General course.</p>	15%
<p>Externally set task A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

FUTURE PATHWAYS

TAFE and university non-science related courses

Technologies

Head of Learning Area: Mr Alan Drakesmith

Computer Science (ATAR)

Engineering Studies (ATAR)

Materials Design and Technology – Wood (GENERAL)

Materials Design and Technology – Metal (GENERAL)

Certificate III in Business (VET)

Certificate III in Visual Arts (Design and Drafting) (VET)

Certificate II in Information, Digital Media and Technology (VET)

Computer Science
Learning Area: Technologies
Enquiries to: Mr A. Drakesmith

Codes: ATCSC

PRE-REQUISITES

Successful completion of Year 11 Computer Science Units ATAR, or Year 11 Applied Information Technology ATAR.

AIMS

The Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, and the connectivity between computers, peripheral devices and software used in the home, workplace and in education is examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

In this course, the impact of technological developments on the personal, social and professional lives of individuals, businesses and communities is investigated. The ethical, moral and legal factors that influence developments in computing are explored so that students recognise the consequences of decisions made by developers and users in respect to the development and use of technology.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

COURSE CONTENT

Unit 3 – Design and development of computer-based systems and database solutions

In this unit, students understand the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

Unit 4 – Design and development of communication systems and software solutions

In this unit, students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the Software Development Cycle. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. Students consider networks, communication systems, including security and protocols.

ASSESSMENT

Assessment is based on the demonstration of the learning outcomes through variety of practical and theoretical tasks that cater for individual learning styles of students, in-class test, and written assignments.

Weighting	Type
20%	Theory Test
10%	Performance Test
30%	Project
40%	Examinations

FUTURE PATHWAYS

University

Bachelor of Science (Computer Science)
Bachelor of Business (Information Systems)
Bachelor of Game Technology

TAFE

Diploma and Certificates in Information Technology

Engineering Studies

Learning Area: Technologies

Enquiries to: Mr W O'Neill

Codes: ATEST

PRE-REQUISITES

A minimum of a 'C' Grade for Year 11 Engineering Studies ATAR.

AIMS

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

COURSE CONTENT

Unit 3

In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment.

Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity. They synthesise responses to the brief by engaging in a range of activities that include: detailed research of similar existing engineered products; construction materials and components; sketching, drawing and notating concepts; analysing and justifying the choice of the most promising of these for production as a prototype or working model. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

Unit 4

In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products.

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

ASSESSMENT

The three types of assessment shown below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement in Engineering Studies. The range of assessments is intended to be inclusive of all students.

Design 30%

Student's research past, present or proposed engineering projects. Teachers will assess how students conduct the investigation and communicate their findings in appropriate forms, e.g. written, oral, graphical, multimedia, but the folio/journal is preferred.

Production 30%

Manufacturing project(s) where students control, evaluate and manage processes as necessary. Teachers will assess student understandings, confidence and competence when using skills in manufacturing processes and when managing production plans. Teachers will also assess how well students test materials, components and systems safely. The made product in terms of quality and finish is also assessed.

Examination 40%

Conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.

FUTURE PATHWAYS

A wide range of Engineering courses at TAFE.
Engineering at one of the universities.

Materials Design and Technology – Wood (General)

Learning Area: Technologies

Enquiries to: Mr W O'Neill

Code: GTMDTW

PRE-REQUISITES

A minimum of a 'C' Grade for Year 11 Materials Design and Technology – Wood General is desirable but not essential.

AIMS

The Materials Design and Technology course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how materials are developed and used.

Working with wood, students will develop a range of manipulative, processing, manufacturing and organisational skills which will make them more technologically literate. As consumers, they should become enabled to make decisions about the use and misuse of technology now and in the future.

The course comprises individual units with each unit being delivered over the year. Throughout the course students are monitored and assessed on their achievement and continuing progress. The emphasis of this practical course will be given to quality of workmanship, along with creativity and innovation. This will be documented in a detailed design folio.

COURSE CONTENT

Three different areas of learning contexts have been identified in this course: wood, metal, and textiles. This course will focus on the wood context.

Unit 3 – In this unit students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects with a wood focus.

Students work within an open and self-directed design brief to design and manage a mass production project. They will research, develop and market a small item which they will make in small groups. Examples of these items could be: Picture frames, CD towers, Cutting boards...

Unit 4 – Students learn about the nature of designing for a client, target audience or market. They apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They use a range of techniques to gather information about existing consumer products that consider the factors which affect design choices when producing products for a particular client or consumer. Students learn to conceptualise and communicate their ideas, and various aspects of the design process within the context of constructing what they design.

The major task in this unit is a free choice major project which they will take home.

Students will have opportunities to develop skills through the completion of set skilled based projects, execute their own thoughts and ideas through personal design tasks and work in an industry style environment through personal and group based production tasks.

ASSESSMENT

Assessment is based on the achievement of the tasks, a formal skills test and a folio of work.

25%	Design (Folio work)
50%	Production (Practical)
10%	Response (Written work)
15%	Externally Set Task (A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school.)

FUTURE PATHWAYS

Numerous employment opportunities in the Building and Furnishing Industries via TAFE.

University – Teaching Design and Technology (B.Ed) - ECU

University – 3D Design (Product or Furniture) (B.Arts) - Curtin

Materials Design and Technology – Metal (General)

Learning Area: Technologies

Enquiries to: Mr W O'Neill

Code: GTMDTM

PRE-REQUISITES

A minimum of a 'C' Grade for Year 11 Materials Design and Technology - Metal General is desirable but not essential.

AIMS

Materials Design and Technology – Metal is a practical course in which the students learn about shaping and forming metals into projects following the 'design, make and appraise' approach. The course will focus on the application of current technology in the metal industry. Students will be given the opportunity to work with many materials, hand tools and machines, learning skills in welding, lathe work, sheet-metalwork and general construction. Students will become adept in using computer software to document all of their research, plans and designs.

Creativity and individuality are strongly encouraged in all work and a high standard of presentation and finishing of work will be expected.

COURSE CONTENT

Three different areas of learning contexts have been identified in this course: wood, metal, and textiles. This course will focus on the metal context.

Unit 3 – In this unit students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects with a metal focus.

Students learn to communicate various aspects of the technology process by constructing what they design, including a key tag, nylon mallet and a free choice personal project

Unit 4 – Students learn about the nature of designing for a client, target audience or market. They apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They use a range of techniques to gather information about existing consumer products that consider the factors which affect design choices when producing products for a particular client or consumer. Students learn to conceptualise and communicate their ideas, and various aspects of the design process within the context of constructing what they design.

The major task in this unit is a group mass production task which has a community service focus.

Students will have opportunities to develop skills through the completion of set skilled based projects, execute their own thoughts and ideas through personal design tasks and work in an industry style environment through personal and group based production tasks.

ASSESSMENT

Assessment is based on the achievement of the tasks, a formal skills test and a folio of work.

25%	Design (Folio work)
50%	Production (Practical)
10%	Response (Written work)
15%	Externally Set Task (A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school.)

FUTURE PATHWAYS

Employment in the Metals Industry via apprenticeship training.

University – Teaching Design and Technology (B.Ed) - ECU

Tertiary Study through the TAFE System.

BSB30115 Certificate III in Business

Learning Area: Technologies

Enquiries to: Mr. A Drakesmith

Code: C3B

PRE-REQUISITES

ICT20115 Certificate II in Information, Digital Media and Technology.

AIMS

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Successful completion of this qualification, Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include: customer service adviser, data entry operator, general clerk, payroll officer, typist, word processing operator.

Preferred pathways for candidates considering this qualification is having already achieved ICT20115 Certificate II in Information, Digital Media and Technology.

COURSE UNITS

Core units

BSBWHS302 Apply knowledge of WHS legislation in the workplace

Specialised Elective Units (IT Use)

BSBITU301 Create and use databases

BSBITU302 Create electronic presentations

BSBITU303 Design and produce text documents

BSBITU304 Produce spreadsheets

BSBITU306 Design and produce business documents

BSBITU309 Produce desktop published documents

BSBWRT301 Write simple documents

BSBITU303 Text documents

Electives

BSBWOR301 Organise personal work priorities and development

CUADIG303 Produce and prepare photo images

ICPDMT321 Capture a digital image

ICTICT202 Work and communicate effectively in an IT environment

ASSESSMENT

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being component or not meeting the requirements. Students will need to demonstrate competence in each Unit of competency to achieve this qualification.

FUTURE PATHWAYS

TAFE

Certificate and Diploma in Multimedia, Information Technology

Certificate and Diploma in Computing

Certificate and Diploma in Business

BSB30115 Certificate III in Business

This qualification is delivered Information, Digital Media and Technology and assessed at school in partnership with Skills Strategies International, RTO code 2401. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



CUA31115 Certificate III Visual Arts (Design and Drafting)

Learning Area: Technologies
Enquiries to: Mr. A Drakesmith

Code: C3VADAD

PRE-REQUISITES

Cert II Drafting and Design (Visual Arts) CUA20715

Some experience of Year 10 Technical Graphics is desirable but not essential.

AIMS

This qualification is aimed at individuals who wish to develop their technical graphic skills that underpin visual arts and design practice in the contexts listed below:

- Architectural and industrial design
- Drafting
- Digital art and animation
- 3D Sculpture
- Stop motion animation and miniature set construction
- Gaming

To obtain the CUA30111 qualification you must complete nine (12) units: Four (4) core units and five (8) elective units. Seven (7) units have already been completed in Year 11 as part of the Cert II (CUA20715).

Throughout the course you will have multiple opportunities to demonstrate competence. Each unit area comprises resources and assessment activities.

COURSE CONTENT

Unit	Description
BSBOHS201A (Core)	Participate in OHS processes
CUVACD201A (Core)	Develop drawing skills to communicate ideas
CUVPRP301A (Core)	Produce creative work
CUVRES301A (Core)	Apply knowledge of history and theory to own arts practice
CUVACD302A	Produce computer-aided drawings
CUVAVC303A	Produce technical drawings
CUVPRP303A	Select and prepare creative work for exhibition
BSBDES201A	Follow a design process
CUVPRP201A	Make simple creative work
ICAICT204A	Operate a digital media technology package
CUFDIG304A	Create visual design components
CUVACD304A	Make scale models

ASSESSMENT

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being component or not meeting the requirements. Students will need to demonstrate competence in each Unit of competency to achieve this qualification.

FUTURE PATHWAYS

TAFE – Certificate IV in Visual Art (Drafting), Diploma and Advanced Diploma in Drafting (Civil and Structural)

University – Degree in Architecture (Not direct entry)

CUA31115 Certificate III in Visual Arts (Design and Drafting)

This qualification is delivered and assessed at school in partnership with VETiS Consulting, RTO code 52499. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



ICT20115 Certificate II in

Learning Area: Technologies
Enquiries to: Mr. A Drakesmith

C2IDMT

PRE-REQUISITES

None

AIMS

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This course is designed to significantly enhance the learner's prospects of gaining employment by providing a solid grounding in basic computer skills required in today's environment. The course has a number of benefits that include: enhancing job prospects and providing a solid foundation upon which to base further studies in Information Technology

To obtain the ICT20115 qualification you must complete 14 units: Seven core units and seven elective units. Throughout the course you will have multiple opportunities to demonstrate competence. Each unit area comprises resources and assessment activities.

COURSE UNITS

Core units

- BSBWHS201 Contribute to health and safety of self and others
- BSBSUS201 Participate in environmentally sustainable work practices
- ICTICT201 Use computer operating systems and hardware
- ICTICT202 Work and communicate effectively in an IT environment
- ICTICT203 Operate application software packages
- ICTICT204 Operate a digital media technology package
- ICTWEB201 Use social media tools for collaboration and engagement

Electives

- ICICT206 Install software applications
- ICSAS203 Connect hardware peripherals
- ICSAS208 Maintain IT equipment and consumables
- ICSAS206 Detect and protect from spam and destructive software
- CUADIG303 Produce and prepare photo images
- CUASOU204 Perform basic sound editing
- ICPDMT321 Capture a digital image

ASSESSMENT

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being competent or not meeting the requirements. Students will need to demonstrate competence in each Unit of competency to achieve this qualification.

FUTURE DIRECTIONS

Students will be able to select to undertake the Certificate III in Business in Year 12 on successful completion.

TAFE – Certificate and Diploma in Multimedia, Information Technology

TAFE – Certificate and Diploma in Computing

TAFE – Certificate and Diploma in Business

ICT20115 Certificate II in Information Digital Media Technology (IDMT)

This qualification is delivered and assessed at school in partnership with Skills Strategies International, RTO code 2401. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



Vocational Education and Training

Enquiries to: Ms J Duncan (Head of Career Development)

Vocational education in Year 12 enables students to select the most appropriate pathway to suit their interests and post-school pathways. Vocational programs aim to give students opportunities to develop core skills for work and gain valuable practical experiences. Some vocational options require that students attend one day per week in the workplace (usually Wednesdays). Students must demonstrate commitment to maintaining their school subject grades if they are to be out of the College for one day each week.

Workplace Learning

This is an Authority-developed endorsed program which is useful for career development as students may explore a variety of workplaces while developing generic workplace skills and positive work attributes. Students participate in an application process that includes an interview to determine if the student is “work ready”.

School-Based Traineeships

School Based Traineeships enable students to gain valuable work and life experiences, earn a training wage and a formal Certificate II qualification, all whilst completing their WACE. Students select one industry area to work in from a wide range of industry areas.

VET in Schools programs

Students may wish to see Ms Duncan about applying for individual VET in Schools programs across a range of industry areas. These courses may be run at TAFE Colleges or at private Registered Training Organisations. A competitive application process will apply.

Other VET in Schools programs available to students in Year 12 (through a formal application process) are plumbing pre-apprenticeships and electrical pre-apprenticeships. Selected students will attend training one day per week at the MPA (Master Plumbers Association) training centre in Maylands and complete on the job work placements during school holidays to achieve a Certificate II Plumbing and Gas Fitting. Selected students for electrical pre-apprenticeships will attend the Electrical Group Training Centre in Jandakot to achieve a Certificate II Electro technology. This will provide opportunities for students to enter apprenticeship training on completion of the pre-apprenticeships. A competitive application process will apply. Students may be required to have had relevant work experience and a driving licence.

VET Certificates delivered at the college

Wesley also has a range of Vocational Certificates delivered in timetabled classes. Please see below and refer to the individual Learning Area sections of the handbook for more details. Year 12 students may enroll in Certificate II courses.

Year	Health and Physical Education		Information Digital Media Technology (IDMT)	Visual Arts	
11	Certificate II Sport Coaching (One year)	Certificate III Fitness  (Over two years)	Certificate II in IDMT 	Certificate II Visual Arts (Design and Drafting) 	Certificate II or III Visual Arts (Art and Photography)  Over two years
12			Certificate III in Business	Certificate III Visual Arts (Design and Drafting)	
	<i>For students interested in coaching and group fitness within a sport and recreation environment.</i>		<i>For students interested in the IT industry and business skills.</i>	<i>For students interested in graphic design, drafting and architecture.</i>	<i>For students interested in creating works of art by applying a creative design process</i>

Workplace Learning

Enquiries to: Ms J Duncan

Code: ADWPL

PREREQUISITE

Applications for entry into the Workplace Learning program for 2019 are coordinated through the Central and South East INSTEP cluster and must be received by Ms Duncan before **Friday, 14 September 2018**. Interested students will need to complete an application package, prepare a personal portfolio and attend an interview. The requirement to attend a workplace for 12 Wednesdays in each semester generally necessitates that Workplace Learning students are engaged in a non ATAR program. Work placements may also be organised in school holiday blocks.

AIM

Workplace Learning is an Authority-endorsed program. Students may complete two placements in Year 12 in different industry areas or workplaces. This is beneficial for students to learn about a number of different industry areas to assist with their understanding of career options.

COURSE CONTENT

The student must record the number of hours completed and the tasks undertaken in the workplace in a *Workplace Learning Logbook*. The student 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. The *Workplace Learning Skills Journal* includes:

- Attendance record (completed progressively by the student)
- Task schedule (completed progressively by the student)
- Workplace supervisor's evaluation of student performance (completed by workplace supervisor after 55 hours, or at end of placement if fewer than 55 hours are worked).

UNIT EQUIVALENCE

Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units – two Year 11 and two Year 12. Unit equivalents are allocated to either Year 11 or Year 12 in the manner that best advantages the student. If the maximum unit equivalence is exceeded, achievements are reported on the WASSA but do not contribute to the WACE. This is referred to as "banked credit".

- Less than 55 hours = 0 unit equivalents
- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents

FUTURE PATHWAYS

Work experience is highly valued by employers and TAFE Colleges. Many Workplace Learning students are offered apprenticeships or paid work as a result of their placements.

For more information about the application process and to download the application package please go to the new students section of the INSTEP website at www.instep.wa.edu.au

School Based Traineeships

Enquiries to: Ms J Duncan

PREREQUISITES

Students must have a firm commitment to the trade or profession in which they wish to train. A host employer must be sourced that is willing to pay the students approximately \$80 per day during their work placements over a 12 month period. Employers may request that the student completes a short trial period of work experience prior to signing the training agreement. The process of identifying a potential employer should be completed prior to the start of the 2019 school year.

AIM

School Based Traineeships (SBTs) provide a pathway for students to successfully transition from school to work. SBTs aim to provide students with the opportunity for extended participation in the workplace, leading to increased career choices and possibly full-time apprenticeships, employment or further education and training.

LEARNING OUTCOMES

Students will gain a Certificate II by demonstrating knowledge and skills consistent with a first year apprentice/trainee in their chosen industry area. Students will also be enrolled in the *Authority-endorsed Workplace Learning* and be will be credited for one unit equivalent for every 55 hours they spend in the workplace.

COURSE CONTENT

Students will demonstrate a range of units of competencies during their time in the workplace. On-the-job training is supported by work books, to reinforce the major content areas. Students will also be expected to maintain a Log Book containing an attendance log and a task schedule for each day they spend in the workplace.

ASSESSMENT

Workplace assessors will visit students in the workplace and evaluate their ability against competency standards. Students completing the identified competencies will receive the full certification (Certificate II).

INDUSTRY AREAS

School Based Traineeships are available in a wide range of industries for example: Building and Construction, Sport and Recreation, Horticulture, Hospitality, Fabrication Engineering, Information Technology and Business.

Other Vocational Education Opportunities out of the College

Enquiries to: Ms J Duncan

Students may access other VET opportunities by attending training organisations on a one-day per week basis, in consultation with the Deputy Head, mentors, parents and Ms Duncan. Students completing ATAR subjects would need to consider the impact that being out of the college for one day per week would have on their achievement. Students have successfully completed:

Certificate IV Business at Fremantle Education Centre

For more information and to download the brochure, please see <http://fec.org.au/certificate-iv-business/>

Certificates II and III in Music Production, Certificate II and III Game Design and Animation at Mount Pleasant College

For more information, please see <http://mpbcc.org.au/>

Enrolment in these courses is subject to an application process. Please contact Ms Duncan for more information and application forms.

