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This handbook describes courses on offer to Year 12 students in 2015.

Each course consists of two semester-long units. In Year 12, students may undertake SIX or FIVE courses, but the decision to complete five courses in Year 12 must be made very carefully.

Students are encouraged to keep a wide range of options open and to maximise their ATAR or Training Provider entry points.

Students who take five courses in Year 12 will be required to do four periods per week of Directed Study, under teacher supervision. It is imperative that students utilise this time effectively and efficiently in order to achieve optimal outcomes.

**WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION REQUIREMENTS**

Achievement of a Western Australian Certificate of Education (WACE) signifies that you have successfully met the breadth and depth, the achievement standard and English language competence requirements in your senior secondary schooling.

**Breadth and Depth Requirement**

You must complete a minimum of 20 units over Years 11 and 12. (An example of a ‘unit’ is 2A Politics and Law and an example of a ‘course’ is 2A Politics and Law and 2B Politics and Law.) The 20 course units must include at least:

- four different course units from English, Literature or English as an Additional Language/Dialect (EALD), studied during Year 11 and Year 12. At least two of these units must be completed in Year 12.
- one pair of course units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology) completed in Year 12. (See below.)

**Achievement Standard Requirement**

You must achieve a ‘C’ grade average or better across the best 16 course units of which at least 8 must be completed in Year 12.

**English Language Competence Requirement**

You must achieve a ‘C’ grade or better in any stage 1 or higher course from English, Literature or EALD.

**WACE Examinations Requirement**

You must sit for WACE examinations in each course when enrolled in a pair of stage 3 units, unless exempt. (See the provisions for exemption below.)

**EXEMPTION FROM EXTERNAL EXAMINATIONS**

Year 12 students who are working towards the completion of an Australian Qualification Training Framework (AQF) VET Certificate 1 or higher and who are enrolled in three or fewer stage 2 and/or stage 3 pairs of units who do not wish to sit the WACE examination can apply for an exemption.

If you are studying a Stage 2 course in Year 12, you may apply for exemption from sitting the WACE examination in that course.
If you are studying more than five courses and who do not wish to sit the external examination in your sixth (or seventh) course, you can apply for exemption.

**WACE BREADTH-OF-STUDY LIST (For courses offered at All Saints’ College)**

In Year 12, at least one pair of course units must be chosen from List A and at least one pair of course units must be chosen from List B.

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**REPEATING COURSE UNITS**

Course units can be repeated. However, those units which have the same code, e.g 3A Mathematics, and are repeated, do NOT contribute to the WACE requirements more than once. If the course unit is repeated, the highest grade recorded for the unit will be used when calculating the ‘C’ grade average unless the repeated unit in Year 12 is needed as part of the eight units for the Year 12 requirement.

**TERTIARY ENTRANCE – 2016**

The booklet, 'University Admission 2016: Admission Requirements for School Leavers', published by the Tertiary Institutions Service Centre (TISC) was issued to all students in Year 10. Full copies of these booklets are located on the Senior School Curriculum page of the College’s Portal or may be viewed at http://www.tisc.edu.au. The information listed below is based on these booklets and pertains to the four public universities in Western Australia; Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia.

For 2016 admissions (Year 12, 2015), all courses fully implemented up to the end of 2015 will be recognised for the purpose of university admissions, providing students have sat the external assessment. There will be separate external examinations for Stage 2 courses and Stage 3 courses at the end of 2015.
To ensure the best possible chance of success in university studies, students are strongly recommended to attempt Stage 3 units (3A and 3B, and, in the case of Mathematics, 3C and 3D) in Year 12, if they are capable of doing so.

**REQUIREMENTS FOR UNIVERSITY ADMISSION**

To be considered for university admission as a school leaver applicant you must:

1. meet the requirements for the Western Australian Certificate of Education (WACE), prescribed by the School Curriculum and Standards Authority
2. achieve competence in English as prescribed by the individual universities, and
3. obtain a sufficiently high ATAR (Australian Tertiary Admission Rank) to qualify for entry to a particular university and/or course, and
4. satisfy any prerequisites or special requirements for entry to particular courses.

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

It is essential for you to satisfy the requirements of the WACE to enter any of the four public universities.

Detailed information about the WACE may be obtained from the School Curriculum and Standards Authority, http://www.curriculum.wa.edu.au.

**2. COMPETENCE IN ENGLISH**

For university admission purposes, you demonstrate competence in English by achieving the prescribed standard in a course from the English Learning Area: English, Literature or English as an Additional Language/Dialect (for eligible students).

You can meet the competence in English requirement with Year 12 results obtained in any calendar year.

English as an Additional Language/Dialect (EALD) can be taken only by students who meet eligibility criteria set by the School Curriculum and Standards Authority. Further details are available from the School Curriculum and Standards Authority.

- Curtin University
- Murdoch University
- The University of Western Australia
  - You must achieve a scaled score of at least 50, in a stage 2 or stage 3 English course.

- Edith Cowan University
  - You must achieve a scaled mark of at least 50, in a stage 2 or stage 3 English course, or a letter grade of A, B or C in two units of an English course (2A, 2B, 2C, 2D, 3A, or 3B) studied in Year 12.
All Universities

English, Literature, EALD sat on a private basis can be used to meet all universities’ competency in English requirements. In this case, you must achieve a scaled mark of at least 50, in stage 2 or stage 3.

If English Language competence is not met, the universities do offer concessions. These are outlined in the booklet, University Admission 2016: Admission Requirements for School Leavers.

3. AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR is calculated using scaled scores in courses.

SCALING AND INCREMENTS

All course results will be scaled to ensure fairness to all students.

A scaled score for a WACE course can only be calculated if a student sits the WACE examination for that course.

The term, ‘scaled score’ refers to the final scaled score in either stage 2 or stage 3 of a WACE course. The Average Marks Scaling process is used to scale marks obtained in stage 2 or stage 3 of a course. For a full explanation and diagram of the process, see ‘Marks Adjustment Process for University Admission’ at http://www.tisc.edu.au.

WACE courses except Mathematics and Mathematics Specialist

As an incentive for students to study courses at the more demanding stage 3 if they are capable of doing so, an increment will be applied to stage 3 marks. After standardisation and statistical moderation have occurred, the combined unscaled marks at stage 3 of a course and the combined unscaled marks at stage 2 of the course are placed on a common scale of adjusted combined marks for the course. The adjusted combined marks at stage 3 will be increased by 15 marks per course relative to the adjusted combined marks at stage 2. After this, the marks in both stages are merged and scaled using Average Marks Scaling.

Mathematics and Mathematics: Specialist

Mathematics (with four unit pairs 2A/2B; 2C/2D; 3A/3B and 3C/3D) and Mathematics: Specialist (with two unit pairs 3A/3B and 3C/3D) have six possible examinations. To encourage students to attempt the highest level of mathematics they are capable of, the following increments will be applied before scaling:

Mathematics
Adjusted combined marks for 2A/2B - no increment
Adjusted combined marks for 2C/2D + 10
Adjusted combined marks for 3A/3B + 20
Adjusted combined marks for 3C/3D + 30
CALCULATION OF THE TERTIARY ENTRANCE AGGREGATE (TEA – out of 400)

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding a student’s best four final scaled scores plus 10% of that student’s best Language scaled score, based on the following rules.

- For all universities, you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no course counting more than once. (Stage 2 and Stage 3 of the same WACE course cannot both count.

- There are unacceptable course combinations whereby scores in both courses cannot both be used (see ‘Unacceptable Course Combinations’ in the booklet, University Admission 2016: Admission Requirements for School Leavers’).

- A Languages Bonus of 10% of a Languages scaled score is added to the aggregate of the best four scaled scores, subject to no Languages scaled score earlier than 2011 being used. You receive the Languages Bonus irrespective of whether your Languages course was counted as one of the best four.

- In calculating the scaled score, equal weight is given to the final school score and the final examination score (50:50), except where courses are taken on a private basis (see below).

- The maximum TEA is 410.

TEA TO ATAR

TISC will construct a table to convert your TEA to an ATAR. This will take into account the number of students with a TEA and the number of people of Year 12 school leaving age in the State. This table is constructed annually. See http://www.tisc.edu.au for the 2013 conversion chart.

COMPARISON OF FINAL SCALED MARKS, TEAs and ATARs

The following are based on 2013 results.

- Average final scaled marks of 99 produce a TEA of 396 = 99.95 ATAR
- Average final scaled marks of 95 produce a TEA of 380 = 99.85 ATAR
- Average final scaled marks of 90 produce a TEA of 360 = 99.55 ATAR
- Average final scaled marks of 85 produce a TEA of 340 = 98.75 ATAR
- Average final scaled marks of 80 produce a TEA of 320 = 97.15 ATAR
- Average final scaled marks of 75 produce a TEA of 300 = 94.25 ATAR
- Average final scaled marks of 70 produce a TEA of 280 = 89.90 ATAR
- Average final scaled marks of 65 produce a TEA of 260 = 84.05 ATAR
- Average final scaled marks of 60 produce a TEA of 240 = 77.00 ATAR
- Average final scaled marks of 55 produce a TEA of 220 = 69.00 ATAR
- Average final scaled marks of 50 produce a TEA of 200 = 60.95 ATAR
- Average final scaled marks of 45 produce a TEA of 180 = 52.50 ATAR
COURSES STUDIED ON A PRIVATE BASIS

If you wish to sit courses on a private basis, you must enrol with the School Curriculum and Standards Authority. It is possible that not all courses will be available to private candidates. Your scaled score in courses that you sit privately will be based on your course examination mark only.

4. PREREQUISITES

Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.

Generally a scaled mark of 50 or more in a stage 3 WACE course is required for prerequisite purposes, however, mathematics prerequisites differ across university courses.

Specific Course Prerequisites are listed in the TISC booklet, University Admission 2015: Admission Requirements for School Leavers.

For some university courses, the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

SPECIAL EXAMINATION ARRANGEMENTS

You may be eligible to apply for special examination arrangements. Schools are required to submit applications for and evidence about students with permanent disabilities. (ADD, ADHD and dyslexia have been recognised as such disabilities.) These applications must include evidence of similar arrangements being applied during Year 11 examinations.

The Special Examination Arrangements will require diagnosis by a paediatrician / psychologist, as well as test information on the specific problem you have had in the examination situation, and details on the arrangements made by the school for examinations over a period of time including why they were granted and the effect they have had on your output.

If you believe you have a permanent disability that would qualify you for special examination arrangements, please arrange an early interview with the Learning Support Co-ordinator so that documentation about your individual situation can begin.

ALL SAINTS’ COLLEGE: ASSESSMENT AND GRADING POLICIES

A full explanation of the processes, practices and procedures accompanying all aspects of assessment and grading at All Saints’ College can be found in the Assessment Policy on the Senior Secondary Curriculum page of the College’s Portal.

Information on Marks Adjustments of Standardisation, Moderation and Scaling are also available on this Portal page.

ENTRY TO SPECIAL TRAINING PROVIDERS

In order to enrol in any training course, you must meet minimum requirements. These can be met by either having achieved a suitable lower level qualification within the special training providers system or by demonstrating an appropriate level of communication and mathematics skills.

Please be aware that it is increasingly possible to transfer from completed training courses to a range of university courses.
AWARDS FOR OUTSTANDING ACHIEVEMENT

Beazley Medal
The Beazley Medal: WACE is awarded for excellence to the eligible student who achieves the top School Curriculum and Standards Authority award score in the State, based on the average of five scaled scores, with at least two from each of List A and List B.

General Exhibitions
Forty awards, known as General Exhibitions, are awarded to eligible students who obtain the highest WACE award scores based on the average of five un-truncated scaled scores, with at least two from List A and two from List B.

Course Exhibitions
A Course Exhibition is awarded to the eligible student obtaining the highest combined mark for each WACE course. To be eligible for a Course Exhibition, the student must have completed at least two course units in the year of the award being granted.

Certificates of Distinction
Certificates of Distinction are awarded to eligible students who are in the top 0.5% of candidates, based on the WACE course score, or the top two candidates (whichever is greater) in a course where there are at least 100 students.

Certificates of Commendation
A Certificate of Commendation is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, obtains at least 20 ‘A’ grades in course units (including at least three two-unit combinations).
Please note that all courses finally offered by the College are dependent on a sufficient number of students wanting to undertake them.

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ART, DESIGN AND TECHNOLOGIES LEARNING AREA

DESIGN – PHOTOGRAPHY STAGE 2

In the Design course, students develop a competitive edge for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects.

A consumable charge applies to these courses. This cost will be separate to Tuition fees.

*Design – Photography involves the development, planning and production of visual communication through photography. Students will work with digital SLR cameras and use professional software to enhance image production.*

Unit 2A
The focus for 2A Photography is cultural design. Students understand that society is made up of different groups of people that share different values, attitudes, beliefs, behaviour and needs; and that cultural communication communicates these values and beliefs. Students develop a visual development process with an understanding of codes and conventions, analysing communication situations and audience in terms of demographics, anthropometrics (measurement of human physical characteristics) and ergonomics. They define and establish contemporary production skills and processes, materials and technologies. Year 11 students who study this course may go on to study Stage 3 when in Year 12.

Unit 2B
The focus for 2B Photography is economic design. Students understand that the commercial world is comprised of companies, consumer products, services and brands which are all competing for economic change and market share. They are introduced to ethical and legal issues, particularly those to do with copyright, censorship and intellectual property. They create products, accurate visuals and layouts with an understanding of message and meaning. They analyse the audience in terms of behaviour and lifestyle, and establish relevant and appropriate production skills and processes, materials and technologies in context.

FOOD SCIENCE AND TECHNOLOGY STAGE 1

The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. To develop and apply enterprising and innovative ideas to food production, students are able to focus on the hospitality content.

A consumable charge applies to these courses. This cost will be separate to Tuition fees.

Unit 1A – Food Science and Technology Hospitality

The focus for this unit is spotlight on my food. Students explore ways in which individuals classify, select and use foods. In this unit, students learn about the sensory and physical properties of foods and how processing techniques can affect these properties. They investigate factors and trends which influence the purchase of locally produced foods and explore food labelling and packaging requirements in Australia. Students explore the function of nutrients in the body and recognise foods that are beneficial for good health.
Students use the technology process and develop food preparation techniques when working with familiar equipment and a variety of raw and processed foods. They devise food products, follow and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of processing practices, including cooking techniques that ensure safe food preparation and storage and prevent food contamination. Students evaluate the processes used and identify product improvements. They demonstrate and recognise the importance of safe food handling procedures and work individually and in teams to generate and communicate ideas when producing and storing food products. They demonstrate safe workplace procedures in all practical work.

**Unit 1B – Food Science and Technology Hospitality**

The focus for this unit is **food, health and choices**. Students investigate the sensory and physical properties of food that affect the consumption of raw and processed foods. In this unit, students learn about a balanced diet, the function of food in the body and apply nutrition concepts that promote healthy eating for adolescents. They study health and environmental issues that arise from lifestyle choices.

Students use the technology process to develop systems that identify needs, communicate ideas and suggest alternatives that respond to adolescent dietary requirements. They work individually and in teams to further develop their food preparation, meal planning, equipment and food handling skills through the preparation of safe, quality food products. Students demonstrate a variety of mise-en-place and precision cutting skills and cooking techniques. They demonstrate safe workplace procedures in all practical work.

**MATERIALS DESIGN AND TECHNOLOGY STAGE 1**

This is a practical course in the context of wood that focuses on the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

A consumable charge applies to these courses. This cost will be separate to Tuition fees.

**Unit 1A MDT Wood**

The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experience in the manufacturing of products.

Students are introduced to principles and practices of design, and the fundamentals of design required to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of ‘design, make and appraise’.

Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose.

Students use the technology process and are introduced to relevant technology process skills.

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

**Unit 1B MDT Wood**

The focus for this unit is design in practice. It is for students who have informal experiences of interacting with a variety of products that have been designed to meet certain needs.

Students apply the fundamentals of design and concepts related to designing for self or others, considering factors such as social and environmental influences. They learn to communicate
various aspects of the technology process within the context of making what they design.

Throughout the process, students learn about the origins, classifications and suitability for purpose, of materials they are using.

Students are introduced to a range of production techniques and equipment, and develop skills, generate plans and realise their design ideas through the production of their design project.

VISUAL ARTS STAGE 1 AND STAGE 3

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

A three day Art Workshop is offered as a part of the Stage 3 courses in Semester 1. The approximate cost will be $250.00.

A consumable charge applies to this course. This cost will be separate to Tuition fees.

STAGE 1

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

Unit 1B
The focus for this unit is investigations. Students investigate a variety of selected artists’ work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills. Students will participate in our Wearable Art Parade at the end of the year.

It is recommended that if you enrol in this course that you have studied Art in Years 9 and 10, however, this is not a prerequisite.

STAGE 3

Unit 3A
The focus of this unit is commentaries. It offers students opportunities to engage with the social, political and cultural purposes of making art and art interpretation. Students will have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of a unique and cohesive body of work. They will research issues, events and ideologies and examine their beliefs, considering how visual arts have reflected and shaped society and values. Students will choose from a variety of studio disciplines such as painting, sculpture, graphic design, printmaking and textiles to explore these themes in practical ways.

Unit 3B
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. Students will research and analyse factors affecting points of view.
such as time, place, culture, religion and politics. In critical analysis and interpretation of their own work and the work of others they will reflect on the relationship between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives. They will choose from a variety of studio disciplines such as painting, sculpture, graphic design, printmaking and textiles to explore these themes in practical ways.

*It is recommended that if you enrol in this course that you have studied Art in Year 11, however, this is not a prerequisite.*

### APPLIED INFORMATION TECHNOLOGY STAGES 2 AND 3

The course focuses on the application of computer technologies to living in the community and working in industry and business environments. It looks at the impact on workplaces, individuals and society. As such, it provides opportunities for students to develop knowledge and skills relevant to the use of ICT to meet everyday challenges. Students consider a variety of computer applications for use in their own lives, business and the wider community. Students build their understanding, experience and skills by investigating, designing, constructing and evaluating ICT solutions, using a variety of software applications, including some commercial applications commonly used in business and home environments. They consider such solutions within personal, community and workplace environments. Students gain essential life and work skills in problem-solving, time management and communications skills, while working both independently and collaboratively. The course provides an excellent general grounding in ICT for the future study aspirations and professional lives of all students.

### STAGE 2

#### Unit 2A

The focus for this unit is media information and communication technologies context. The focus is on the use of information technology to collect, store and manipulate digital media. Students will consider the range of products available to create visual and audio communications. Students will examine trends in digital media transmissions and the social and legal implications in the use of these technologies.

#### Unit 2B

The focus for this unit is media information and communication technologies in business context. The focus is on the skills, principles and practices associated with various types of businesses to enhance their career prospects. Students will examine the use of ICT in a range of administrative and business environments. Students will identify and explain the components and configuration of a computer system to meet the needs of the organisation. Students will design information solutions for problems encountered in these contexts and understand the social issues inherent in work practices.

### STAGE 3

#### Unit 3A

The focus for this unit is evolving digital technologies. The use of applications to create, modify, manipulate, use and/or manage technologies is fundamental to this unit. Students consider the nature and impact of technological and the effect this has when creating products for a particular purpose and audience.

#### Unit 3B

The focus for this unit is digital technologies within a global community. Students focus on the production of a digital product for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.
The Computer Science course focuses on the fundamental principles, concepts and skills within the field 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 while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are 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. 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.

**Unit 3A**
The focus for this unit is the design and development of computer systems and database applications. 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-based systems are used and developed.

**Unit 3B**
The focus for this unit is the design and development of communication systems and software solutions using the software development cycle. Students gain the knowledge and skills to create software that solves a range of problems. They use algorithms and structured programming to design and implement software solutions. 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.
ENGLISH LEARNING AREA

ENGLISH COURSES STAGES 1, 2 AND 3

Through the continued studied of English, students will understand that language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language, people shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers them. It gives students access to knowledge, enables them to play an active part in society and contributes to their personal growth. Students will study a range of print and non-print texts including novels, short stories, expository texts, feature films, documentaries and still images. Students will be required to write and speak using a variety of forms depending on the purpose, audience and context of each task.

The units that are studied in Year 12 are a continuation of the Year 11 course. There will be a separate external examination for students studying the Stage 2 unit and those studying Stage 3.

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There are four starting points in Year 12 English. They are a continuation of the Year 11 Pathways, therefore students studying Pathway 1 will continue on that pathway and students studying Pathway 2 will continue to the Stage 2 units. Pathway 3 students who found their Year 11 course challenging will have the option of studying the Stage 3 A and B units in a more supported class environment. This is the modified version of Stage 3. In this course students will complete the same assessment schedule as the other Stage 3 classes; however, some modifications to texts and teaching approaches should help students who need additional support. Parents will receive notification from Year 11 English teachers informing them of their recommendation for each student entering Year 12.

*Please be aware that only Stage 2 and 3 units can qualify students for direct University entrance.

**Students must study four (4) units of English to satisfy the requirements of WACE. Therefore, units cannot be repeated.

***Stage 2 external examinations are optional in 2015.
The English as an Additional Language/Dialect course is designed as an alternative to ‘English’ for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on the mechanics of Standard Australian English (SAE) and how to use it appropriately in business, government, further education or the workplace. Practical and relevant tasks delivered through a range of engaging and extremely varied contexts teach students to code switch between languages or dialects successfully.

The EAL/EAD course of study is designed to facilitate the achievement of the four Course Outcomes:

- Speaking, Listening
- Writing and the combined Outcome of
- Reading and Viewing

In this course, students will learn to use SAE to communicate ideas, feelings and attitudes and interact with others in a range of contexts, code switching effectively. Students will engage within increasingly complex communication.

Eligibility

There are restrictions on who can study this course at Year 12 level. To be enrolled in this course, students must meet one of the following criteria:

- A student whose first language is not English and has not been a resident in Australia or another predominantly English speaking country for a total period more than seven years prior to 1 January of this year. English has not been the main medium of communication and/or instruction for a total period of more than seven years prior to this year.

- A final-year student 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.

- A final-year student who is deaf or hard-of-hearing and communicates using signing such as Auslan as their first language.

- A final-year student for whom English is not their first language and was born outside Australia and has had little or no formal education prior to arriving in Australia.

- A final-year student for whom English is not their first language and was born outside Australia or in a remote part of Australia and have had a disrupted formal education.

- A final-year student for whom English is not their first language and has been a resident in Australia for more than seven years prior to 1 January of their final year of schooling but has had little formal or a disrupted education in SAE.
Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to better understand their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

**Points to note**
The Literature course differs from the English course in that students will primarily focus on written texts. While some visual and audio texts may be used as part of their study, most course time will be dedicated to the close study of the novels, poetry and stage dramas listed above.

The study of Literature in Year 11 provides an important foundation for the Stage 3 course. It is recommended that if a student wishes to study Literature in Year 12 then they should study this course in Year 11.

*The intensity of reading and writing in Literature means that those students whose previous achievement in English has been limited may find the course difficult.*

*Although there are no formal prerequisites, students must consider their control of language, interest in reading literature and teacher recommendations.*

*Please note that to complete Literature in Year 12 (3A and 3B) it is imperative that you have completed Year 11 (2A and 2B) Literature.*

**Units 3A and 3B**
Possible texts for study in Year 12 Literature are:

- *Frankenstein* by Mary Shelley
- *Othello* by William Shakespeare
- The poetry of Seamus Heaney and Gwen Harwood
- *Translations* by Brian Friel
- *Remembering Babylon* by David Malouf
OUTDOOR EDUCATION STAGE 2

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The course focuses on outdoor activities in a range of environments that includes a bushwalking expedition and a mountain biking expedition. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature.

Time requirements of the course are specific to the activities being conducted. Students will be required to go outside of the school grounds before, during and after school.

- 8 days (during the school week) comprising of two major 4 day expeditions is undertaken to complete the units from both courses successfully.

**By selecting this course, students must acknowledge this time commitment.** Failure to attend practical sessions will compromise their final result. Students will be given prior warning regarding this extra time requirement so necessary adjustments can be made. Field days and expeditions are compulsory, to meet the requirements of the units.

- Approximate cost of $200 per expedition will cover transport, specialist instructors and equipment.

**Compulsory equipment required includes:**
- **Thermals (Long sleeve top and long pants)**
- **Wet weather jacket**
- **Wet weather pants**
- **Sturdy walking shoes**

A consumable charge applies to this course. This will be charged separately to Tuition fees.

**Unit 2A**
The focus for this unit is **being responsible in the outdoors.** This unit explores the broad range of responsibilities involved in participating in outdoor activities. Planning, resourcing, risk management responsibilities, emergency response and technologies effect on mediating relationships with nature are explored, and skills are developed for safe participation. Problem-solving and decision-making skills are introduced and strategies for building effective group relationship and outdoor leadership skills are developed. Interpretation skills are developed to help explore natural environments.

**Unit 2B**
The focus for this unit is **attaining independence in the outdoors.** The unit develops self-sufficiency in planning and participation in extended expeditions and continues to develop and refine skills including navigation and emergency response. Opportunities to improve personal and interpersonal skills are provided and experience in briefings, debriefings and shared leadership are provided. The unit explores areas of significant historical/cultural/indigenous heritage and current controversial issues related to outdoor experiences.
Outdoor Education Stage 2A and 2B is an examinable course. An external examination at the end of Year 12 is optional. This must be discussed with your Outdoor Education teacher during Semester One. Outdoor Education Stage 2A and 2B brings expectations and a workload commensurate with other examinable courses. The course will develop skills and practices not readily available in the traditional classroom. The concepts and ideas cross many curricular boundaries and require students to be able to interpret, discuss and apply theories to outdoor practice/situations.

Physical Education Studies Stage 1 and Stage 3

Physical Education Studies 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.

Physical Education Studies 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 Physical Education Studies 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 their own and others’ performance, 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.

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 equips students to take on volunteer and leadership roles in community activities.

Stage 1

Unit 1A

The focus of this unit is the development of students’ knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Content Areas: Developing physical skills, strategies and tactics, Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology and Sport Psychology.

On completion of this unit, students should be able to:

- develop and apply basic skills associated with their chosen sports
- understand the basic process of coaching and/or teaching a skill
- understand the phases of learning and the classifications of motor skills
- identify the major bones in the human body
- understand the reasons for learning biomechanics
- understand components of fitness and apply simple tests to measure these
- identify and apply characteristics of warm-up and cool down
- understand skills and strategies for team building and preparing mentally for physical activity.
Unit 1B

The focus of this unit is the impact of physical activity on the body’s anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

**Content Areas:** Developing physical skills, strategies and tactics, Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology and Sport Psychology.

**On completion of this unit, students should be able to:**
- identify fundamental tactical problems associated with specific types of physical activity
- apply solutions to basic tactical problems
- understand the different physical activity classifications
- explain the structure and function of the circulatory and respiratory systems
- identify the major skeletal muscles in the body
- understand basic biomechanical principles relating to motion
- define anaerobic, aerobic and lactic acid energy systems
- have a basic understanding of the responses of the circulatory and respiratory systems to physical activity
- apply observation skills to assess personal performance
- understand the elements of a training session
- explain the relationship between fitness levels and skill development
- understand the role of mental skills in creating a mind set to enhance performance.

**Sport:** Throughout 2013 and 2014 we completed units in Badminton, Golf, Basketball and Volleyball. Sports are subject to change each year.

**Lesson Allocation:** 2 theory lessons per week. 2 practical lesson per week.

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Unit 3A

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 their own and others’ performance in physical activity.

**Content Areas:** Developing physical skills, strategies and tactics, Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology and Sport Psychology.

**On completion of this unit, students should be able to:**
- adjust and refine movement skills in dynamic and challenging environments
- define transfer of learning and understand its effects
- evaluate the different types of transfer and their impact on skill execution and movement efficiency
- analyse movement skills of self and others and design coaching/teaching programs to improve performance
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum
- understand and describe the microstructure of skeletal muscles and how they contract
- understand the relationship between muscle contraction and the amount of force exerted
- investigate the relationship between nutritional requirements and energy demands during physical activity
- understand the implications of preparing and performing in different environmental conditions
- explain the physiological impact of performance enhancers
- analyse mental skills strategies used pre, during and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.
**Sport:** Basketball.

**Lesson Allocation:** 3-4 theory lessons per week. 1 practical lesson per week.

**Unit 3B**
The focus of this unit is to extend students’ understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

**Content Areas:** Developing physical skills, strategies and tactics, Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology and Sport Psychology.

**On completion of this unit, students should be able to:**
- adapt and implement strategic responses varying in complexity to situational demands in dynamic and challenging environments
- explain and apply fluid mechanics such as spin, Bernoulli’s principle and drag in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify characteristics of fast and slow twitch fibres and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- apply Carron’s model of group cohesion to analyse participation in physical activity.

**Sport:** Basketball.

**Lesson Allocation:** 3-4 theory lessons per week. 1 practical lesson per week.

**Prescribed list of sports for practical (performance) WACE examination**

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An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions and belief systems. In the French course, studentsanalyse, process and respond to texts to understand aspects of the language and culture of a range of French-speaking communities throughout the world.

The French course is designed for students who do not have a French background—that is, students who have learnt the majority of the French they know in an Australian school or similar environment.

In the French course, students develop the skills and knowledge to communicate in French. Communication is facilitated through the achievement of four outcomes.

Outcome 1: Listening and responding

Outcome 2: Spoken interaction

Outcome 3: Viewing, reading and responding

Outcome 4: Writing

To enrol in the Stage 3 Units, students need to have successfully completed the Stage 2 Units or equivalent.

There will be a charge for subscription to Language Perfect.

Unit 3A
The focus for this unit is *les médias (the media)*. Students explore media influence and trends in their lives and French-speaking communities. They develop an insight into the cultures of the French-speaking communities by exploring television, cinema and music, and investigate advertising in a changing world.

Unit 3B
The focus for this unit is *le monde qui nous entoure (the world around us)*. Students reflect on their lives and what the future has in store. They examine current social issues in the French-speaking communities and youth issues in the global community.

Prescribed topics

The Individual
- planning my future.

The French-speaking Communities
- immigration—new life, new challenges
- living in a multicultural society.

The Changing World
- youth issues.
The study of Italian is relevant to students in Australia because Italian is a strong community language: the history of Italian settlement in Australia can be traced to the First Fleet in 1788 and Italian-speaking communities in Australia continue to play a significant role in our society. Italy is also a major destination for Australian travellers. The Italian course develops the ability of students to communicate in Italian, understand aspects of the language and develop a greater respect for the Italian people, their rich and diverse culture, traditions and belief systems. The study of Italian may also provide opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

The Italian course is designed for students who do not have an Italian background—that is, students who have learnt the majority of the Italian they know in an Australian school or similar environment. Communication is facilitated through the achievement of four outcomes.

**Outcome 1: Listening and responding**

**Outcome 2: Spoken interaction**

**Outcome 3: Viewing, reading and responding**

**Outcome 4: Writing**

**Note:**
To enrol in the Stage 3 Units, students need to have successfully completed the Stage 2 Units or equivalent.

There will be a charge for subscription to Language Perfect.

### Unit 3A

The focus for this unit is *made in Italy*. It is aimed at students who have well-developed skills and understanding. Students will explore the trends that are associated with their Italian peers and the importance of these in the establishment of identity. By accessing more complex texts, either related to specific contexts, such as living in Italy; particular text types, such as magazines or advertisements; genres, such as comedy, horror, or drama; or topics, such as music, finding work, or current trends; students will develop further insight into Italian cultures.

### Unit 3B

The focus for this unit is *e poi? (What next?)* It is aimed at students who have well-developed skills and understanding. Students will reflect on, critically evaluate and respond personally to contemporary issues using more sophisticated language and a wide range of text types. Students will reflect on past, present, and future issues related to the themes of the individual, Italian-speaking communities, and the changing world.
In the Japanese: Second Language course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for people of Japanese-speaking communities.

The Japanese: Second Language course is designed for students who do not have a Japanese background—that is, students who have learnt the majority of the Japanese they know in an Australian school or similar environment.

In the Japanese: Second Language course, students develop the skills and knowledge to communicate in Japanese. Communication is facilitated through the achievement of four outcomes:

**Outcome 1: Listening and responding**

**Outcome 2: Spoken interaction**

**Outcome 3: Viewing, reading and responding**

**Outcome 4: Writing**

**Note:**
To enrol in the Stage 3 Units, students need to have successfully completed the Stage 2 Units or equivalent.

There will be a charge for subscription to Language Perfect.

**Unit 3A**
Associated with travelling and travel preparation, including places to visit and stay in Japan, local attractions, special events, items of interest to teenagers, and possible options for an extended stay such as further study and work.

**Unit 3B**
The focus for this unit is かこと未来 (reflections and horizons). It is aimed at students who have well-developed skills and understanding, and show a sound knowledge of content. Students will develop your language skills to reflect on past, present, and future issues related to your personal world, Japanese-speaking communities, and the changing world.
The Mathematics course has been created to offer all senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

The Mathematics course allows for multiple entry points to accommodate the diversity of students' mathematics development at the point of entry into Senior school as well as the diversity of post school destinations.

Students can choose units based on their particular need: To develop their general mathematical skills for further training or employment, to enable university entry where further mathematics may not be essential, to prepare them for university courses where further mathematics studies is required or for preparation for higher level training in technical areas.

### STAGE 1

**Unit 1D**

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

**Unit 1E**

In this unit, students will use positive and negative numbers and numbers with powers for practical purposes. Students will calculate interest and repayments for loans. Students will draw graphs to represent real situations, and use them to describe how quantities are related. Students will use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. Students will analyse networks. Students will simulate everyday chance events, calculate probabilities and predict using probabilities. Students will collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. Students will use mental strategies, written methods, calculators and computer technologies where appropriate.

### STAGE 2

**Unit 2A**

In this unit, students will apply ratios, rates and direct proportion in practical situations. Students will calculate profit, loss, discount and commission in financial contexts. Students will study introductory algebra and linear relationships in numeric, algebraic and graphical forms. Students will use Pythagoras’s theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students will collect data from fair samples, and represent and interpret the data. Students will use mental and written methods and technologies where appropriate.
**Unit 2B**
In this unit, students will study and apply exponential relationships. Students will develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. Students will use coordinate geometry in two dimensions. Students will use formulas directly and inversely for calculations involving three-dimensional shapes. Students will apply trigonometry in right triangles. Students will represent information using network diagrams. Students will simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. Students will use mental and written methods and technologies where appropriate.

**STAGE 2**

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

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

**STAGE 3**

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

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

#### Unit 3C
In this unit, students will develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. Students will use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. Students will use mental and written methods and technologies where appropriate.

#### Unit 3D
In this unit, students will extend and apply their understanding of differential and integral calculus. Students will solve systems of equations in three variables and linear programming problems. Students will verify and develop deductive proofs in algebra and geometry. Students will model data with probability functions and analyse data from samples. Students will justify decisions and critically assess claims about data. Students will use mental and written methods and technologies where appropriate.

### MATHEMATICS SPECIALIST STAGE 3

The Mathematics—Specialist course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. It has an emphasis on mathematical reasoning, modelling, recursion and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and the internet. Students engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour.

This course is for university entry to specialist courses such as engineering, physical sciences and mathematics and is usually studied in conjunction with the Mathematics course.

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

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

The Dance course acknowledges the interrelationship between practical and theoretical aspects of dance - the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

UNIT 3A

The focus for 3A is Youth Voice. Students have the flexibility to select learning contexts that reflect their own cultural understanding and promote the production of unique work. They are given opportunities to research issues and events which may influence dance and in their responses, to examine their own beliefs. They consider how dance is reflected in, and shaped by society and its values. They manipulate the choreographic elements into sophisticated structures which challenge standard concepts of movement. In presenting their dance, students are given the opportunity to use innovative formats.

UNIT 3B

The focus for 3B is Extending the Boundaries. Students use the language of movement in the sophisticated development of choreographic ideas that reflect the evolution of concepts, ideas and skills. They challenge known ideas of choreography and construct extended ‘cutting edge’ dance works. They may have the flexibility to select learning contexts that reflect their own artistic understanding and promote the production of unique dance work.

THE DRAMA COURSE

The Drama 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, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage Management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

It is advisable that students involve themselves in extracurricular performance events to encourage confidence and broaden experiences. It is also advisable that students have involvement in other performance disciplines such as singing or playing a musical instrument, as these skills will complement the performance aspect of the course and give them an advantage. It is not compulsory, however.

UNIT 3A

The focus for this unit is text and style. In this unit students will perform and produce a published drama work, incorporating a detailed study and interpretation of text, subtext, context and style. Students will learn about different theoretical approaches to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.
Unit 3B
The focus for this unit is **drama perspectives**. Students will apply conventions and techniques of drama forms and styles in original ways to develop original works that may be either celebratory and/or critical in their perspective. Students will show understanding of how a range of practical and theoretical approaches manipulates the elements of drama. Students will work independently or collaboratively to devise and perform original work.

MEDIA PRODUCTION AND ANALYSIS STAGE 3

In the Media Production and Analysis course, students develop skills to make and understand media ranging from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. They will consider how people, events and issues are represented. They will also create, produce and present their own works in media of their choice to express their ideas using media technologies and practices.

Unit 3A
The focus for this unit is **media art forms**. In this semester students will develop an understanding of aesthetics by exploring meanings and values depicted in contemporary and traditional media art. To demonstrate this understanding, students will need to be competent in expressing their own ideas in creative media art forms by experimenting with production technologies, codes and conventions.

Unit 3B
The focus for this unit is **power and persuasion** in diverse fiction and non-fiction media forms ranging from the seductive nature of popular media forms to propaganda material. Students will consider the purposes and values of producers and audiences and examine the role of the media in reflecting, challenging and shaping values, beliefs and ideologies. To show their competence in this course, students will create media productions that express their views and show a distinct flair or personal style.

MUSIC STAGE 3

In the Music course, students have opportunities to develop and extend their musical understandings, abilities and potential in a range of contexts. The three contexts defined in the Music course are: Western Art Music, Jazz, and Contemporary Music.

For Stage 3, students are required to study one of the three contexts defined in the course. Through the study of aural, theory, composition and arrangement, cultural and historical analysis, and performance, students refine and develop their musicianship, engage in learning that develops music literacy and cultural awareness which reflects the world of performers, composers and audiences.

Unit 3A and 3B
Music courses 3A and 3B continue the work done in the Stage 2 Courses.

Students will be assessed on their aural skills, skills of analysis of music works, performance skills, ability to compose music and ability to investigate music topics. Students will need to be studying either an instrument or composition and will also be assessed on their contribution to ensemble music in the College, whether instrumental or vocal. Western Art Music is the context within which Music studies are undertaken.
A unique appreciation of life and a better understanding of the living world are gained through studying the Biological Sciences course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts such as marine reefs, endangered species, urban ecology, viticulture or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Biological Sciences is useful for students interested in scientific, medical, environmental and related vocations. It integrates well with other courses such as Geography and Chemistry.

Laboratory work and field work are important components, the latter being achieved through a Biological Sciences camp in Term 2. The camp has an additional cost of approximately $120.

The Year 12 course delivers the following pairs of units concurrently.

**Unit 3A**
The focus for this unit is **maintaining balance**. Students will understand how survival depends upon an organism’s ability to respond to changes in external and internal environments. In studying this unit students will develop an understanding of the principles and mechanisms of homeostasis that operate in response to environmental change. Students will understand that ecosystems change over time. Students will explore the causes and consequences behind a range of environmental issues and they will develop their understanding of cellular processes and organelle functions that contribute to the survival of the organism.

**Unit 3B**
The focus for this unit is **evolution**. Natural selection and the processes leading to variation and speciation are considered as the main mechanisms of evolution. Students will relate the development of evolutionary theory to evidence of evolution. The biodiversity that currently exists on the earth is a result of evolutionary processes over time. Students will explore the challenge of maintaining biodiversity through a range of conservation strategies.

The Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences including biology, geology, medicine, molecular biology and agriculture and prepares them for further study in the sciences.
The Year 12 course delivers the following pairs of units concurrently.

Unit 3A and Unit 3B
The course extends the work completed in Units 2A and 2B and includes the topics:

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

The course is based on theory, practical work, investigations and excursions to relevant industrial sites.

HUMAN BIOLOGICAL SCIENCE STAGE 3

The Human Biological Science course gives students a chance to explore what it is to be human, how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility. Scientific evidence is used to make informed decisions about controversial issues, such as stem cell research, obesity and euthanasia.

Human Biological Sciences is recommended for some Medical and Paramedical, Biotechnical and Genetics courses at various different universities.

The Year 12 course delivers the following pairs of units concurrently.

Unit 3A
The focus for this unit is human regulation. This unit explores the variations in humans in their changing environment both at the level of the functioning individual and groups of humans as a population or a species. There are three modules of work.

- Cells, metabolism and regulation
- Inheritance
- Variation and evolution

Unit 3B
The focus for this unit is the future of humans. This unit explores DNA, its manipulation and application in the treatment of disease, the ageing individual and evolutionary trends in primates and hominins. There are three modules of work.

- Cells, metabolism and regulation
- Inheritance
- Variation and evolution
INTEGRATED SCIENCE STAGE 1 AND STAGE 3

The Integrated Science course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics, and can also include less traditional areas such as forensic science and biotechnology. Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. Students apply their scientific knowledge in areas such as vehicle safety and driving, personal lifestyle choices, the management of water resources, environmental issues associated with the exploration and mining of natural resources and the sustainable use of energy. Students develop a range of practical skills and techniques through investigations and fieldwork in context and use scientific evidence to make informed decisions about scientific issues.

The Year 12 course delivers the following pairs of units concurrently.

**Unit 1C and 1D**

The focus for learning is the practice of science, general knowledge of factual content related to biological, physical and environmental/earth science and an understanding of the impact of science on the world in which you live. Some of the contexts that may be considered are: Diver education, Flight, Science of Toys, Local Waterways, Rockets, Robotics, Space Science, Forensic Science, Marine Science.

There will be no examination for Stage 1 units of Integrated Science.

**Unit 3A**

Unit 3A focuses on mining and environment. Mining is a human activity that impacts on the environment. It is a significant primary industry and contributor to the economy of Australia. Large quantities of minerals and resources are extracted from Australia’s landscape and once extracted, much of the raw materials are exported. The types of mining and the exploration techniques for mineral resources are studied in this unit and the extraction of metals and the effect of mining and extraction on ecosystems are examined. Major trends in mining methods, the issues and challenges that arise from these, sustainability and the environmental impact will be examined.

**Unit 3B**

Unit 3B focuses on the sustainable use of energy and the implications for people’s health and the environment because of its use. Students live in a modern society that is characterised by its reliance upon technology and high demands for energy. As a consequence, we are now faced with a number of significant and global challenges; greenhouse, climate change, peak oil and we need to consider the efficient use of energy and the development of alternative energy resources. This unit will involve students in a detailed study of energy, resources, alternatives and the outcomes of continuing to rely on fossil fuels. Throughout the course of this unit, students should be encouraged to make decisions about energy generation, distribution and energy use.
In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They discover how we exploit radioactivity in industrial testing and in the treatment of diseases, why we use different materials in heating and cooling systems, how we use electric and magnetic fields in machines, and how our understanding of light and sound waves helps us to communicate. Students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom’s electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

The study of Physics requires high order thinking skills and will develop your ability to logically problem-solve in new areas. It is a prerequisite for university courses including Engineering, Nanotechnology and Medical Imaging and it is highly valued in such areas as Medicine, Physiotherapy, Optometry, Sports Science, Nursing and the Defence Forces.

The Year 12 course delivers the following pairs of units concurrently.

**Unit 3A and 3B**
The Stage 3 Physics course looks closely at the vector nature of forces and their combined effects on matter through the topics of **motion and forces in a gravitational field, electricity and magnetism**, and **motion and forces in electric and magnetic fields**. Contexts used to illustrate these topics include satellites and the motion of stars and planets in space; design considerations for bridges, buildings and vehicles; electric motors and the generation and distribution of electric power. The transfer of energy through wave motion is continued in the **particles, waves and quanta** topic using the context of how we speak and hear and how musical instruments are designed. You will also learn about some aspects of modern physics such as relativity and cosmology and take the first steps from classical physics into quantum mechanics by studying how light is produced; the use of X-rays and how we determine what distant stars are composed of in astronomy. Atomic structure is extended to include quarks and neutrinos.
The study of Ancient History examines past societies ranging from the pyramid builders of the Old Kingdom in Egypt to the Roman Empire. Students develop skills in critical thinking through hypothesis testing and the analysis of various sources including artefacts, buildings, and written sources. They develop a critical understanding of how evidence may be manipulated and how perspectives of people and events are shaped by a variety of influences.

Unit 3A
The focus for this unit is **societies and change**. Students will become aware of the evolving nature of societies and the various forces for continuity and change that exist. Students will learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Students will understand that in any period of change there are those individuals and institutions that support change, but others that oppose it; and there are different interpretations of the resultant society.

The learning context for Unit 3A will be Ancient Greece:
- Athenian democracy and the Empire 478BC-440BC.
- These include, but are not restricted to: Cleisthenes, the Delian League, the rise of thetic democracy, the imperial system and Periclean Athens.
Unit 3B
The focus for this unit is **people, ideas and events that shaped history**. Students will explore the power of people, ideas and events as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students to understand the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. Students are also able to determine which people, ideas and events were dominant at a given time, and how and why this dominance may have changed.

The learning context for 3B will be Ancient Greece: The Peloponnesian War from 440BC–404BC. These include, but are not restricted to: causes of the war, the Archidamian War, Peace of Nicias, Sicilian Expedition, Ionian War and the Oligarchic Revolt.

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**ECONOMICS STAGE 3**

The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia’s role as an international citizen.

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**Unit 3A**
This is a microeconomics unit and its context is **contemporary global economic issues** with the focus being on the impact of these on the Australian economy. Within this context students will apply their economic knowledge, reasoning and interpretation skills to examine issues such as:

- The impact of globalisation;
- Australia’s growing trade links with China and India;
- trade liberalisation;
- foreign exchange;
- foreign debt and foreign investment.

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**Unit 3B**
This is a macroeconomics unit and its context is **the Australian economy**. Within this context students will apply their economic knowledge, reasoning and interpretation skills to examine issues such as:

- the business cycle and the impact of changing levels of spending
- Economic objectives and policy
- Australia’s current macroeconomic performance and policy stance.

The focus will be on improving economic literacy and applying economic theory to the real world. Students will be encouraged to keep updated on current affairs by reading newspapers and watching the news. Students will be able to understand what is going on in the world around them by exploring issues such as the Global Financial Crisis; the impact of the Swine Flu; varying interest rates; the value of the Australian dollar; globalisation and its effects; trade liberalisation and its effects; oil prices; share prices; housing prices; the meaning of recessions and booms; the sustainability of our economic growth and many other important issues that arise.
GEOGRAPHY STAGE 3

Geography is the study of physical and cultural environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and from a spatial perspective analyse and provide explanations on human and physical phenomena and their complex interactions. They develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places.

Unit 3A
The focus of this unit is the geography of planning cities. Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. 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 different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected megacity.

Unit 3B
The focus of this unit is the geography of climate change over geological time. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

MODERN HISTORY STAGE 3

Studying Modern History enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including artefacts, oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events.

Through the process of historical inquiry, students are encouraged to question and evaluate Historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Unit 3A
The focus for this unit is cohesion and division. Students will learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. Students will assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater cohesion or division. The context for Stage 3A will be Australia from the 1950s to the 1990s.

Unit 3B
The focus for this unit is ideas that shaped history. The objective of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. Students are also able to determine which ideas were dominant at a given time and how and why this dominance may have changed. The context for Stage 3B will be the ideas that shaped the Russian Revolution—Autocracy, Marxism, Leninism and Stalinism 1900s–1940s.
Politics and Law is a study of the processes of decision-making concerning society’s collective future. It aims to develop knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the judicial, executive and legislative arms of government to demonstrate how society is governed and examines the philosophy and values on which society is governed.

Students will be encouraged to participate in the Interschool Mock Trial competition as barristers, witnesses and solicitors. This is held at the Central Law Courts throughout Semester I.

(Visits to the Supreme Court, District Court and Magistrates Courts as well as Parliament will give students an in-depth look at the political and legal system in action. Year 11 students have the option to travel to Canberra for a week to visit Old and New Parliament Houses, the War Memorial, the Electoral Commission, High Court etc.)

**Unit 3A**
The focus for this unit is **political and legal power**. Students will examine how the roles of the executive, legislative and judicial arms of government maintain and develop the law. Students will consider the influence of individuals, pressure groups, political parties, public opinion, and the media and internal and external factors on law making. There is a close study of the constitution and federalism as well as the High Court and how some of its judicial interpretations affect the federal balance.

**Unit 3B**
The focus for this unit is **rights and governance**. Students will examine the ways political and legal systems respond to contemporary civil, political, economic, social and cultural rights issues. Students will examine the ways countries can uphold or undermine democratic principles by examining their political and legal structures, means of exercising power, judicial independence, representation, and the extent of popular participation, natural justice and the rule of law. The protection of human rights abuses are discussed as well as the judicial activism evident in the recent High Court decisions. Accountability of the legislature, executive and the judiciary is a key element of this course and the agencies that keep them accountable are examined e.g., CCC, AAT etc.
WORKPLACE LEARNING EMPLOYABILITY SKILLS

The Workplace Learning course aims to prepare students for employment by providing them with knowledge about what is valued in a work environment. Employers value generic work skills which are transferable and vital in all forms of employment. These employability skills are developed over a lifetime and are valued in education, training, workplaces and the community. Participating in a supported structured workplace learning program based on employability skills and involving a number of different workplaces, assists students to make informed decisions about their futures. These decisions are vitally important for students to move successfully from school to further education, training, employment and participation in the community.

VOCATIONAL EDUCATION AND TRAINING (VET) ENDORSED PROGRAM

Employability Skills is a Vocational Education and Training (VET) Endorsed Program that provides opportunities for students to develop skills in the workplace and obtain credit toward the WACE. Students will be placed in an appropriate work situation and be required to maintain a formal record of workplace learning.

In this mode of workplace learning, students will undertake training in a real workplace, one-day-a-week during which they will be expected to demonstrate attainment of at least 20 skills from the School Curriculum and Standards Authority’s employability skills list. Achievement of one program of workplace learning employability skills provides two unit equivalents towards the WACE completion requirement. Students should be able to finish two programs so that they will complete the equivalent of four units in one year (only if the second placement is in an entirely new context).

Although there are no assignments in this program, students must meet the following expectations.

- Meet workplace hours, dress and behavioural expectations.
- Complete logbook requirements, weekly.
- Provide evidence of attainment of 20 employability skills at each placement.
- Keep a record of tasks completed in the workplace and an attendance record.
- Complete a minimum of 110 hours in the workplace, which is equivalent to 2 units.

This program is STRONGLY recommended for non-tertiary-bound students ONLY as it requires that they miss a day of school each week to attend work. Students will be expected to catch up missed class work and negotiate, directly with their teachers, adjusted deadlines and test dates.

Students will have to meet entry requirements to the program. To prove that students are ready for work they must demonstrate the following criteria:

- Submit an application that includes a resume and references.
- Successfully complete an interview.
- Attend a full day ‘Induction to Work’ at the College.

These requirements will be managed internally by the College and, on occasion students will be interviewed by real employers.