

# MOUNT LAWLEY SENIOR HIGH SCHOOL



## 2020 Course Information Handbook



DEDICATED TO STUDENT LEARNING  
MOUNT LAWLEY SENIOR HIGH SCHOOL





## The Senior School

The Mount Lawley Senior School responds flexibly to the needs of students and provides an innovative, inclusive and adult learning environment. The Senior School approach respects all students and supports them to acquire the skills, knowledge and values to achieve their potential. Mount Lawley Senior School is a showcase for exemplary Secondary Schooling Education in Western Australia.

The school has a strong tradition of academic excellence and the pursuit of high levels of achievement. At the same time we acknowledge the need to accommodate a multitude of career directions and pathways. With this in mind we offer a wide range of options of study for our students including:

- Pathways leading to the University, TAFE and other training institutions;
- Programs that combine school studies with TAFEs, other training providers and work placements.

Mount Lawley Senior High School is at the forefront of curriculum innovation, offering an extensive array of courses aimed at accommodating the diverse needs of our students. The Senior School uses its proud traditional base as a springboard to create an exciting and innovative learning environment for students of the future.

We offer an extensive counselling program for all Year 10 students as they consider their Year 11 and 12 course selections. This counselling is based on selection for success in desired career pathways. All parents are encouraged to engage in this process and to consider the recommendations on course selections as suggested by the classroom teachers. The counselling will continue through to the end of Year 12.

### **Julie Simon**

Associate Principal  
Senior School

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## KEY TERMS FOR YEAR 11 AND YEAR 12

### **ATAR (Australian Tertiary Admission Rank)**

An ATAR is calculated using the school assessment and the student's best four scaled course scores, plus bonuses where applicable. The ATAR is used to determine eligibility for university entrance. (Australia wide)

### **ATAR course (subject)**

An ATAR course is offered in Years 11 and 12. The Year 11 course consists of Units 1 and 2 and the Year 12 course consists of Units 3 and 4. Year 12 ATAR courses are examined by the School Curriculum and Standards Authority (SCSA) at the completion of Year 12.

### **Course (often referred to as a subject)**

A course is a program of study in a particular subject offered at two year levels. It consists of a Year 11 syllabus, comprising of Units 1 and 2 and a Year 12 syllabus, comprising Units 3 and 4.

### **Endorsed Programs**

Endorsed programs provide access to areas of learning not covered by WACE courses or vocational education and training (VET) programs. They are delivered in a variety of settings by schools, workplaces, universities and community organisations. These programs contribute to the WACE.

### **Externally set task (EST)**

An externally set task (EST) is conducted for each General course in Year 12. The EST is compulsory for all students enrolled in Units 3 and 4. All ESTs are set by SCSA. An EST is conducted under exam conditions generally in Semester One exams.

### **General Course (subject)**

A General course is offered at two year levels, each with its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and Year 12 syllabus comprises Units 3 and 4. General courses are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school.

### **Grades**

Grades indicate the level of the student's performance: A (highest), B, C, D and E.

### **National Assessment Program- Literacy and Numeracy (NAPLAN)**

NAPLAN is an assessment of literacy and numeracy and is undertaken annually by all Year 3, 5, 7 and 9 students throughout Australia. In Western Australia, students who achieve Band 8 or higher in the associated components of the Year 9 NAPLAN are deemed to have demonstrated the literacy and numeracy standard for the WACE.

### **Online Literacy and Numeracy Assessment (OLNA)**

The OLNA assesses skills described in Levels 1–4 of the Australian Core Skills Framework. The skills described are those regarded as essential for individuals to meet the demands of everyday life and work. Demonstrating the literacy and numeracy standard is one requirement for achieving a WACE.

The OLNA is sat by students in the first semester of Year 10. Students who do not demonstrate the standard at their first attempt of the OLNA have the opportunity to sit it again in September of Year 10 and thereafter on two occasions in Year 11 and two occasions in Year 12. They may also sit the OLNA subsequently in any year after compulsory schooling if they have not yet met the standard.

**NOTE:** Students who achieve Band 8 or higher in Year 9 NAPLAN Reading, Writing or Numeracy assessments will be prequalified for that component and will not be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Numeracy but not for Writing, they will only be required to sit the OLNA Writing component.

### **Registered Training Organisation (RTO)**

An RTO is an organisation that delivers, assesses, certifies and quality assures a nationally recognised VET qualification. An RTO may be a school, a private training provider, or a TAFE. All RTOs operate under the various elements of the national training system.

### **Subject**

A subject is a discrete area of study within a particular learning area. A subject is delivered in the form of ATAR and General courses. The different courses fulfil different purposes and emphasise different aspects of the subject.

### **VET (Vocational Education and Training)**

Vocational education and training enables students to acquire workplace skills through nationally recognised training described within an industry developed training package or accredited course.

### **WACE (Western Australian Certificate of Education)**

The Western Australian Certificate of Education (WACE) is awarded by the School Curriculum and Standards Authority to students in Western Australia on successful completion of their senior secondary education.

WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

### **WASSA (Western Australian Statement of Student Achievement)**

A Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA lists all courses and programs that a student has completed.

## ENROLLING IN YEAR 11 AND 12

The courses you choose for Year 11 and 12 need careful consideration as you need to be aware of the:

- requirements for achievement of the Western Australian Certificate of Education (WACE)
- requirements for University Entrance or TAFE
- post-secondary options in education and training

There has to be a balance of:

- knowing the rules and regulations of the School Curriculum and Standards Authority (SCSA).
- meeting the prerequisites of the various post-secondary courses,
- consideration of your interests, abilities and academic achievement so far.

**PLEASE NOTE:** The information in this handbook is current at time of publication but is subject to change due to prescribed changes made by state authorities.

### WACE

Students must meet all of the following requirements of WACE

<b>Literacy and Numeracy requirements</b>	Meet the Literacy and Numeracy standards through NAPLAN or OLNA as well as complete 4 units of English, two in Year 12
<b>Course/endorsed program achievement</b>	Complete a minimum of 20 units (or equivalents) including a minimum of 10 Year 12 units or equivalent.
<b>Achievement Standard</b>	Achieve a minimum of 14 C grades in Year 11 and Year 12 units (or equivalents) including at least 6 C grades in Year 12 units (or equivalents).
<b>Breadth and Depth</b>	Choose at least 1 course from List A and List B courses in Year 12.
<b>Examination</b>	WACE courses: all students in their final year who are enrolled in ATAR courses will sit compulsory exams.

## PATHWAYS

Students will be counselled in Year 10 into course selections which lead to a range of career paths.

If you wish to pursue a particular course at University you need to meet prerequisites of at least 4 ATAR courses in both Year 11 and 12. One of those courses must be ATAR English/Literature or EALD. Studying these will allow students to sit exit exams at the end of Year 12, which will then give you a TEA for entry to further study at University. University requirements can be found in the various university handbooks available on line or at school. Students are highly encouraged to undertake at least four ATAR courses in Year 12.

For Year 11 students, Year 10 results are the best guide to assist in selecting courses. Many Year 11 courses have a recommended background. It is important to be aware of these recommendations.

It is not necessary to study the same courses in Year 12 that were studied in Year 11. However, it is important to realise that to succeed in many Year 12 courses it is helpful to have studied the Year 11 course in order to have a solid foundation. The external exams are for progress towards university studies. All courses will contribute to meeting WACE requirements and pathways to either a Trade Training Centre, State Training Provider, traineeship or an apprenticeship.

## COURSE CHOICES

### 1 ATAR Courses

These courses are generally taken by students seeking entry to university. This does not mean that you should not choose them if you are seeking entry to TAFE or employment. In fact, some TAFE courses and employers list ATAR courses as prerequisite courses. Students studying these courses must sit exit exams at the end of Year 12. Year 12 students who know they want to go to university must choose at least four ATAR courses including ATAR English.

### 2 General Courses

These courses are normally chosen by students who wish to seek entry to TAFE or employment. They are often more practically based. Students seeking entry to university may wish to consider a General course as a sixth course. These courses do not have an external exam component.

### 3 Vocational Education and Training (VET)

This area gives students the opportunity to gain skills and knowledge in the workplace while working towards graduation. Students choosing a VET course shall attain certain competencies and skills recognised by an employer and receive a nationally accredited certificate of achievement. A nationally accredited certificate course provides you with the specific knowledge and relevant skills to gain employment in a particular vocation and also a Certificate of Achievement.

Simply, you are able to gain a nationally recognised industry qualification whilst completing your Western Australian Certificate of Education. You may choose a combination of courses.

**LIST A and LIST B COURSES OFFERED FOR YEAR 11, 2020**

Students must choose **at least one course from each of the lists.**

<b>LIST A (Arts/Languages/Social Sciences)</b>			
HIA	Ancient History		
BME	Business Management & Enterprise	GEO	Geography
CAE	Career and Enterprise	HEA	Health Studies
CSL	Chinese: Second Language	ISL	Italian: Second Language
CFC	Children, Family & the Community	JSL	Japanese: Second Language
CFL	Chinese: First Language	LIT	Literature
DRA	Drama	MPA	Media Production and Analysis
ECO	Economics	HIM	Modern History
ENG	English	MUS	Music
ELD	English as an Additional Language	PAL	Politics and Law
FSL	French: Second Language	VAR	Visual Arts
<b>LIST B (Mathematics/Science/Technologies)</b>			
ACF	Accounting and Finance	MAA	Mathematics: Application
AIT	Applied Information Technology	MAE	Mathematics: Essentials
BLY	Biology	MAM	Mathematics: Methods
CHE	Chemistry	MAS	Mathematics Specialist
CSC	Computer Science	MDT	Materials Design & Technology
DES	Design	OED	Outdoor Education
EST	Engineering Studies	PES	Physical Education Studies
HBY	Human Biology	PHY	Physics
ISC	Integrated Science	PSY	Psychology

**PLEASE NOTE:** It is very important when selecting a course that attention is paid to minimum entry requirements and the teachers' recommendations. It may not be possible to timetable courses if they are chosen by a very small number of students.

## 2020 UNIVERSITY ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS

**NOTE:** This information is accurate at the time of publication and is subject to change.

### Introduction

This document has been produced to inform teachers, students and parents of decisions made to date by the four Western Australian public universities concerning 2020 University Admission Requirements using the School Curriculum and Standards Authority Courses.

TISC has published the 2020 Admission Requirements for School Leavers brochure however the information may change. It is correct as at 10 May 2019.

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

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

1. Achieve the Western Australian Certificate of Education (WACE) and
2. Achieve competence in English as prescribed by the individual universities, and
3. Obtain a sufficiently high ATAR/Selection Rank for entry to a particular university and/or course, and
4. Satisfy any prerequisites or special requirements for entry to particular courses or other institutions.

**NOTE:** These requirements are similar to the current requirements.

Please ensure you access the Tertiary Institutions Service Centre ([tisc.edu.au](http://tisc.edu.au)) and the Student Curriculum and Standards Authority ([scsa.wa.edu.au](http://scsa.wa.edu.au)) websites regularly to check for updated information.

## VOCATIONAL EDUCATION AND TRAINING (VET)

VET programs may suit students who like a more practical approach to schooling. VET offers a combination of education and industry training whilst you are in Years 11 and 12. Units of competency, linked to a certificate course are part of VET, either delivered at our school or through the Career Link Program at a Trade Training Centre, TAFE or VET in a workplace.

Certificate courses are a pathway to the achievement of WACE and employment for all students. Successful completion of VET courses/certificates may provide students with improved access to TAFE Colleges, traineeships, apprenticeships and future employment. All certificates are aligned with the Australian Qualifications Framework.

Certificate courses are rigorous and require students to complete just as much work as any General course and in the case of Certificate III and higher, an ATAR course.

A student may select a maximum of two certificate courses.

### Nationally Recognised Qualifications at Mount Lawley Senior High School

Mount Lawley Senior High School partners with Registered Training Organisations (RTO) to deliver nationally recognised qualifications under the Australian Qualifications Framework (AQF). These courses are comparable to those delivered by TAFE Colleges and private RTOs.

The advantages for students studying these qualifications at school are:

- No time away from school with classes to make up for other courses
- A full qualification is delivered by teachers who know the students
- A course will not be cancelled part way through due to a drop in numbers
- It is a cheaper cost than external TAFE Colleges and RTOs

For more information about these courses, qualifications and outcomes, please contact the VET Coordinator, **Catherine Smith** on **9471 0312** or by e-mail at [catherine.smith3@education.wa.edu.au](mailto:catherine.smith3@education.wa.edu.au)

## VET CERTIFICATE COURSE OFFERINGS 2020

[Please select this link for detailed course descriptions on all Certificates listed here \(from page 91\)](#)

### VET Certificate Course Offerings 2020

All Vocational Education and Training Certificate courses are, at this stage, proposed and will be confirmed once the Registered Training Organisation has been approved by the Department's panel of contracted RTO providers.

Certificate II in Business	BSB20115	(School Code CT2BUS)
Certificate III in Business (Available only in Year 12)	BSB30115	(School Code CT3BUS)
Certificate II in Engineering Pathways	MEM20413	(School Code CT2ENG)
Certificate II in Hospitality	SIT20316	(School Code CT2HOS)
Certificate II in Creative Industries (Live Production)	CUA20215	(School Code CT2CI)
Certificate III in Music Industry (Performance)	CUA30915	(School Code CT3MUS)
Certificate II in Sport Coaching	SIS20513	(School Code CT2SPOR)
Certificate II in Visual Arts (Photography* <b>OR</b> Technical Graphics*) * Choose only one pathway	CUA20715	(School Code CT2VAP/ CT2VAT)
Certificate III in Visual Arts (Photography) (Available only in Year 12)	CUA31115	(School Code CT2VAP/
Certificate II in Applied Language (Korean or Japanese) * <b>Special conditions apply</b>	10297NAT	(School Code CT2KOR/ CT2JAP)

**Through the Career Link Program VET delivered to Secondary Students (VETDSS) are offered by the North and South Metropolitan TAFE Colleges as well as private Registered Training Organisations.**

The VETDSS Pre Apprenticeship is a fantastic opportunity for students in Years 11 and 12 and enrolled in the Western Australian Certificate of Education (WACE), to be one step ahead of other young people who want to undertake an apprenticeship.

The VETDSS program is a school-based training program and is intended as a transition from school to an apprenticeship. It provides an introduction into the apprenticeship opportunities within various trades. The VETDSS program has two key phases. Students will study at school for three days per week and attend TAFE and the workplace for two days per week. Studies in a certificate course will, on completion, contribute towards the WACE.

The industries available in the VETDSS program are:

- Automotive (heavy & light vehicle, auto body refinishing & repair, auto electrical)
- Building & Construction (wall & floor tiling, bricklaying, carpentry & joinery, ceiling fixing, plastering)
- Community Services, Health and Education
- Hospitality and Tourism
- Horticulture (landscaping, nursery, turf, gardening)
- Furniture Trades (cabinet making, furniture finishing, upholstery)
- Light Manufacturing (Cabinet Maker, Floor Covering, Furniture Maker, Glazier and Glass Processor, Timber Furniture Polisher, Upholsterer, Wood Machinist)
- Metals and Engineering (plant, fabrication and mechanical fitting)
- Personal Services (beauty/make-up, retail and wholesale)
- Electrical

The above information provides only an indication of the trades to be delivered and will depend upon skill shortages at the time and participating Registered Training Organisation's (RTO) ability to deliver.

### **Why apply for the VETDSS program?**

- Students can undertake a taste of trades within a desired industry whilst still completing their Western Australian Certificate of Education (WACE). The VETDSS program provides course equivalence towards a student's WACE.
- Enables students to make career decisions.
- Provides pathways to an apprenticeship and employment.
- Students receive credits for successful completion of units of competency undertaken.
- A reduction in term will be considered if the student is successful in obtaining an apprenticeship after the completion of the pre-apprenticeship program.

## Who Can Apply?

Applications will be accepted from students who can meet the following criteria:

- Students **must** be accepted into the Career Link program at MLSHS
- Students **MUST** be commencing Year 11 or 12 in 2020
- Students **MUST** pass or have passed Year 10 with a 'C' grade average (Year 10 mid-year report can be included for application purposes)
- Students **MUST** have support from the school including endorsement as "work ready". It is compulsory for schools to make comment on the application form of each student whether the application is supported or not. This will assist in the selection of students where interviews will not be undertaken
- Students **must** meet Australian citizenship and visa requirements
- Students **must not** have completed a Certificate II or higher in the qualification for which you are applying.

## How Do Students Apply?

- You can access the VETDSS information/application form during the Course Counselling Sessions.
- Students should attach a photocopy of their latest school report (mid-year report in Year 10). Include a resume and if available, work references.
- At the end of the application form there is a reference section to be completed by the Career/VET Coordinator who **MUST** endorse the application.
- Students are to submit applications to VET Coordinator within required timelines.

## The Selection Process

- All applications for the VETDSS program will be forwarded to the VETDSS Teams at TAFE by the Careers/VET Coordinator for assessment against above criteria.
- Interviews may then be conducted, if deemed necessary, from the pool of students applying. These interviews will be arranged by the RTO and all information regarding an interview will be provided directly to the student where applicable.
- Students will be advised during Term 4 of the outcome of their application.

## 2020 COMMENCEMENT AND STRUCTURE

The VETDSS program will begin in early February, 2020. Students will be advised of the exact start date for their industry program. The VETDSS program is conducted on a Thursday and Friday.

### Timeline

- Students assessed by school processes (eg Workplace Learning interview) as work ready and application endorsed prior to being submitted.
- Application to be submitted to the VETDSS Team by early August 2019 by the Careers/VET Coordinator.
- Receipt of Application letter sent to students and school notified of applicants by late August 2019.
- Interviews organised if deemed necessary and students notified by early September 2019.
- Interviews to be completed by late September 2019.
- Students and schools should be notified of successful applicants by November 2019.

### Late Applications

Applications received after the August 2019 deadline will be placed on a wait list in order of the date they are received. If a position becomes available in a class, applications will be taken from the waitlist and will go through the assessment process (interviews may be conducted). Applications will be taken from the wait list until all classes/programs are filled, this may well continue into 2020.

### Charges

Secondary school students who are Australian citizens or permanent residents undertaking VET courses as part of their secondary education are exempt from tuition and enrolment charges, however, depending on the chosen industry may be required to purchase uniform, protective equipment, text books and trade equipment/tools.

Some sub-class visa holders will be required to pay full-charges.

## 1. SCHOOL BASED TRAINEESHIPS

School Based Traineeships (SBT's) provide the opportunity for students to start a traineeship whilst also completing the Western Australian Certificate of Education (WACE). Under these arrangements students are both a full-time student and a part-time employee, with the same employment and training responsibilities as other trainees.

In order to be a school based trainee a student must:

- be a full-time senior secondary school student in Years 11 or 12
- enter into a Training Contract with an employer to complete a traineeship
- have the school's agreement to undertake a school based traineeship
- have the competencies achieved in the traineeship included in your WACE
- be 15 years of age at the date of commencement of the training contract.

School Based Traineeships undertake a Certificate II or higher in a chosen industry. Training on-the-job will be equivalent to a full day/shift in the workplace. Off-the-job training may also be taken at a Trade Training Centre or a State Training Provider. There must be an average of 7.5 hours of paid work per week integrated over the period of the Training Contract, including school holidays. Students need to find an employer to offer a School Based Traineeship. SBT training will generally take one day per week in Year 11, and two days per week in Year 12. For the remaining three days students must attend school to complete School Curriculum and Standards Authority courses.

Students **must** be accepted into the Career Link Program.

### Who to Contact for Further Information?

Careers/VET Coordinator (08) **9471 0312**    [catherine.smith3@education.wa.edu.au](mailto:catherine.smith3@education.wa.edu.au)

## 2. ABORIGINAL SCHOOL BASED TRAINEESHIPS

Aboriginal School Based Traineeships (ASBT's) provide the opportunity for students to start a traineeship whilst also completing the Western Australian Certificate of Education (WACE). Under these arrangements students are both a full-time student and a part-time employee, with the same employment and training responsibilities as other trainees.

In order to be a school based trainee you must:

- be a full-time senior secondary school student in Years 11 or 12;
- enter into a Training Contract with an employer to complete a traineeship;
- have the school's agreement to undertake a school based traineeship;
- have the competencies achieved in the traineeship included in your WACE; and
- be 15 years of age at the date of commencement of the training contract.

Aboriginal School Based Traineeships undertake a Certificate II in a chosen industry. Training on-the-job will be equivalent to a full day/shift in the workplace. Off-the-job training may also be taken at a Trade Training Centre of a State Training Provider. There must be an average of eight hours of paid work per week integrated over the period of the Training Contract, including school holidays. Students need to find an employer to offer a School Based Traineeship. SBT training will generally take one day per week in Year 11, and two days per week in Year 12. For the remaining three days students must attend school to complete School Curriculum and Standards Authority courses.

For more information contact the Careers/VET Coordinator on (08) **9471 0312**.

### Who to Contact for Further Information?

Contact the Career/VET Co-ordinator, Catherine Smith for further details on **9471 0312**.

### 3. CAREER, TAFE COLLEGES & UNIVERSITY CONTACTS

- **JOBS AND SKILLS CENTRE**

This centre aims to help in the transition from school into employment and training. Computer programs including JAC (Job and Course Explorer) are available to assist with career decision making and resume writing. A counselling service is also available.

Jobs & Skills WA **13 64 64** – [www.jobsandskills.wa.gov.au](http://www.jobsandskills.wa.gov.au)

- **METROPOLITAN TAFE COLLEGES**

North Metropolitan TAFE – [www.northmetrotafe.wa.edu.au](http://www.northmetrotafe.wa.edu.au)

South Metropolitan TAFE – [www.southmetrotafe.wa.edu.au](http://www.southmetrotafe.wa.edu.au)

- **TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)**

Level 1,100 Royal Street

East Perth 6004

Telephone: (08) **9318 8000**

Website: [www.tisc.edu.au](http://www.tisc.edu.au)

Email: [info@tisc.edu.au](mailto:info@tisc.edu.au)

Opening hours (9.00 am – 4.30 pm)

- **UNIVERSITIES**

Edith Cowan University

Telephone: **134 328**

Website: [www.ecu.edu.au](http://www.ecu.edu.au)

Murdoch University

Telephone: **9360 6000**

Website: [www.murdoch.edu.au](http://www.murdoch.edu.au)

University of WA

Telephone: **13 18 92**

Website: [www.uwa.edu.au](http://www.uwa.edu.au)

Curtin University

Telephone: **9266 9266**

Website: [www.curtin.edu.au](http://www.curtin.edu.au)

Notre Dame University

Telephone: **9433 0555**

Website: [www.nd.edu.au](http://www.nd.edu.au)

CQ University

Telephone: **132 786**

Website: [www.cqu.edu.au](http://www.cqu.edu.au)

- **WEBSITES**

There are a number of websites from which to choose which provide useful information relating to career and study options.

[www.careers.lawley.wa.edu.au](http://www.careers.lawley.wa.edu.au)

Mount Lawley Senior High School careers website.

[www.jobs.gov.au](http://www.jobs.gov.au)

Information on employment and workplace relations.

[www.jobguide.education.gov.au](http://www.jobguide.education.gov.au)

Information on a range of occupations and their education and training pathways.

[www.careersonline.com.au](http://www.careersonline.com.au)

Tools to help you choose a career.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

Occupations, demand, average weekly earnings, training, funding.

[www.gooduniguide.com.au](http://www.gooduniguide.com.au)

Comprehensive information about tertiary education pathways and career options.

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

Jobs, demands, average wages and entry training.

[www.australia.gov.au](http://www.australia.gov.au)

Outlines Government Services.

[www.open.edu.au](http://www.open.edu.au)

Open Universities Australia

[www.careerone.com.au](http://www.careerone.com.au)

Lodging your resume and finding a job.

[www.skillsroad.com.au](http://www.skillsroad.com.au)

Start your career journey.

#### 4. UNIQUE STUDENT IDENTIFIER (USI)

It is now compulsory for all students who undertake a Vocational Education and Training (VET) certificate course to create a Unique Student Identifier (USI) as a reference number. The USI will make it easier for students to record their VET achievements and ensure that students' VET records are not lost.

The USI is available online and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from when the USI legislation came into effect on 1 January 2015.

**The USI is required by the School Curriculum and Standards Authority (SCASA) to allow VET certificate results to be counted towards the achievement of WACE.**

**We are taking a whole school approach to ensure that the USI is recorded on all Year 10 students' records and NO Year 11 Course Selection will be processed without the USI.**

**The Unique Student Identifier** can be created at <http://www.usi.gov.au>

This will only take a few minutes. When you have completed the process you will receive an email with your unique student identifier information.

**PLEASE NOTE:** Forward the official email with the USI to:

[catherine.smith3@education.wa.edu.au](mailto:catherine.smith3@education.wa.edu.au).

We will then add this number to your student's records. **Please ensure that your student's full name and year level are included in the email.**

*Any queries please contact Catherine Smith on 9471 0312*

## BUSINESS

ATAR Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Accounting & Finance Business Management & Enterprise	AEACF AEBME	Accounting & Finance Business Management & Enterprise	ATACF ATBME
General Courses			
Year 11 (Units 1 & 2)	Course Code		
Accounting & Finance Business Management & Enterprise	GEACF GEBME		

Certificate Courses (2 year course)	
<i>Please select the Certificate links below for a course description</i>	
Year 11	Year 12
<a href="#">Certificate II in Business BSB20115</a> (begins)	<a href="#">Certificate II in Business BSB2015</a> (continues if required)
	<a href="#">Certificate III in Business BSB30115</a>

### BUSINESS COURSE OUTLINES

Students selecting Business based ATAR courses should be achieving **at least** a high level C grade (consistent) in Year 10 HASS and English. Recommendations for courses can be discussed with your teacher. The complexity of the course content increases from Year 11 to Year 12. The external exam at the end of year 12 (ATAR exam) covers the work completed in both semesters of Year 12.

### ACCOUNTING AND FINANCE ATAR COURSE

The Accounting and Finance course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students develop the ability to analyse and make informed decisions about finances. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision-making.

## AEACF/ATACF – ATAR Course

**Prerequisites:** Students will be on an ATAR pathway and with an average ATAR of at least 60% Apps in Maths and a C grade in English.

### Unit 1 (Year 11) – Double entry accounting for small businesses

On completion of this unit students will be able to apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses; develop an understanding of the rationale for the use of particular accounting conventions and principles; record and process financial information using the double-entry system; apply the principles of Goods and Services Tax (GST); and outline the various forms of business organisations which can be adopted by small business.

### Unit 2 (Year 11) – Accrual accounting

Through this unit students will learn to apply financial systems and principles to the operations of businesses; distinguish between cash and accrual methods of accounting; prepare and analyse financial reports for a variety of types of business organisations; become familiar with the main aspects of electronic processing of financial data; and have an understanding of the role and functions of the professional accounting and financial associations.

**Estimated Charges: \$56**

### Unit 3 (Year 12) – Internal management for businesses

On completion of this unit students will be able to: prepare and interpret budgets and performance reports in relation to forecasting a business's future; distinguish between internal and external reporting requirements; apply decision making processes using cost accounting techniques; critically analyse financial information; and identify the importance of short and long term planning for business.

### Unit 4 (Year 12) – Australian reporting entities and how they are regulated by the Corporations Act 2001

This unit builds on the content covered in Unit 3, with students establishing a clear understanding of the Australian government bodies that regulate small businesses. Students will be able to identify and evaluate the financing options of larger entities, particularly in relation to conformity with basic principles, including profitability and stability; use the Framework for the Preparation and Presentation of General Purpose Financial Reports (The Framework) and the Accounting Standards, students will be able to prepare financial statements for a reporting entity. Likewise they will be able to address the issues relating to corporate social disclosure and ethical behaviour within corporations.

**Estimated Charges: \$56**

## BUSINESS MANAGEMENT AND ENTERPRISE ATAR COURSE

### AEBME/ATBME

**Prerequisites** Students will be on an ATAR pathway and with an average of at least 60% across all subjects in Year 10, and a C grade in English.

Businesses have complex and dynamic structures that require a combination of skills, aptitude, creativity, and entrepreneurial ability to operate effectively. In an increasingly global world, businesses must constantly respond to changing environments, adapt to culturally diverse employees, customers and management styles, in order to generate long-term profits that sustain a continued existence.

### AEBME/ATBME – ATAR Course

#### Unit 1 (Year 11) – Success in business at a national level

Students will initially study the concepts, structures and factors underpinning business performance on a national level. Specific content area includes marketing, leadership, management, organisational practices and structures. Once students have gained an understanding of how businesses function, they will explore the relationships between business and society. Successful marketing campaigns will be analysed to identify what makes them successful. They will explore how economic environments, government policies, legal requirements and society's beliefs and values impact business.

#### Unit 2 (Year 11) – Business growth and challenges to be faced

Finally students will learn how to apply business skills, tools and processes to effectively manage and grow businesses on a national level. This will require the demonstration of effective interpersonal skills, and the investigation and evaluation of innovative and enterprising opportunities. Intellectual property, employee motivation and successful business plans will be studied. Learning experiences will typically include case studies, current affairs, management reports, marketing plans and financial data.

**Estimated Charges: \$55**

#### Unit 3 (Year 12) – Strategic international business growth

Students will build on the concepts, structures and factors underpinning business performance studied in the Year 11 course, but in a global context. Specific content area includes globalisation, free trade agreements, international marketing and trade, and the theories of management, innovation and change management.

Students will explore the political, legal, economic and social issues that surround global businesses. They will gain an understanding of corporate ethics, social responsibility and sustainability, and the impact that globalisation has had on businesses and world markets.

#### Unit 4 (Year 12) – Global business operations

Once students have gained an understanding of the issues that confront global businesses, they will study the purpose and intent of the strategic planning process, the features of operations management including production management systems, quality control and inventory management systems and the financial management issues that confront international businesses.

Learning experiences will typically include case studies, current affairs, management reports, feasibility studies, marketing plans and financial data.

**Estimated Charges: \$55**

## ACCOUNTING AND FINANCE GENERAL COURSE

### GEACF

#### **Prerequisites:** Nil

The Accounting and Finance General course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to engage in sound financial decision making. Students develop an understanding that financial decisions have far reaching consequences. Through the preparation, examination and analysis of financial documents and procedures, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding of these principles and practices enables students to analyse their own financial data and that of small businesses, and make informed decisions based on that analysis.

#### **Unit 1 (Year 11) – Personal Finance**

The focus for this unit is personal finance. The concepts, principles and terminology used in financial decision making and management on a personal basis are introduced. The unit addresses main institutions that operate in financial markets and how governments and other bodies can affect the way individuals and groups make financial decisions. The main financial documents and reports used in personal financial transactions and decision making and the systems that facilitate individuals to carry out their financial transactions are considered.

#### **Unit 2 (Year 11) – Accounting for Small Cash Entities**

The focus for this unit is accounting for small cash entities. It addresses the fundamental accounting and finance principles and the application of these to the establishment and operation of small cash entities, including small incorporated bodies. The main financial institutions that small cash entities deal with are introduced and the methods that governments and other community bodies use to influence

decision-making processes are considered. It also addresses financial record keeping on a cash basis for small entities, as well as the main financial documents and reports used in the financial transactions of small incorporated entities. The unit explores the main issues involved in business decision making and considers simple analysis of given information to determine the financial performance and position of a business.

**Estimated Charges \$46 per year**

## BUSINESS MANAGEMENT & ENTERPRISE GENERAL COURSE

### GEBME

#### **Prerequisites:** Nil

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

**Prerequisites:** Nil

**Unit 1 (Year 11) – Establishing a Small Business in Australia**

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

**Unit 2 (Year 11) – Operating a Small Business in Australia**

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

**Estimated Charges:** \$46 per year

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## ENGLISH

ATAR Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
English Literature	AEENG AELIT	English Literature	ATENG ATLIT

General Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
English	GEENG	English	GTENG

## ENGLISH as an ADDITIONAL LANGUAGE or DIALECT

ATAR Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
English as an Additional Language or Dialect	AEELD	English as an Additional Language or Dialect	ATELD

General Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
English as an Additional Language or Dialect	GEELD	English as an Additional Language or Dialect	GTELD

## ENGLISH

In the English course students learn about the English language: how it works and how to use it effectively. Each course addresses the outcomes of Reading, Writing, Viewing and Speaking and Listening across the (three) strands of Language, Literature and Literacy.

Students will be assessed and awarded final grades of A, B, C, D or E.

Students are required to complete 4 units of English or Literature over 2 years. ***This is a compulsory requirement for all students.***

## Elaboration of the Outcomes

### Outcome 1: Listening and Speaking

Students listen and speak with purpose, understanding and critical awareness in a wide range of contexts.

### Outcome 2: Viewing

Students view a wide range of visual texts with purpose, understanding and critical awareness.

### Outcome 3: Reading

Students read a wide range of texts with purpose, understanding and critical awareness.

### Outcome 4: Writing

Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

## ENGLISH ATAR COURSE

### AEENG/ ATENG

**Prerequisites** Year 10 course mark – 60% or higher. Year 10 exam mark – 60% or higher.

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

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

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

### Unit 1 (Year 11)

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

Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

**Unit 2 (Year 11)**

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

**Estimated Charges: \$64**

**Unit 3 (Year 12)**

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them.

Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

**Unit 4 (Year 12)**

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

**Estimated Charges: \$64**

**LITERATURE ATAR COURSE****AELIT/ATLIT**

**Prerequisites** Year 10 course mark – 70% or higher. Year 10 exam mark – 70% or higher.

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

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

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

### **Unit 1 (Year 11)**

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study.

Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

### **Unit 2 (Year 11)**

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

**Estimated Charges: \$64**

### **Unit 3 (Year 12)**

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

### **Unit 4 (Year 12)**

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

**Estimated Charges: \$64**

## ENGLISH GENERAL COURSE

### GEENG/GTENG

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post secondary pathways.

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

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

### Unit 1 (Year 11)

Focuses on students comprehending and responding to the ideas and information presented in texts.

Students:

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

**Unit 2 (Year 11)**

Focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:

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

**Estimated Charges: \$60**

**Unit 3 (Year 12)**

Focuses on exploring different viewpoints presented in a range of texts and contexts.

Students:

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

**Unit 4 (Year 12)**

Focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Students:

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

**Estimated Charges: \$60**

## ENGLISH as an ADDITIONAL LANGUAGE or DIALECT ATAR COURSE

### AEELD/ATELD

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning.

**Prerequisites** Students must meet SCSA eligibility requirements to be in these courses.

#### Unit 1 (Year 11)

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

The thematic focus for this unit is ways of life. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of views to develop, present and express ideas and opinions in relation to these. Through the investigation of a range of topics, students explore their relationships with cultures, deepen their understanding of cultural similarities, differences and values to develop their ability to use English. Students apply their SAE skills to examine the ways language is used in relation to these topics to position the viewer and reader.

#### Unit 2 (Year 11)

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts, and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

The thematic focus for this unit is making choices. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine choices facing themselves, their families, communities and societies in relation to issues of concern presented in a range of texts. They examine and use the ways language can be used to analyse choices, influence attitudes and effect change.

**Estimated Charges: \$64**

#### Unit 3 (Year 12)

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

The thematic focus for Unit 3 is Australia as a cultural community. Using knowledge and skills from their existing languages and cultures, students learn to use English to further explore the concept of ‘cultural schemas’ and how culture influences the way in which they and other people view the world. Through the exploration of Australia as a multicultural society protecting individual freedoms, they develop an appreciation of the concept of cultural constructs. They also develop their ability to use English appropriate to audience and purpose. Their intercultural understandings enable them to apply analytical and problem-solving skills to their investigations of commonality and difference.

Students use SAE to explore how structures, patterns and audience expectations influence language and meaning and that meaning is negotiated, not given, within and across cultures.

#### **Unit 4 (Year 12)**

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

The thematic focus for Unit 4 is language and empowerment. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore the relationship between the uses of language and the concept of the power of language.

Through building on knowledge of the ways in which language can be used to influence, persuade and position people, students examine how it can also be used to privilege or marginalise individuals, social groups, ideologies, beliefs and values. Development of these understandings enables students to choose to use language appropriate for audience and purpose, moving between language varieties and situations confidently.

Students explore how cultural conceptualisations are embedded in language and how power relationships are created through persuasive and rhetorical devices. This knowledge, and the ability to select and control language to suit context, provides ‘empowerment’.

**Estimated Charges: \$64**

### **ENGLISH as an ADDITIONAL LANGUAGE or DIALECT GENERAL COURSE**

#### **GEELD/GTELD**

The English as an Additional Language or Dialect (EAL/D) General course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of the English as an Additional Language General course explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes.

They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross cultural users of language and dialect.

The English as an Additional Language or Dialect General course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, everyday and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

### **Unit 1 (Year 11)**

Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

### **Unit 2 (Year 11)**

Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts.

Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

**Estimated Charges: \$60**

### **Unit 3 (Year 12)**

Unit 3 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for work and further study.

### **Unit 4 (Year 12)**

Unit 4 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

**Estimated Charges: \$60**

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## HEALTH & PHYSICAL EDUCATION

### ATAR Courses

Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Physical Education Studies Health Studies	AEPES AEHEA	Physical Education Studies	ATPES

### General Courses

Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Physical Education Studies Outdoor Education Health Studies	GEPES GEOED ATHEA	Physical Education Studies Outdoor Education	GTPES GTOED

### Certificate Courses (2 year course)

*Please select the Certificate links below for a course description*

Year 11	Year 12
<a href="#">Certificate II in Sport Coaching S1S20513 (begins)</a>	<a href="#">Certificate II in Sport Coaching SIS20513 (continues)</a>

### PHYSICAL EDUCATION STUDIES ATAR COURSE

#### AEPES/ATPES

#### Year 11 Unit description

**Prerequisite:** Recommended for ATAR English in Year 11 – At least a C grade in Physical Education in Yr 10.

#### Unit 1 & 2 (Year 11)

This course will appeal to students who are intending to pursue university pathways.

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes to improve own and others' performance in physical activity. It also covers the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

The course contains both theoretical and practical assessment components. The assessment weightings are:

THEORY	70%
PRACTICAL	30%

The main sports that will be covered are Touch and Badminton. The other sport offered will depend on availability of facilities.

**Estimated charges: \$70**

All ATAR courses may have additional expenses for the purchase of booklist texts.

**Unit 3 & 4 (Year 12)****Prerequisite:** A pass in AEPES Physical Education Studies

This course will appeal to students who are intending to pursue university pathways.

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. It also extends students' understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

The course contains both theoretical and practical assessment components. The assessment weightings are:

THEORY	70%
PRACTICAL	30%

The main sports that will be covered are Badminton and Touch. The other sport offered will depend on availability of facilities.

**Estimated charges: \$110**

All ATAR courses may have additional expenses for the purchase of booklist texts.

## HEALTH STUDIES ATAR COURSE AEHEA

**Prerequisite:** Recommended for ATAR English.**Unit 1 & 2 (Year 11)**

In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

**Estimated charges: \$40**

## PHYSICAL EDUCATION STUDIES GENERAL COURSE

### GEPES/GTPES

**Prerequisite:** Nil

#### Unit 1 & 2 (Year 11)

The Physical Education Studies course places emphasis on learning through movement and personalised learning experiences to achieve progress towards the four course outcomes. You will develop skills, knowledge and understandings that will enable you to pursue your personal interests and potential career opportunities.

The Physical Activity contexts will be chosen from:

- |              |                       |
|--------------|-----------------------|
| 1. Softball  | 3. Golf               |
| 2. Badminton | 4. Netball/Basketball |

#### Course Content

- Body systems and exercise
- Body movement analysis in sport
- Skill acquisition and tactics in sport
- Coaching
- Umpiring
- Fitness testing and Fitness programs
- Goal setting for personal improvement
- Attitudes and values to physical activity

**Estimated Charges: \$124**

#### Unit 3 & 4 (Year 12)

This course will appeal to students who are intending to pursue a TAFE or employment pathway.

**Recommendation:** A pass in Year 11 PE Studies

The focus of this unit is to explore functional anatomy, energy systems, training principles, biomechanics concepts that provide a basis for assessing and enhancing their own and others' performance. It also covers nutrition, goal setting, tactics and strategies which enhance their own and others' performance in physical activity.

The course contains both theoretical and practical assessment components. The assessment weightings are:

THEORY	50%
PRACTICAL	50%

Sports that will be played are Tennis, Volleyball and Touch.

**Estimated charges: \$124**

## OUTDOOR EDUCATION GENERAL COURSE

### GEOED/GTOED

**Prerequisite:** Prior to participation in sailing or sailboarding, the-teacher-in-charge must ensure that students have the required swimming and water safety skills to participate safely.

Student capacity will be assessed as per the Outdoor Education and Recreation policy guidelines.

If it is not appropriate for the assessed student to continue to participate in the activity another course will have to be selected.

**Early Course Requirements:** 7.30am start one day per week (go home early on another day).

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of this course is to contribute towards a sustainable world.

The Outdoor Education Course focuses on outdoor activities and features an adventurous, out-of-doors component. Environments that provide relevant practical experiences for students are unlimited. They include short duration, part of day or whole day excursions to local environments and extended multiple-day expeditions to more remote locations beyond Perth.

### Unit 1 & 2 (Year 11)

The practical activities will be chosen from:

#### UNIT 1 GEOED

1. Sailing
2. Orienteering

#### UNIT 2 GEOED

3. Abseiling
4. Canoeing

### Course Content

#### Outdoor Experiences

- Planning
- Skills and practices
- Safety

#### Personal & Group Development

- Personal development
- Group development
- Leadership

#### Environmental Awareness

- The environment
- Human impact
- Environmental management

**Estimated Charges: \$205**

**Note:** The camps offered will incur an extra cost.

### Unit 3 & 4 (Year 12)

**Recommendation:** A pass in Year 11 Outdoor Education

**Prerequisites** Prior to participation in water based activities, the-teacher-in-charge must ensure that students have the required swimming and water safety skills to participate safely.

Student capacity will be assessed as per the Outdoor Education and Recreation policy guidelines.

If it is not appropriate for the assessed student to continue to participate in the activity another course will have to be selected.

This course will appeal to students who are intending to pursue a TAFE or employment pathway.

The focus of this unit is experience the challenges of the outdoors. The students will engage in a range of outdoor adventure activities that will help them develop and improve their technical skills and apply them in a safe manner. They will develop personal skills, decision-making skills as well as reflecting on their outdoor experience and their interaction with nature.

The course contains both theoretical and practical assessment components. The assessment weightings are:

THEORY	50%
PRACTICAL	50%

The main outdoor activities are, canoeing, power boating, survival and camping skills.

**Estimate charges: \$310**

**Note:** The camps offered will incur an extra cost.

## HEALTH STUDIES GENERAL COURSE

### GEHEA

**Prerequisites:** Nil

### Unit 1 & 2 (Year 11)

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

**Estimated charges: \$40**

## HUMANITIES & SOCIAL SCIENCES

ATAR Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Economics Geography History - Ancient History - Modern Politics & Law Psychology	AEECO AEGEO AEHIA AEHIM AEPAL AEPSY	Economics Geography History - Ancient History - Modern Politics & Law Psychology	ATECO ATGEO ATHIA ATHIM ATPAL ATPSY
General Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Geography History – Ancient Psychology	GEGEO GEHIA GEPSY	Geography History – Ancient Psychology	GTGEO GTHIA GTPSY

### HUMANITIES & SOCIAL SCIENCES OUTLINE

Students selecting HASS ATAR courses should be achieving **at least** a high level C grade (consistent) in Year 10 HASS and English. Recommendations for courses can be discussed with your teacher. The cognitive complexity of the course content in all courses increases from Year 11 to Year 12. The external exam at the end of year 12 (ATAR exam) covers the work completed in both semesters of Year 12.

### ECONOMICS ATAR COURSE

Economics is about the world around us; it's current; it's always changing; it's always interesting. It's about the modern world; it's about how we behave, how businesses behave and how the government behaves. Economics teaches us how to make well-informed decisions or choices – in life and in business. Indeed, economics is a great foundation for many careers. The skills developed in this course relate to a variety of qualifications in vocational, technical and university courses. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. Economics complements the courses of Accounting & Finance and BME.

#### AEECO/ATECO

**Prerequisites** A very strong 'C' grade in Year 10 HASS and English needs to be achieved to ensure success in ATAR Economics. A recommendation for Maths is also desirable.

#### Unit 1 (Year 11) – Microeconomics

*"To market, to market, to buy a fat pig."* What happens in a market? This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real world markets with an emphasis on the Australian economy. We explore the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis

on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

### **Unit 2 (Year 11) – Macroeconomics**

What goes up must come down and then rise again. This is true for the economy as well. What will Australia be like 10 years, 20 years on? This unit explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society. Exploration of the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy - which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives such as sustainable economic growth, price stability and full employment.

**Estimated Charges: \$47**

### **Unit 3 (Year 12) – Australia and the global economy**

“Made in Asia.” We live in a global world and it is going to become increasingly more so. This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

The linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy are considered. Students examine Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students examine the effects of changes in Australia's economic transactions with the rest of the world using recent and contemporary economic data – with economic models.

### **Unit 4 (Year 12) – Economic policies and management**

Where are the jobs? Why is the car industry struggling? Why do I have to pay taxes? This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

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

**Estimated Charges: \$47**

## GEOGRAPHY ATAR COURSE

### AEGEO/ATGEO

**Prerequisites** ATAR Geography requires a very strong 'C' grade in Year 10 HASS and English. A commitment to field work is important.

Students studying Geography will build knowledge and understanding of the natural and social systems of our environment. Students will make inquiries to demonstrate 'thinking geographically' about a range of challenges and associated opportunities facing our country and the global community. Students will gather geographic data from two environments – a natural and a cultural environment – that shape and support our way of life. Geography also complements the study of ATAR Business Management & Enterprise (BME).

#### Unit 1 (Year 11) – Natural and ecological hazards

Tornadoes in North America, floods in the eastern states of Australia and bushfires in Perth remind us that our planet is a risky place to live. Every year natural and ecological hazards result in the loss of human life and cause damage to billions of dollars' worth of property. It's not all gloom and doom however; we can take action to ensure that risks posed by these hazards are minimized by prevention, mitigation and preparedness, Two depth studies will be undertaken:

- 1: A natural hazard (atmospheric, hydrological or geomorphic)
- 2: An ecological hazard (environmental diseases/pandemics, or plant and animal invasions)

#### Unit 2 (Year 11) – Global networks and interconnections

Every time you go online you have the potential to access people, products and information from anywhere the world. Technological changes such as the development of the Internet as well as the development of megaships and mega planes are studied. The unit also considers the position of the United States and Europe as China and India emerge as global economic and cultural powers.

Two depth studies will be the focus:

- 1: the reasons for, and consequence of, the changing pattern of production and consumption of a commodity, good or service.
- 2: the diffusion, adoption and adaptation of an element of culture.

**Estimated Charges: \$49/Fieldwork Charges: TBA**

#### Unit 3 (Year 12) – Global environmental change

Google Earth is just one of the digital tools we can use to see how the surface of our planet is changing. Our activity is altering the Earth's natural environments. As we replace natural vegetation with concrete and asphalt we interfere with important natural systems not the least of which is the climate system. Two depth studies will be the focus:

- 1: the link between changes in land cover and changes in either global climate or biodiversity.
- 2: how the impacts of land cover change are being addressed and evaluated.

### Unit 4 (Year 12) – Planning sustainable places

Given a choice would you prefer to live in the city or the country? If you are like most people on the planet today you would choose to live in a city. Most Australians live in large urban areas like Perth. We all have an interest in making sure our urban areas are sustainable. This unit investigates issues, such as why Perth freeways have become car parks during peak hour, and how our sewerage might solve our city's problem of a diminishing water supply. What planning can be undertaken to ensure cities provide our needs? Two in depth studies will be conducted:

1. significant challenges facing the Perth Metropolitan Area
2. two significant challenges faced by megacities (eg New York, Tokyo or Shanghai)

*The cost of extra book hire to supplement the text purchased by students is included in the course charges. Fieldwork is required in this course, to enhance understanding of concepts studied in class. These costs will be kept to a modest amount.*

**Estimated Charges: \$49/Fieldwork Charges: TBA**

### HISTORY – ANCIENT ATAR COURSE

The study of Ancient History has stimulated our imagination through the last two millennia, more recently inspiring a plethora of block buster films such as *Gladiator*, *Troy*, *Pompeii* and *300*. Western society has striven to imitate the Ancient world of Greece, Rome and Egypt in many aspects of our government, art and architecture. Yet so much that we think we know about the ancient world are fallacies that we project onto the past. Ancient Greece was the birthplace of democracy, yet a quarter of the population were slaves and women had to veil their face in public. Ancient Rome controlled an empire larger than the European Union united through warfare and maintained by the spectacle of slaughter in the Gladiatorial games. During the glory and grandeur of Rome, they built structures that would not be equalled till modern times, they perfected indoor plumbing and heating yet washed their cloths in urine. Few now know that Cleopatra was not Egyptian and Alexander the Great was Macedonian not Greek. By studying ancient history students are given skills to decipher the past and apply the universal lessons of Ancient History to modern politics and history.

#### AEHIA/ATHIA

**Prerequisites** A 'B' grade in Year 10 HASS and English is required to ensure success in ATAR Ancient History.

### Unit 1 (Year 11) – Investigating the Ancient World

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or events and how it has been interpreted and represented. Students also investigate historical authentication and reliability. The connection should be made between the significant issues under investigation and the selected electives.

This will include two of the following electives:

- Troy and its destruction
- The Roman Games
- Alexander the Great
- Cleopatra.

### **Unit 2 (Year 11) – Ancient Societies**

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery; the family; and beliefs, rituals and funerary practices. This will include one of the following electives:

- Egypt in the Ramesside Period (19th and 20th Dynasties) or
- Early Imperial Rome – Pax Romana (27 BC-AD 180).

For the selected elective, students investigate the chronological and geographical context; institutions and structures; the ancient historical narrative; and the significant features of the society such as slavery, art and architecture, beliefs and the family.

**Estimated Charges: \$49**

### **Unit 3 (Year 12) – People, Power and Authority**

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious, cultural and economic features. The study of an individual as part of this unit enables study of the influence of the individual on events and developments. This will include:

- Rome 133-63 BC and either
- Marius OR Pompey.

### **Unit 4 (Year 12) - Reconstructing the Ancient World**

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practices, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence. This will include one of the following electives:

- Thebes – East and West, New Kingdom Egypt
- Rome 63 BC-AD 14 or
- Pompeii and Herculaneum 80 BC-AD 79.

**Estimated Charges: \$49**

## HISTORY – MODERN ATAR COURSE

### AEHIM/ATHIM

**Prerequisites** A very strong 'C' grade in Year 10 HASS and English is required to ensure success in this ATAR course.

These four units help students make sense of the world, as we know it today. What events over the twentieth century helped shape our nation and those around us? What has helped develop the state of international relations, treaties, fears, politics and policies?

#### Unit 1 (Year 11) – Understanding the Modern World

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students will study one development or turning point that has helped to define the modern world. Crucial changes such as the challenge to social hierarchy and inheritance; and the assertion of inalienable rights through to government by consent. The course of preferred study will be:

- Capitalism: the American Experience 1907 – 1941

Through this course students will consider the rights of individuals and groups (Negros and other minority groups); the place of government control over social expectations (prohibition) and the growth of rebellious groups such as the KKK, gangsters. The social, economic and political ills of the time will be analysed in the light of capitalist growth and an era of increasing hostility and prejudice.

#### Unit 2 (Year 11) – Movements for Change in the Twentieth Century

This unit examines the significant movement for change in the twentieth century that led to change in society, including peoples' attitudes and circumstances. The impact of the studied force will be considered through the economics of the time; external forces/international relations; developing ideas and leadership; political, social and cultural impacts. The course of preferred study will be:

- Nazism in Germany: 1918 – 1950s

The course will look at the post WW1 situation in Germany leading to WW2. The fractured political situation, the "Stab in the Back" theory and the rise of extremist groups eventually leading to Hitler will be analysed. The impact of the Nazi policies on society and the economy through the four year plans, propaganda, terror and oppression will be focal points. The holocaust, treatment of gypsies and the meaning of the Aryan race will all be researched and debated. The 'fall out' of the end of WW2 and the lasting impact of Nazism will be considered.

**Estimated Charges: \$49**

#### Unit 3 (Year 12) – Modern Nations in the Twentieth Century

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the twentieth century; their responses to these crises, and the different paths they have taken to fulfil their goals. Students study one topic/nation and study crises that challenged the stability of the government, the path of development and the social, economic and political order that has been maintained. Students examine the manner of control a country has developed to deal with internal divisions and external threats. Study will involve:

- Russia and The Soviet Union: 1914 – 1945

## Unit 4 (Year 12) – The Modern World Since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945 – 2001. It aims to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the nature of various conflicts and regional and international attempts to create peace and security. This will include the rise and fall of the Cold War; the demise of the Soviet bloc; and the rise of European sovereign states and the European Union. The course will include:

- The changing European World since 1945 (until 2001)

**Estimated Charges: \$49**

## POLITICS AND LAW ATAR COURSE

### AEPAL/ATPAL

**Prerequisites** A very strong 'C' grade in Year 10 HASS and English is required to ensure success in ATAR PALS. An interest in reading and following political developments is highly desirable.

The Politics and Law ATAR course examines the relationship between the process of making laws and the process of achieving justice primarily in Australia; but with some reference other countries around the world. The course aims to provide students with the knowledge of the key principles, structures, institutions and processes of Australia's political and legal system. Students will develop values and skills in order to critically evaluate the effectiveness of our political and legal system. They will do this with reference to contemporary examples of issues facing Australian society today and an interest in news and current affairs is essential.

The study of Politics and Law is a useful background to careers in law and politics but it extends to areas such as advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

### Unit 1 (Year 11) – Democracy and the Rule of Law

This unit examines the key principles of democratic and fair political and legal systems. Content includes; liberal democracy, the Westminster tradition, USA, Canadian and Swiss influences, federation and federalism, common law, adversarial trials and comparisons with non-democratic systems.

### Unit 2 (Year 11) – Representation and Justice

This unit examines the role of elections in achieving representative parliaments. Recent elections will be analysed and comparisons with other electoral systems will be considered. Students will evaluate the main legal processes and significant civil and criminal trial in Western Australia and also make comparisons with other non-common law countries.

**Estimated Charges: \$47**

### Unit 3 (Year 12) – Political and Legal Power

This unit involves a close study of the Commonwealth Constitution (Australia) to understand how power is wielded theoretically and in practice in Australia. The powers of the legislative, executive and judicial branches of government are studied with reference to key people and events that contribute to changes. Political issues such as moves to become a republic, recognition of indigenous Australians in the constitution and other contemporary issues are examined.

### Unit 4 (Year 12) – Accountability and Rights

In this final unit students examine how effectively the system works to ensure the accountability of the legislature, the executive and the judicial branch. High profile examples where corruption has been uncovered and current methods to detect, prevent and prosecute breaches are studied. Students will also examine how rights are protected in Australia, and make comparisons with the protection of rights in another country.

#### Extra-curricular Activities:

Students who want to extend their knowledge, skills and values can participate in a range of extra-curricular activities that will complement the core understandings from the course. The Law Society of Western Australia's Mock Trial Competition and the Youth Civic Leadership Program, the UNYA Mock Security Council Competition (Evatt Trophy), the Constitution Centre's Schools Constitutional Convention, the UNYA Youth Parliament camp, and a range of lectures and seminars are held throughout the year. All are offered and encouraged with these PALS students.

**Estimated Charges: \$47**

## PSYCHOLOGY ATAR COURSE

### AEPSY/ATPSY

**Prerequisites** Students must achieve a very strong 'C' grade in Year 10 HASS and English to ensure success in ATAR Psychology. A recommendation for ATAR Maths is also required.

The study of Psychology at an ATAR level incorporates scientific research principles. It will prepare students for further studies at university in psychology, health professions, human resources, social sciences, sales, media, law, marketing and management.

### Unit 1 (Year 11) – Self (Biological Influences/bases of behaviour & Cognition) and Others (Relational Influences & Communication)

This unit provides a general introduction to personality and intelligence – general and emotional. Students explore a number of influential theorists, from Freud through to Eysenck. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of communication in initiating, maintaining and regulating relationships. The students are also introduced to the human brain and the impact of factors influencing behaviour, emotion and thought.

### Unit 2 (Year 11) – Self (Developmental Psychology & Personality) and Others (Social Psychology & Culture and Values)

This unit introduces students to developmental psychology looking at the concept of average development and change expected as people age. Development will be looked at scientifically and is an important concept for students to consider, especially with the role of nature and nurture. Students also look at the impact of external factors on personality development, individuation, social loafing and prejudices.

**Estimated Charges: \$49**

### **Unit 3 (Year 12) – Self (Biological Influences/bases of behaviour & Cognition) and Others (Relational Influences & Communication)**

This unit expands on personality theories previously studied in year 11. Students apply knowledge and understanding to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. The influence of hereditary aspects is also considered. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution are explored.

### **Unit 4 (Year 12) – Self (Developmental Psychology & Personality) and Others (Social Psychology & Culture and Values)**

Students also explore brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events (eg trauma events). Students will investigate the results of famous experiments and analyse the results and causes of conformity.

**Estimated Charges: \$49**

## **GEOGRAPHY GENERAL COURSE**

### **GEGEO/GTGEO**

**Prerequisites** There are no prerequisites for General Geography

Jobs in Geography form an important part of Western Australia's economy – helping build billion dollar industries in areas like Mining, Tourism and Construction. Students who take General Geography will gain a strong knowledge and understanding of the natural and social systems of our environment, and be well prepared to take up a range of jobs in exciting and lucrative industries both in Australia and internationally. Students who take General Geography will have the opportunity to get out of the classroom and be involved in a range of practical, hands on projects, to learn about how Geography can help people develop sustainable solutions to problems in their local area.

### **Unit 1 (Year 11) – Geography of Environments at Risk**

In this unit, students develop their knowledge and skills about the world in which they live. We will take a trip down to the beach and learn about the impact of Perth's growing population on our precious coastal environments. This unit will prepare students for careers in environmental protection/rehabilitation, urban and regional development, and tourism.

Depth study: In this unit students investigate our beautiful coastline, and research places such as Hillarys and Sorrento, the Californian Coast, and learn about our precious coral reefs, such as Ningaloo and the Great Barrier.

### **Unit 2 (Year 11) – Geography of People and Places**

People choose where to live, work and play, based on a number of important considerations. This unit looks closely at Perth and examines the different cultural, social and economic hubs within the region. What makes Perth such a great place to live, This unit investigates a number of development issues and how these are impacting upon people and places. Students will get out into our local area and do some practical Geocaching in the local area.

Depth study – In this unit, students will gain practical skills to work in industries from real estate to grounds keeping, construction to mining.

**Estimated Charges: \$46/Fieldwork Charges: TBA**

### **Unit 3 (Year 12) – Natural and Ecological Hazards**

In this exciting unit students explore natural hazards, including atmospheric, hydrological and geomorphic hazards; including, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards; for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions. Could you survive?

Students will look at one of these issues in depth and have the opportunity to gain skills in the latest Geographic information technology applications.

### **Unit 4 (Year 12) – Global Networks and Interconnections**

Our world is linked in ways that it has never been connected before. In this unit students learn about global connections and the power of the Internet. The unit looks at the ways people and places embrace, adapt to, or resist the forces of change. Students will research music, sport and giant multinational conglomerates, and how they use avenues such as online retailing and Facebook, to connect people around the globe. This unit will include an excursion to visit Perth's Retail and Entertainment zones.

**Estimated Charges: \$49/Fieldwork Charges: TBA**

## HISTORY-ANCIENT GENERAL COURSE

### GEHIA/GTHIA

**Prerequisites** There are no prerequisites to General Ancient History, although an interest in applying mythology to ‘real life characters’ is important.

#### Unit 1 (Year 11) – Ancient Civilisations and Cultures

This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present. This will include **one** of the following electives:

- New Kingdom of Egypt (Dynasty 18-20 c. 1550-c. 1069 BC);
- Late Bronze Age of Greece and Troy (~1500- 1050 BC); and
- Pompeii and Herculaneum and the Roman world (80 BC-AD 79).

#### Unit 2 (Year 11): Power in the Ancient World

In this unit, students learn that in ancient societies key individuals have created change – through revolution or peace – with groups and institutions, and using their power to shape their society. They investigate key individuals’ motives, methods and power; the responses of others to their power, and their impact and influence on society.

This will include two of the following alternative electives:

- Akhenaten (Egypt, c. 1352-c. 1336 BC);
- Alexander the Great (Macedonia 356-323 BC);
- Julius Caesar (Rome 100-44 BC); or
- Cleopatra (Egypt, c. 51-30 BC).

**Estimated Charges: \$46**

#### Unit 3 (Year 12): Societies and Change

In this unit, students learn about the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs, and traditions are linked to the identity of a society. Students will examine aspects such as mythology and slavery in the targeted ancient society. This will include one of the following electives:

- Ancient Egypt (Dynasties 17-19 ~ 1560-1504 BC and 1327-c. 1213 BC); or
- Rome (the Late Republic to the Lex Manilia 133 - 66 BC).

#### Unit 4 (Year 12): Confrontation and Resolution

In this unit, students learn that there are internal and external forces that result in confrontation and revolution within societies. Students will examine the fall of great Roman and Athenian Republics. This will include one of the following electives:

- the conflict between the Greeks and Persian Empire to the Battles of Plataea and Mycale, (512-478 BC); or
- Rome, from Pompey’s Eastern Command to the First Settlement of Augustus (66-27 BC).

**Estimated Charges: \$46**

## PSYCHOLOGY GENERAL COURSE

### GEPSY/GTPSY

**Prerequisites** There are no prerequisites for General Psychology.

Limited mathematical ability is required for the General Psychology courses. Students are expected to be able to use simple mathematical skills they have developed in years 7-10, and use calculators. This course is a scientific study of how people think, feel and act. It is about the complexities of human behaviour looking at oneself and others around us in the community.

#### **Unit 1 (Year 11) – Self (Personality & Cognition) and Others (Relational Influences & Communication)**

This unit looks at how and why people behave as they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as hormones and drugs. They examine different types of relationships and the role of communication in initiating, maintaining and regulating relationships. Students explore what is meant by the term personality and examine historical perspectives used to explain personality, they explore behaviour and some causes of prejudice. Students are also introduced to ethics in psychology and carry out investigations.

#### **Unit 2 (Year 11) – Self (biological Influences & Developmental Psychology) and Others (Social Psychology, Culture and Values)**

This unit introduces the brain. Students explore the impact of factors influencing behaviour, emotion, thought etc. Consideration is given to group behaviour and the impact of the size of the group. There is a focus on developmental psychology, analysing twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play and parenting in assisting development. The influence of culture in shaping attitudes towards issues such as mental health is looked at in detail.

**Estimated Charges: \$49**

#### **Unit 3 (Year 12) – Self (Personality & Cognition) and Others (Relational Influences & Communication)**

This unit focuses on the functions of brain and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Theorists such as Pavlov are studied. Students examine socialisation processes (friendship development) observed within families and peer groups, and how social background and gender can shape communication styles. There is also a focus on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context.

#### **Unit 4 (Year 12) – Self (biological Influences & Developmental Psychology) and Others (Social Psychology, Culture and Values)**

Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations. Students look at the links between the brain and behavior, considering developmental psychology (Piaget) and moral development (Kohlberg).

**Estimated Charges: \$49**

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## LANGUAGES

ATAR Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Chinese: Second Language Chinese: First Language French: Second Language Italian: Second Language Japanese: Second Language & Certificate II in Applied Language – Japanese 10297NAT	AECSL AECFL AEFSL AEISL AEJSL	Chinese: Second Language Chinese: First Language French: Second Language Italian: Second Language Japanese: Second Language & Certificate II in Applied Language – Japanese (cont.) 10297NAT	ATCSL ATCFL ATFSL ATISL ATJSL
Korean: Second Language & Certificate II Applied Language – Korean 10297NAT	**AEKSL	Korean: Second Language Certificate II Applied Language – Korean (cont.) 10297NAT	**ATKSL

**NOTE** \*\* Korean ATAR is yet to be confirmed.

In Languages, communication is paramount. Students develop the skills and knowledge to communicate in the target language. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. 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

\* Students taking a WACE language course in Year 11 and 12 are required to apply to the School Curriculum and Standards Authority (SCSA) for permission to enrol. This will be done through the Language Department at the end of Term 2.

Mount Lawley Senior High School is a Gifted and Talented Education Languages School. Students accepted through this program are expected to study at least one language in Year 11 and 12.

### First Language Courses (Chinese)

WACE First Language Courses are for Year 11–12 students who have a cultural and linguistic background in the language. These students may have been born or have lived in a country where the language is spoken or have had more than five years formal education (from pre-primary or equivalent) in the language in a country and/or school where the language is the medium of communication and/or instruction and speak or write the language at home or elsewhere outside the classroom, in a sustained manner with a person or persons who have a background in the language.

## LANGUAGES

### Second Language Courses (All languages)

WACE Second Language Courses are aimed at Year 11–12 students for whom the language is a second (or subsequent) language. These students have not been exposed to or interacted in the language outside the language classroom. They have typically learnt everything they know about the language and its culture through classroom teaching in an Australian school or similar environment, where English is the language of school instruction. Students have typically studied the language for 200–400 hours at the commencement of Year 11. These students may have experienced some short stays or exchanges (less than two years in total) in a country where the language is a medium of communication.

### CHINESE: SECOND LANGUAGE ATAR COURSE

#### AECSL/ATCSL

**Prerequisite:** B Grade or better in Year 10 Chinese

#### Unit 1 (Year 11)

The focus for this unit is 青少年 (**Teenagers**). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Chinese and gain a broader insight into the language and culture.

Elaboration of outcomes:

##### Having fun

Students reflect on their favourite activities: sports, going out, and socialising.

##### Student's daily life

Students explore the daily routines of young

Chinese speakers: school, interests, and social activities.

##### Technology and leisure

Students consider the impact of technology on the lives of young people around the world.

#### Unit 2 (Year 11)

The focus for this unit is 我们去旅行吧! (**Travel – let's go**). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain a broader insight into the language and culture

Elaboration of outcomes:

##### Tales of travel

Students reflect on their own travel experiences and plans and discuss what is essential when planning a trip and travelling at home and/or abroad

##### Western Australia as a travel destination

Students explore Western Australia as a destination for Chinese-speaking travellers and discuss how they would prepare a Chinese speaker for a trip to Western Australia.

##### China as a travel destination

Students consider China as a tourist destination.

**Estimated Charges: \$80**

**Unit 3 (Year 12)**

The focus for this unit is 目前情况 (**Here and now**). Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Elaboration of outcomes:

**Relationships**

Students reflect on the different relationships in their lives.

**Celebrations and traditions**

Students explore major celebrations, traditions and festivals in Chinese communities.

**Communicating in a modern world**

Students consider how the internet, mobiles, social networking and other technologies are used in building and maintaining relationships

**Unit 4 (Year 12)**

The focus for this unit is 有什么打算? (**What next?**). Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Elaboration of outcomes:

**Reflecting on my life and planning my future**

Students reflect on their final year at school and their plans for the future: further education, employment and travel.

**The environment**

Students explore current issues in relation to the environment in Chinese-speaking communities.

**Current issues**

Students consider issues in the changing world relevant to them.

**Estimated Charges: \$80**

**CHINESE: FIRST LANGUAGE ATAR COURSE****AECFL/ATCFL**

**Prerequisite:** A cultural and linguistic background in the language.

The Chinese: First Language ATAR Course is designed for students with a cultural and linguistic background in Chinese. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society and a culturally and linguistically diverse local community. Through engagement with the Chinese-speaking communities, locally and overseas, and through the study of prescribed contemporary texts, themes and issues, students strengthen their literacy skills in both the Chinese and English languages.

**Semesters 1 and 2 Year 11 and Year 12**

Themes and elaboration of outcomes:

The Individual and Community 个人与社会

The Role of the individual in today's society 个人在现今社会所扮演的角色

Changing gender roles in today's society 现今社会中两性角色的变化

The Role of family and marriage in contemporary society 家庭与婚姻在现今社会所扮演的角色

**Youth Culture** 年轻人文化

Pressures on young people today 现今年轻人的压力

The place of education in young people's lives 教育在年轻人生活中的地位

The impact on young people of changes in traditional social values 传统社会价值观的改变对年轻人的影响

**Chinese Community Overseas** 海外华人社会

Adapting to new cultures (education, leisure, lifestyle) 适应新的文化（教育，休闲，生活方式）

The maintenance of Chinese culture in non-Chinese cultural contexts 在非华语社会中保留中国文化

**Global Issues**

Economic growth and its impact 经济的成长及其影响

Environmental issues 环境问题

The impact of international influences on Chinese – speaking countries 国际社会对华语国家与地区的影响所造成的冲击

**Estimated Charges: \$80**

**FRENCH: SECOND LANGUAGE ATAR COURSE****AEFSL/ATFSL**

**Prerequisite** B Grade or better in Year 10 French

**Unit 1 (Year 11)**

The focus for this unit is *C'est la vie! (That's life!)*. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in French and gain a broader insight into the language and culture.

Elaboration of outcomes:

**My daily routine**

Students reflect on their daily routine at home and school and popular activities: sport and socialising in their lives and the lives of young French people.

**French sports and leisure**

Students consider popular traditional and modern sports and leisure activities enjoyed by French people.

**Leading a healthy lifestyle**

Students consider current issues in the global community that relate to healthy living, the importance of physical activity and maintaining a well-balanced lifestyle.

**Unit 2 (Year 11)**

The focus for this unit is **Voyages (Travel)**. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in French and gain a broader insight into the language and culture.

Elaboration of outcomes:

**My travel tales and plans**

Students reflect on their own travel tales and discuss what is essential when planning a trip and travelling at home and abroad.

**Australia as a travel destination**

Students explore Australia as a destination for French-speaking travellers, and discuss how they would prepare a French speaker for a trip to Australia.

**Travel in a modern world**

Students consider how technology is changing world travel, influencing the way people plan their holidays, and how they communicate with others while away.

**Estimated Charges: \$80**

**Unit 3 (Year 12)**

The focus for this unit is **Les médias (The media)**. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Elaboration of outcomes:

**Technology and me**

Students reflect on the role of technologies in their lives and in the lives of young people in French-speaking communities.

**Film and music**

Students develop an insight into the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music.

**In the media**

Students consider the media and its impact on the global community.

**Unit 4 (Year 12)**

The focus for this unit is **Le monde qui nous entoure (The world around us)**. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Elaboration of outcomes:

**Planning my future**

Students reflect on their plans for the future.

**Migrant experiences**

Students explore the accounts of French-speaking migrants to and from French-speaking communities, to consider reasons for migration, and experiences of participating in a new community.

**Youth issues**

Students consider global youth issues related to coping with pressures: stress, drugs and alcohol.

**Estimated Charges: \$80**

**ITALIAN: SECOND LANGUAGE ATAR COURSE****AEISL/ATISL**

**Prerequisite** B Grade or better in Year 10 Italian.

**Unit 1 (Year 11)**

The focus for this unit is **Rapporti (Relationships)**. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

Elaboration of outcomes:

***Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)***

Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.

***Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)***

Students explore Italian traditions, events and celebrations, and how these promote a sense of community and an awareness of culture

***Comunicare nel mondo moderno (Communicating in a modern world)***

Students consider how the internet, mobiles, social networking and other technologies impact on the lives of young people around the world.

**Unit 2 (Year 11)**

The focus for this unit is **Andiamo! (Travel – let's go!)**. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture

Elaboration of outcomes:

***Le vacanze - racconti e progetti (My holiday tales and plans)***

Students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.

***Destinazione Italia (Destination Italy)***

Students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.

***Viaggiare oggi (Travel in a modern world)***

Students consider how technology is changing world travel, influencing how people plan their holidays and communicate while they are away.

**Estimated Charges: \$80**

**Unit 3 (Year 12)**

The focus for this unit is **Grazie Italia (Thank you Italy)**. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Italian and gain a broader and deeper understanding

of the language and culture.

Elaboration of outcomes:

***Cose italiane* (All things Italian)**

Students reflect on the place of things Italian in their lives and in their community

***La vita italiana* (Italian lifestyle)**

Students explore the lifestyle, interests and activities in the everyday life of Italians.

***Il Made in Italy nel mondo* (Il Made in Italy around the world)**

Students consider Il Made in Italy as a global brand and explore the contribution of Italians.

**Unit 4 (Year 12)**

The focus for this unit is ***Ieri, oggi e domani* (Yesterday, today and tomorrow)**. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

Elaboration of outcomes:

***Riflettiamo sulla vita e pensiamo al futuro* (Reflecting on my life and planning my future)**

Students reflect on their final year at school and their plans for the future: further education, employment and travel.

***I problemi dei giovani oggi* (Youth issues)**

Students explore issues faced by Italian youth: health and body image, peer pressure, unemployment and drugs.

***I problemi ambientali* (Environmental issues)**

Students consider current issues in the global community in relation to the environment: climate change and pollution.

**Estimated Charges: \$80**

**JAPANESE: SECOND LANGUAGE ATAR COURSE plus CERTIFICATE II IN APPLIED LANGUAGE (JAPANESE) 10297NAT**

**AEJSL/ATJSL**

**Prerequisite** B Grade or better in Year 10 Japanese

**Unit 1 (Year 11)**

This unit focuses on 日(にち)常(じょう)生(せい)活(かつ) (**Daily life**). Through the three topics: My Life 私の生活(せいかつ), Home Life 学校と家での生活(せいかつ), and Daily Life 生活(せいかつ)をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

**Unit 2 (Year 11)**

This unit focuses on ようこそ、私の国へ! (**Welcome to my country**). Through the three topics: Welcoming a guest ようこそ!, Seasonal activities and celebrations しきとイベント, and Healthy lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

**Estimated Charges: \$80**

**Unit 3 (Year 12)**

The focus for this unit is わかい旅行者(りょこうしゃ) (**Young travellers**). Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

**Unit 4 (Year 12)**

The focus for this unit is かこと未来(みらい) (**Reflections and horizons**). Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

**Estimated Charges: \$80**

**PLEASE NOTE:** that **Certificate II in Applied Language (Japanese) course** is embedded in Year 11 ATAR Japanese course. Students who complete the Year 11 and Year 12 ATAR Japanese course successfully will receive a Certificate II in Applied Languages (Japanese). These are the 4 units embedded in the Year 11 and Year 12 ATAR Japanese course.

	<p><b>VET COURSE OF STUDY</b>  <b>CERTIFICATE II IN APPLIED LANGUAGE</b>  <b>(JAPANESE)</b></p> <p><b>10297NAT (School Code CT2JAP)</b></p>
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National Code	Title of Unit of Competency/ Cluster	Assessment Types			
		Aural	Oral	Read	Write
<b>CALOCS201</b>	Conduct basic oral communication for social purposes in a language other than English	✓	✓		
<b>CALOCW202</b>	Conduct basic workplace oral communication in a language other than English	✓	✓		
<b>CALRWS203</b>	Read and write basic documents for social purposes in a language other than English			✓	✓
<b>CALRWW204</b>	Read and write basic workplace documents in a language other than English			✓	✓

**Estimated Charges: \$90**

**KOREAN: SECOND LANGUAGE VET COURSE**

AEKSL/ATKSL

**NOTE:** There is a possibility this course may not run.

**Prerequisite** B Grade or better in Year 10 Korean

**Semester 1, Year 11**

This unit focuses on 수미의 호주 생활 (**Daily life**). Through the three topics: My life 나의 생활, Home life 학교와 집에서의 생활 and Daily life 하루 생활을 비교하면, students further develop their communication skills in Korean and gain a broader insight into the language and culture.

**Semester 2, Year 11**

This unit focuses on 우리 나라에 환영합니다 (**Welcome to my country**). Through the three topics: **Welcoming a guest** 환영해요!, **Seasonal activities and celebrations** 행사와 이벤트, and **Healthy lifestyles** 건강, students extend their communication skills in Korean and gain a broader insight into the language and culture.

**Estimated Charges:** \$80

**Semester 1, Year 12**

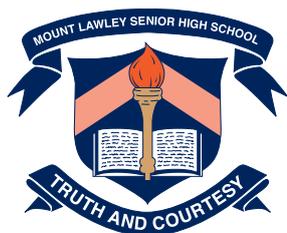
The focus for this unit is 젊은 여행자들 (**Young travellers**). Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Korean and gain a broader and deeper understanding of the language and culture.

**Semester 2, Year 12**

The focus for this unit is 과거와 미래 (**Reflections and horizons**). Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Korean and gain a broader and deeper understanding of the language and culture.

**Estimated Charges:** \$80

**PLEASE NOTE:** Certificate II in Applied Language (Korean) course is embedded in Year 11 ATAR Korean course. Students who complete the Year 11 and Year 12 ATAR Korean course successfully will receive a Certificate II in Applied Languages (Korean). These are the 4 units embedded in the Year 11 and Year 12 ATAR Korean course.



**VET COURSE OF STUDY**  
**CERTIFICATE II IN**  
**APPLIED LANGUAGE (KOREAN)**

**10297NAT (School Code CT2JAP)**

National Code	Title of Unit of Competency/ Cluster	Assessment Types			
		Aural	Oral	Read	Write
<b>CALOCS201</b>	Conduct basic oral communication for social purposes in a language other than English	✓	✓		
<b>CALOCW202</b>	Conduct basic workplace oral communication in a language other than English	✓	✓		
<b>CALRWS203</b>	Read and write basic documents for social purposes in a language other than English			✓	✓
<b>CALRWW204</b>	Read and write basic workplace documents in a language other than English			✓	✓

**NOTE:** There is a possibility this course may not run.

**Estimated Charges: \$90**

## MATHEMATICS

ATAR Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Mathematics Specialist Mathematics Methods Mathematics Applications	AEMAS AEMAM AEMAA	Mathematics Specialist Mathematics Methods Mathematics Applications	ATMAS ATMAM ATMAA

### PLEASE NOTE

1. Mathematics Specialist can only be taken in combination with Mathematics Methods.
2. The unacceptable combination rules are as follows:
  - a) Mathematics Applications ATAR and Mathematics Methods ATAR
  - b) Mathematics Applications ATAR and Mathematics Specialist ATAR

General Courses			
Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Mathematics Essentials	GEMAE	Mathematics Essentials	GTMAE

### The Senior School Choices in Mathematics are:

#### ATAR STRONG DOUBLE CHOICE

We offer the double course choice for students who are strong at Mathematics and may be pursuing studies at tertiary level that involve the high profile sciences and Mathematics (eg Engineering).

Year 10 Prerequisites	Year 11	Year 12
All Year 10 Maths Academic Extension are eligible. <b>OR</b> Students achieve at least 70% average for Year 10 Advanced Maths.	Mathematics Methods Unit 1 – Semester 1 Unit 2 – Semester 2	Mathematics Methods Unit 3 – Semester 1 Unit 4 – Semester 2
	Mathematics Specialist Unit 1 – Semester 1 Unit 2 – Semester 2	Mathematics Specialist Unit 3 – Semester 1 Unit 4 – Semester 2

**ATAR UPPER CHOICE**

We offer Mathematics Methods for students who are strong at mathematics, and may be pursuing studies at tertiary level that involve mathematics (eg some science courses).

Year 10 Prerequisites	Year 11	Year 12
All Year 10 Maths Academic Extension are eligible. <b>OR</b> Students achieve at least 65% average for Year 10 Advanced Maths.	Mathematics Methods Unit 1 – Semester 1 Unit 2 – Semester 2	Mathematics Methods Unit 3 – Semester 1 Unit 4 – Semester 2

**ATAR LOWER CHOICE**

We offer Mathematics Applications for students who are good at mathematics, and may be pursuing studies at tertiary level that involve some mathematics (eg some Business courses).

Year 10 Prerequisites	Year 11	Year 12
All Year 10 Academic Extension or Advanced Maths students qualify. Students in Year 10 General must achieve at least 65%.	Mathematics Applications Unit 1 – Semester 1 Unit 2 – Semester 2	Mathematics Applications Unit 3 – Semester 1 Unit 4 – Semester 2

**THE NON-UNIVERSITY CHOICE**

We offer Mathematics Essentials for students who are usually bound for a State Training Provider, further training or an occupation. There is no examination at the end of these general units so it does not score towards an ATAR. These are not 'easy' options and, there is a significant **work-load** involving major investigations and assessments where deadlines **MUST** be met. Students need to be well organised and committed to passing the course.

Year 10 Prerequisites	Year 11	Year 12
All Year 10 General students qualify. Year 10 Essentials students must achieve at least 50%.	Mathematics Essentials Unit 1 – Semester 1 Unit 2 – Semester 2	Mathematics Essentials Unit 3 – Semester 1 Unit 4 – Semester 2

## SENIOR SCHOOL COURSES IN MATHEMATICS

You do not have to study mathematics in Senior School, but it is recommended that you do so. Most careers need mathematics and you should always choose the highest mathematics course that you can cope with that is not beyond your capabilities.

### Course Summaries:

#### AEMAS/ATMAS

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

**Estimated Charges: Year 11 \$68 and Year 12 \$68**

#### AEMAM/ATMAM ATAR COURSE

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

**Estimated Charges: Year 11 \$68 and Year 12 \$68**

#### AEMAA/ATMAA ATAR COURSE

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

**Estimated Charges: Year 11 \$49 and Year 12 \$49**

#### GEMAE/GTMAE GENERAL COURSE

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

**Estimated Charges: Year 11 \$63 and Year 12 \$63**

## SCIENCE

### ATAR Courses

Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Biology Chemistry Human Biology Physics	AEBLY AECHE AEHBY AEPHY	Biology Chemistry Human Biology Physics	ATBLY ATCHE ATHBY ATPHY

### General Courses

Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Integrated Science Human Biology	GEISC GEHBY	Integrated Science	GTISC

## BIOLOGY ATAR COURSE

### AEBLY/ATBLY

**Prerequisites** Students wishing to study ATAR Biology **MUST** achieve an A or B GRADE in Year 10 Science and a minimum of 65% in the Genetics section of the Year 10 course. Students must also have an ATAR Mathematics recommendation from their Maths teacher and must also have the recommendation of their Science teacher. Students not satisfying the prerequisites, and wishing to attempt courses for which they have not been recommended, **MUST** seek an interview with the Science Program Coordinator.

#### Unit 1 (Year 11) – Ecosystems and biodiversity

In this unit students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems; they investigate ecosystem dynamics. They also investigate how measurement of abiotic factors can form the basis for spatial and temporal comparisons between ecosystems. Students will use classification keys to identify organisms and will be involved in fieldwork as part of this unit.

#### Unit 2 (Year 11) – From single cells to multicellular organisms.

In this unit, students investigate the way in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. Students use science inquiry skills to explore the relationship between structure and function, by conducting dissections and microscopic examination.

**Estimated charges: \$46**

**Unit 3 (Year 12) – Continuity of species.**

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

**Unit 4 (Year 12) – Surviving in a changing environment.**

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

**Estimated charges: \$46**

**CHEMISTRY ATAR COURSE****AECHE/ ATCHE**

**Prerequisites** Students wishing to study ATAR Chemistry must achieve an “A” or “B” grade in Year 10 Science AND achieve a minimum of 65% in the Chemistry section of the Year 10 course. Students must also have an ATAR Mathematics recommendation from their Maths teacher and must be recommended for the course by their Science teacher. Students not satisfying the prerequisites, and wishing to attempt courses for which they have not been recommended, **MUST** seek an interview with the Science Program Coordinator.

**Unit 1 (Year 11) – Chemical fundamentals – structure, properties and reactions.**

In this unit, students use the models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

**Unit 2 (Year 11 – Molecular interactions and reactions.**

In this unit, students continue to develop their understanding of bonding materials and the relationship between structure, properties and reactions, including factors that affect the rate of chemical reactions. Students investigate the properties of water and acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in reactions.

**Estimated charges: \$30**

**Unit 3 (Year 12) – Equilibrium, acids and bases, and redox reactions.**

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

**Unit 4 (Year 12) – Organic chemistry and chemical synthesis.**

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

**Estimated charges: \$30**

## HUMAN BIOLOGY ATAR COURSE

### AEHBY/ATHBY

**Prerequisites** Students wishing to study ATAR Human Biology **MUST** achieve an A or B GRADE in Year 10 Science and a minimum of 65% in the Genetics section of the Year 10 course. Students must also have the recommendation of their Science teacher. Students not satisfying the prerequisites, and wishing to attempt courses for which they have not been recommended, **MUST** seek an interview with the Science Program Coordinator.

#### Unit 1 (Year 11) – The functioning human body.

In this unit students will look at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Students will investigate cells and explore the respiratory, circulatory, digestive and excretory systems of the human body and investigate questions about problems associated with factors affecting metabolism.

#### Unit 2 (Year 11) – Reproduction and inheritance.

In this unit, students will study the reproductive systems of males and females, the mechanisms of the transmission of genetic material from generation to generation. Students will also investigate the effects of the environment on gene expression.

**Estimated charges: \$33**

#### Unit 3 (Year 12) – Homeostasis and disease.

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

#### Unit 4 (Year 12) – Human variation and evolution.

Students will investigate variation in humans, their changing environment and evolutionary trends in hominoids. Students explore variations in characteristics, how gene pools are affected by evolutionary mechanisms, and evolutionary changes in gene pools.

**Estimated charges: \$33**

## PHYSICS ATAR COURSE

### AEPHY/ATPHY

**Prerequisites** Students wishing to study ATAR Physics must achieve an "A" or "B" grade in Year 10 Science AND achieve a minimum of 70% in the Physics section of the Year 10 course. Students must also have an ATAR Mathematics recommendation from their Maths teacher and must be recommended for the course by their Science teacher. Students not satisfying the prerequisites, and wishing to attempt courses for which they have not been recommended, **MUST** seek an interview with the Science Program Coordinator.

#### Unit 1 (Year 11) – Thermal, nuclear and electrical physics.

In this unit students explore ways physics is used to describe, explain and predict energy transfers and transformations that are pivotal to modern industrial societies. Students will investigate heating processes, radioactivity and learn how nuclear reactions convert mass into energy. Students will also investigate electrical circuits.

**Unit 2 (Year 11) – Linear motion and waves.**

Students develop an understanding of motion and waves to explain and predict phenomena.

Students describe linear motion in terms of position and time data, and examine the relationship between force, momentum and energy for interactions in one dimension. Students examine common wave phenomena including springs, water and earthquake waves.

**Estimated charges: \$30**

**Unit 3 (Year 12) – Gravity and electromagnetism.**

In this unit, students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance. Students explore rectilinear motion, objects undergoing circular motion, satellites, motors and generators and related areas of everyday science and engineering.

**Unit 4 (Year 12) – Revolutions in modern physics.**

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

**Estimated charges: \$30**

**INTEGRATED STUDIES GENERAL COURSE****GEISC/ GTISC****Unit 1 (Year 11) – Driver safety and hearing.**

Students investigate the issues of inexperience, distractions, drugs and alcohol and the effects they have on drivers, and of vehicle safety. Students also explore the properties of sound and how listening to music and noise can affect the physiology of hearing.

**Unit 2 (Year 11) – Biodiversity and conservation.**

Biodiversity refers to the variety of life that surrounds us. Students will investigate the dependency on biological resources to meet our needs to maintain life; the impact of land clearance and the effect of climate change. Students will investigate the need for conservation of flora and fauna to maintain biodiversity.

**Estimated charges: \$57**

**Unit 3 (Year 12) – Water.**

Students investigate water resources including aquatic ecosystems. Students will examine ocean, estuarine and freshwater ecosystems including ground water aquifers. Students will learn about the importance of aquatic ecosystems to society and to the economy and to the future.

**Unit 4 (Year 12) – Energy.**

Students live in a modern society that is characterised by its reliance upon technology and the high demands for energy.

Students develop an appreciation of the consequences of harnessing, distributing and utilizing energy which will make them informed citizens. Students will investigate resource availability, the need for efficient use of energy and alternative energy sources/ resources for the future.

**Estimated charges: \$57**

**HUMAN BIOLOGY GENERAL COURSE****GEHBY****Unit 1 (Year 11) – Healthy body.**

Students explore how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Students investigate the body systems through real or virtual dissections and practical examinations of cells, organs and systems. The research contemporary treatments for dysfunctions to the body systems.

**Unit 2 (Year 11) – Reproduction.**

Students explore the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about reproductive systems and how they are specialised in ways. Students apply their knowledge to construct a DNA model and demonstrate cell division processes.

**Estimated charges: \$60**

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## TECHNOLOGIES

### COMPUTING

#### ATAR Courses

Year 11 (Units 1 & 2)	Code	Year 12 (Units 3 & 4)	Code
Applied Information Technology Computer Science	AEAIT AECSC	Applied Information Technology Computer Science	ATAIT ATCSC

#### General Courses

Year 11 (Units 1 & 2)	Code	Year 12 (Units 3 & 4)	Code
Applied Information Technology	GEAIT	Applied Information Technology	GTAIT

### DESIGN & TECHNOLOGY

#### ATAR Courses

Year 11 (Units 1 & 2)	Code	Year 12 (Units 3 & 4)	Code
Engineering Studies	AEEST	Engineering Studies	AEST

#### General Courses

Year 11 (Units 1 & 2)	Code	Year 12 (Units 3 & 4)	Code
Engineering Studies	GEEST		
Design (Technical Graphics)	GEDES		
Materials, Design & Technology	GEMDT	Materials, Design & Technology	GTMDT

#### Certificate Courses (2 Year Course)

*Please select the Certificate links below for a course description*

<a href="#">Certificate II in Engineering Pathways MEM20413 (begins)</a>	<a href="#">Certificate II in Engineering Pathways MEM20413 (continues)</a>
<a href="#">Certificate II in Visual Arts (Photography) CUA20715 (begins)</a>	<a href="#">Certificate II in Visual Arts (Photography) CUA20715 continues or progresses to Certificate III in Visual Art (Photography) CUA3115 if Certificate II completed</a>
<a href="#">Certificate II in Visual Arts (Technical Graphics) (begins) CUA20715</a>	<a href="#">Certificate II in Visual Arts (Technical Graphics) CUA20715 (continues)</a>

### HOME ECONOMICS

#### General Courses

Year 11 (Units 1 & 2)	Code
Children, Family & the Community	GECFC

#### Certificate Courses (2 Year Course)

*Please select the Certificate links below for a course description*

Year 11	Year 12
<a href="#">SIT20316 Certificate II in Hospitality (starts)</a>	<a href="#">SIT20316 Certificate II in Hospitality (continues)</a>

## COMPUTING APPLIED INFORMATION TECHNOLOGY ATAR COURSE AEAIT/ATAIT

**Prerequisites** Students will be on an ATAR pathway and with an average of at least 55% across all subjects in Year 10.

This Applied Information Technology ATAR course focuses on building key skills and knowledge that apply to computing hardware and industry standard software. Students will load software to learn about software compatibility. They will create digital artworks using Adobe Creative Cloud software. They will apply file handling techniques as they learn about which are the best file types for print or screen. They will assume the role of a graphic designer within a client/designer relationship to fine tune a solution to meet business needs. Students will engage with peer to peer networks and business networking to share files with each other. Students will apply this knowledge and these skills to have a greater understanding of the link between industry standard software and its use in the workforce today.

### Unit 1 (Year 11) – Media information and communication technologies

To enable students to use digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

### Unit 2 (Year 11) – Digital technologies in business

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being, mindful of the various impacts of technologies within legal, ethical and social boundaries.

### Unit 3 (Year 12) – Evolving digital technologies

This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

### Unit 4 (Year 12) – Digital technologies within a global society

This unit focuses on the production of a digital solution 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.

**Estimated Charges: \$56 per year**

## COMPUTER SCIENCE ATAR COURSE AECSC/ATCSC

**Prerequisites** Students who study this course will be on an an ATAR pathway with an average of at least 60% across all subjects in Year 10.

This Computer Science ATAR course focuses on building key skills and knowledge that apply to computer systems and software. Students will disassemble and reassemble computers, install operating systems and subsequent applications. They will then network these computers, both wired and wireless, to a server to learn security strengths of access control and authentication. On the same computers the students will create databases that meet business expectations and code to create programs to provide solutions to common problems expected in the workforce today.

Students will apply this knowledge and these skills to have a greater understanding of the link between hardware components and how computing software is made. A broad understanding of systems thinking is also learned.

### **Unit 1 (Year 11) – Developing computer-based systems and producing spreadsheet and database solutions**

The focus for this unit is developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on their spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

### **Unit 2 (Year 11) – Developing computer-based systems solutions and communications**

The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal and societal implications of industry-based applications.

### **Unit 3 (Year 12) – Design and development of computer-based systems and database solutions**

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

### **Unit 4 (Year 12) – Design and development of communication systems and software solutions**

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

**Estimated Charges: \$56 per year**

## **APPLIED INFORMATION TECHNOLOGY GENERAL COURSE**

### **GEAIT/GTAIT**

#### **Prerequisites Nil**

This Applied Information Technology General course focuses on building key skills and knowledge that apply to computing hardware and industry standard software to meet personal communication needs. Students further develop skills to apply this knowledge and these skills in using Adobe Creative Cloud software to meet the small business environment.

### **Unit 1 (Year 11) – Personal communication**

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

### **Unit 2 (Year 11) – Working with others**

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

### **Unit 3 (Year 12) – Media information and communication technologies**

The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

### Unit 4 (Year 12) – Digital technologies in business

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

**Estimated Charges: \$56 per year**

### DESIGN & TECHNOLOGY

### ENGINEERING STUDIES ATAR COURSE

#### AEEST/ATEST

**Prerequisites** Prerequisites Students who study this course will have achieved a 65% average across all Year 10 subjects. This is a demanding course. Students should also select Methods, Physics or Chemistry.

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

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

#### Unit 1 (Year 11)

In the development of an engineering project, students study core engineering theory and their chosen specialist area theory. They develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non-renewable energy.

Given guidelines and a context, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students then select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagram and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

#### Unit 2 (Year 11)

This unit develops students' understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

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

**PLEASE NOTE:** In 2020 these classes will have a Period 0, starting at 7.35 am. This is a compulsory part of the course.

**Estimated Charges: \$85 per year**

**Unit 3 (Year 12)**

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

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

**Unit 4 (Year 12)**

In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products. Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

**PLEASE NOTE:** In 2020 these classes will have a Period 0, starting at 7.35 am. This is a compulsory part of the course.

**Estimated Charges: \$85 per year**

**ENGINEERING STUDIES GENERAL COURSE****GEEST**

**Prerequisites:** Nil

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. This course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

**Unit 1 (Year 11) – Engineering Design Process**

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant theory of their chosen specialist area, and learn to integrate and use this knowledge to develop and present proposals for practical solutions. Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

## Unit 2 (Year 11) – Automation and Technical Innovation

In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires them to engage in a range of activities including: researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate drawings and lists of materials and components. They follow a given timeline to undertake tasks required to produce, test, and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

**Estimated Charges: \$150 per year**

## DESIGN (TECHNICAL GRAPHICS) GENERAL COURSE GEDES

**Prerequisites:** Nil

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs. In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

The Design course has a Technical Graphics context.

Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly three-dimensional subjects, usually of an industrial nature.

### Unit 1 (Year 11) – Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context of Technical Graphic to demonstrate control over the elements and principles of design.

Defined context

Technical Graphics: freehand sketching and presentation techniques to include rendering skills, tone and line work; CAD and instrument drawing skills; 2D/3D introduction, study tools and equipment, drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing. Possible projects could include simple to more complex 2D and 3D designs such as; logos, T-shirt graphics, skateboard deck designs, posters, fishing lures, music/jewellery boxes, plastic mazes, medallions, clocks, toys, kitchen appliances or items of furniture.

## Unit 2 (Year 11) – Personal Design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

Defined context

Technical Graphics: application of design fundamentals to design geometric figures, logo design, shelter design, architectural buildings, interior design, shop design, building conventions, wrist watches, jewellery items, bachelor pad, bedroom design, sales posters, toys, customised bicycles, skateboard ramps, jewellery boxes, perfume bottles, basic furniture.

**Estimated Charges: \$120 per year**

## MATERIALS, DESIGN & TECHNOLOGY (WOOD) GENERAL COURSES GEMDTW/GTMDTW

**Prerequisites:** Nil

The Materials Design and Technology General course is a practical course. The course allows students to explore and use materials in the learning context of wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated context. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

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

### Unit 1 (Year 11)

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

**Unit 2 (Year 11)**

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

**Estimated Charges: \$150 per year**

**Unit 3 (Year 12)**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

**Unit 4 (Year 12)**

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

**Estimated Charges: \$150 per year**

## HOME ECONOMICS GENERAL COURSE CHILDREN, FAMILY AND THE COMMUNITY GECFC

### **Prerequisites:** Nil

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways. The content is focussed around; nutrition, family structure, teenage issues, communication, community resources, careers and employment, workplace laws, influence of advertising and media, exercise and physical activity, stress management, role models and a range of practical skills.

There would be a weekly cooking component to this course.

### **Unit 1 (Year 11) Families and Relationships**

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

### **Unit 2 (Year 11) Our Community**

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

**Estimated Charges: \$110 per year**

## THE ARTS

### ATAR Courses

Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Visual Arts	AEVAR	Visual Arts	ATVAR
Drama	AEDRA	Drama	ATDRA
Media	AEMPA	Media	ATMPA
Music Western Art	AEMUSW	Music Western Art	ATMUSW
Music Jazz	AEMUSJ	Music Jazz	AEMUSJ

### General Courses

Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Visual Arts	GEVAR	Visual Arts	GTVAR
Drama	GEDRA	Drama	GTDRA
Media	GEMPA	Media	GTMPA

### Certificate Courses

*Please select the Certificate links below for a course description*

Year 11	Year 12
<a href="#">Certificate II in Creative Industries CUA20215 begins</a>	<a href="#">Certificate II in Creative Industries CUA20215 continues</a>
<a href="#">Certificate III in Music Industry (Performance) (begins) CUA30915</a>	<a href="#">Certificate III in Music Industry (Performance) (continues) CUA30915</a>

### VISUAL ARTS

The Visual Arts encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop their creative skills and engage in the making and presentation of artwork. They develop understandings and critical awareness that assists them to appreciate and make informed evaluations of art across a range of studio areas and investigation of artistic works.

Students are expected to work independently to create artworks that express original ideas. Organisation and management skills, along with, initiative and personal responsibility in completing work to exhibition standard are essential to the course. Visual Arts requires students to develop and practise problem-solving skills through creative and analytical thinking processes. The Visual Arts courses are designed to, engage students in developing artworks that show increasing levels of sophistication, innovation and complexity.

## VISUAL ARTS ATAR COURSE

### AEVAR/ATVAR

In the Year 11 Visual Arts ATAR course, students explore different approaches to art making while investigating notions of personal, social and cultural identity. There is an increasing demand for visual literacy as students learn to perceive, understand, interpret and evaluate visual information. The course encourages students to develop problem-solving skills that result in artworks, which show higher levels of media manipulation, skill and technical proficiency.

**Prerequisite** B grade in Year 9/10 Visual Arts and a recommendation in ATAR English is required also.

#### Unit 1 (Year 11) – Differences

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

#### Unit 2 (Year 11) – Identities

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

Classwork/Theory – 50% Practical/Production – 50%

**Estimated Charges: \$150 per year**

In Year 12 students engage in traditional, modern and contemporary media and techniques working across a broad range of studio areas and art forms. The course promotes innovative practice. Students are expected show independence in realising artworks that investigate challenging ideas. The Year 12 Visual Arts ATAR course allows students to develop aesthetic understandings and critical awareness through their engagement of their own art practice and the research of other artists' work.

#### Unit 3 (Year 12) – Commentaries

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

#### Unit 4 (Year 12) – Points of View

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

Classwork/Theory – 50% Practical/Production – 50%

**Estimated Charges: \$150 per year**

## VISUAL ARTS GENERAL COURSE

### GEVAR/GTVAR

In the Year 11 Visual Arts general course, students develop artworks primarily concerned with their own experiences and explorations of their immediate environment. They explore ways to draw and develop artworks that show a fundamental understanding of art language and appreciation of the visual arts. This is a highly practical course that allows students to explore their creativity using a range of materials and guided studio techniques. Independent exploration of ideas is promoted across a broad range of art forms that enable students to develop artworks that are relevant to their own lives.

#### Unit 1 (Year 11) – Experiences

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

#### Unit 2 (Year 11) – Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

#### Estimated Charges: \$150 per year

In the Year 12 Visual Arts general course, students develop artworks inspired by personally relevant themes and the investigation of other artists' work. They develop original ideas using art language while appreciating other art forms and artistic practices. This is a highly practical course that allows students to develop artworks using a range of techniques, materials and studio explorations. Innovation and independent inquiry are promoted across a broad range of art forms, which enable students to create artworks that show resolution through inquiry and design development processes.

#### Unit 3 (Year 12) – Inspirations

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

#### Unit 4 (Year 12) – Investigations

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

#### Estimated Charges: \$150 per year

## DRAMA

Drama is a vibrant and varied art form. It is one of the oldest art forms and part of our everyday life. The Drama course focuses in aesthetic understanding and drama in practice as you integrate your knowledge and skills. You use the elements and conventions of drama, you engage in drama processes which allow you to create original drama and interpret a range of texts written or devised by others. Your 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 multi-media. You present drama to a range of audiences and work in different performance settings.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. Drama requires you to develop and practise problem-solving skills through creative and analytical thinking processes. In this course, students engage in both Australia and world drama practice.

### DRAMA ATAR Course

#### AEDRA/ATDRA

**Prerequisites** B grade in Year 9/10 Drama – Recommendation in ATAR English is also required.

#### Unit 1 (Year 11)

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

#### Unit 2 (Year 11)

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

Classwork/Theory – 50% Practical/Production – 50%

**Estimated Charges: \$85 per year**

#### Unit 3 (Year 12)

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

#### Unit 4 (Year 12)

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

Classwork/Theory – 50% Practical/Production – 50%

**Estimated Charges: \$85 per year**

**DRAMA GENERAL COURSE****GEDRA/GTDRA****Unit 1 (Year 11)**

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

**Unit 2 (Year 11)**

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

**Estimated Charges: \$65 per year**

**Unit 3 (Year 12)**

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

**Unit 4 (Year 12)**

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

**Estimated Charges: \$65 per year**

**Certificate Courses**

*Please select the Certificate links below for a course description*

**Year 11**

[CUA20215 Certificate II in Creative Industries begins](#)

**Estimated Charges: \$150**

**Year 12**

[CUA20215 Certificate II in Creative Industries continues](#)

**Estimated Charges: \$185**

## MEDIA PRODUCTION & ANALYSIS

The Media Production and Analysis course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context.

In all courses of Media Production and Analysis, students will be required to make media products. The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity for students to reflect on and discuss their own creative work, intentions and outcomes. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

## MEDIA PRODUCTION & ANALYSIS ATAR COURSE

### AEMPA/ATMPA

**Prerequisites** B grade in Year 9/10 – Media . Recommendation in ATAR English is also required.

These ATAR courses of Media Production and Analysis have been developed for students who wish to continue their interest in this course and who are University bound.

Students should be aware that this course is very busy and a flexible approach to learning is required. It is expected that students complete many aspects of the course outside of class contact time. In particular, students are required to do significant amounts of their filming and taping off campus and outside of school hours.

Students will develop their knowledge and skills by being involved in long term projects and will be assessed using various methods – response, production, performance and examinations.

This course is organised into a Year 11 syllabus (AEMPA) and a Year 12 syllabus (ATMPA). The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Unit 1 (Year 11) – Popular Culture

The focus for this course is **popular culture**. This focus involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

There are many aspects of popular culture that can be used to provide students with interesting and relevant learning contexts, and an opportunity to explore how audiences consume popular media. Teachers should select learning contexts that are familiar to students or provide stimulation and new experiences. In contexts related to popular culture, students have the opportunity to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions.

Students develop production and analytical skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.

### Unit 2 (Year 11) – Journalism

The focus for this course is journalism. In this unit students will further their understanding of journalistic media. The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students’ interests.

In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation

and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions.

Students extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions.

Classwork/Theory – 50% Practical/Production – 50%

**Estimated Charges: \$80 per year**

**Prerequisite** Typically for students who have highly proficient knowledge, skills and understandings in Media Studies or have completed the Year 11 ATAR MPA course (AEMPA) and achieved at least a 'C' Grade.

### **Unit 3 (Year 12) – Media Art**

The focus for this course is media art forms. This unit provides the opportunity for students to explore and select from a range of media art and develop their understanding of media aesthetics. Media aesthetics in the context of this unit is the study of the emotional and intellectual response brought about by the way the techniques, codes and conventions that create the artistic quality of the media work have been applied.

Students analyse, view, listen to and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences' interpretations. They consider the representation of values and technological developments that influence perceptions of art within media work. Students are encouraged to experiment with technologies, structures, codes and conventions to express their ideas and creativity. They have the opportunity to extend their production skills and processes and the emergence of personal style.

### **Unit 4 (Year 12) – Power and Persuasion**

The focus for this unit is power and persuasion, which includes the influential nature of media used as a form of propaganda and political persuasion.

Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences. Students synthesise a range of ideas, skills and processes to create their own media productions that express their views.

Classwork/Theory – 50% Practical/Production – 50%

**Estimated Charges: \$80 per year**

## **MEDIA PRODUCTION & ANALYSIS GENERAL COURSE**

### **GEMPA/GTMPA**

General courses of Media Production and Analysis provide a focus on vocational education and have been developed to cater for students who intend to continue study in this vocational area, are entering the training arena to achieve a qualification, who wish to proceed directly to the workplace or who wish to acquire or improve media skills for their own self development.

Students should be aware that this course is very busy and a flexible approach to learning is required. It is expected that students complete many aspects of the course outside of class contact time. In particular, students are required to do significant amounts of their filming and taping off campus and outside of school hours. Students will develop their knowledge and skills by being involved in long term projects and will be assessed using various methods – production, response, performance and, in Year 12, an externally set written task.

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. The Year 11 syllabus (GEMPA) is divided

into two units, each of one semester duration, which are typically delivered as a pair. Similarly, the Year 12 syllabus (GTMPA) is organised in this manner.

### **Unit 1 (Year 11) – Mass Media**

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

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values.

Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

### **Unit 2 (Year 11) – Point of View**

The focus for this course is an introduction to point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

**Estimated Charges: \$80 per year**

### **Unit 3 (Year 12) – Entertainment**

The focus for this course is entertainment. Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media.

They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.

### **Unit 4 (Year 12) – Representation and Reality**

The focus for this course is representation and reality. Representation is the act of representing or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work.

Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and represent reality while at the same time engaging and informing audiences.

In contexts related to representation and reality, students analyse, view, listen and interact with a variety of media work. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

**Estimated Charges: \$80 per year**

## MUSIC

Year 11		Year 12	
AEMUSW	Western Art Music – ATAR	ATMUSW	Western Art Music – ATAR
PIMS	Jazz, Contemporary or Western Art Music	PIMS	Jazz, Contemporary or Western Art Music
AEMUSJ	Jazz Music – ATAR	ATMUSJ	Jazz Music ATAR

### Certificate Courses

*Please select the Certificate links below for a course description*

Year 11	Year 12
<a href="#">CUA30915 Certificate III in Music Industry (Performance) (begins)</a>	<a href="#">CUA30915 Certificate III in Music Industry (Performance) (continues)</a>

**Estimated Charges: \$100**

**Estimated Charges: \$100**

There are three types of music courses to choose from in Years 11 and 12. Students may choose:

- Certificate III Music Industry (Performance) ( this qualification can lead to further qualifications or employment).
- ATAR units in Years 11 and 12 with a Western Art Music (Classical Music) focus (recommended for university entrance).
- PSIM course in Years 11 and 12 with a Jazz, Western Art Music or Contemporary focus (not for university entrance).

### WESTERN ART MUSIC ATAR COURSE

#### AEMUSW (Year 11)

**Prerequisites** Students must have completed any one of the following:

- A minimum of a 'B' grade in Year 10 Class Music and Instrumental Music.
- Passed Grade 3 AMEB Theory Exam and Practical Exam
- Have the equivalent overseas or interstate qualifications.

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Western Art Music (Classical). Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Classwork/Theory – 50% Practical/Production – 50%

This course requires students to commit extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, everyday.
- **Consistently** attend ensemble rehearsals & perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

**Estimated Charges: \$65**

## WESTERN ART MUSIC ATAR COURSE

### ATMUSW (Year 12)

**Prerequisites** Students must have completed any one of the following:

- A minimum of a 'C' grade in AEMUS Units
- Passed Grade 4 AMEB Theory Exam and Practical Exam
- Have the equivalent overseas or interstate qualifications

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Western Art Music (Classical). Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Class Work: 50%

Instrumental: 50%

This course requires students to commit extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, **everyday**.
- **Consistently** attend ensemble rehearsals & perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

**PLEASE NOTE:** There is an exam attached to this course. This course can be used for Tertiary Entrance.

**Estimated Charges:** \$65

## JAZZ ATAR COURSE

### AEMUSJ (Year 11)

**Prerequisites** Students must have completed any one of the following:

- A minimum of a 'B' grade in Year 10 Class Music and Instrumental Music.
- Passed Grade 3 AMEB Theory Exam and Practical Exam
- Have the equivalent overseas or interstate qualifications.

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Jazz Music. Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Class Work: 50%

Instrumental: 50%

This course requires students to commit extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, everyday.
- **Consistently** attend ensemble rehearsals and perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

**PLEASE NOTE:** There is an exam attached to this course. This course can be used for Tertiary Entrance.

**Estimated Charges: \$65**

## JAZZ ATAR COURSE

### ATMUSJ (Year 12)

**Prerequisites** Students must have completed any one of the following:

- A minimum of a 'C' grade in AEMUSJ units.
- Passed Grade 4 AMEB Theory Exam and Practical Exam
- Have the equivalent overseas or interstate qualifications.

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Jazz Music. Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Class Work: 50%

Instrumental: 50%

This course requires students to commit extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, everyday.
- **Consistently** attend ensemble rehearsals & perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

**PLEASE NOTE:** There is an exam attached to this course. This course can be used for Tertiary Entrance.

**Estimated Charges: \$65**

## JAZZ, WESTERN ART MUSIC OR CONTEMPORARY ATAR COURSE

### PIMS (Year 11/12)

This course is for students who cannot fit ATAR Music into their timetable but would like to continue the practical aspects of music. It requires students to attend a weekly instrumental lesson and attend at least one ensemble per week. It is a pass/fail unit.

**Estimated Charges: \$38.50 per year**

## CAREER AND ENTERPRISE & WORKPLACE LEARNING

Combined General Course and Workplace Learning.

Year 11 (Units 1 & 2)	Course Code	Year 12 (Units 3 & 4)	Course Code
Career & Enterprise	GECAE	Career & Enterprise	GTCAE

**NOTE:** Any Student wishing to enrol in Workplace Learning **MUST** enrol in the Career and Enterprise Course.

### GECAE/GTCAE

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

#### Unit 1 (Year 11)

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for the individual and others.

#### Unit 2 (Year 11)

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

**Estimated Charges: \$235**

#### Unit 3 (Year 12)

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building.

#### Unit 4 (Year 12)

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies.

**Estimated Charges: \$235**

## Workplace Learning

ADWPL Workplace Learning offers you the opportunity to develop industry specific skills through assessment in a workplace environment.

The program is only available to students selecting Career and Enterprise as a Course.

ADWPL is an endorsed program approved by the School Curriculum and Standards Authority.

During the ADWPL program you will be given the opportunity to learn outside of school by training in the industry of your choice, where possible.

Students on an ATAR pathway will need to complete ADWPL on the job training during the school holidays.

Workplace Learning is a partnership – you, the employer and the school all working together.

## CAREER LINK PROGRAM

A Vocational Education and Training Pathway

The aim of this program is to allow those students who do not wish to undertake an ATAR pathway, to have the opportunity to complete a full Certificate qualification, either at TAFE, a private Registered Training Organisation (RTO) or through a School Based Traineeship or School Based Apprenticeship.

It is a dynamic pathway which will appeal to those students who wish to fasttrack their career and gain transferable skills which include communication, the ability to work as part of a team, problem-solving and self-management.

A specific academic timetable is created for these students so that they have the opportunity to meet the requirements of WACE.

The program is broken up into 2 parts as described below:

1. Academic/School Component:

**Monday-Wednesday** students attend school and complete subjects which have been selected and include:

- English
- Mathematics
- Physical Education Studies
- Career and Enterprise (which will assist in work readiness)
- Children, Family and the Community (which will assist in life skills)

2. Training/Workplace Component:

**Thursday-Friday** students will participate in Workplace Learning and attend one of the following:

- TAFE
- Private RTO
- Pre-Apprenticeship in Schools (PAIS)
- School Based Traineeship (SBT)
- School Based Apprenticeship (SBA)
- Master Plumbing/Master Painting Association (MPA) Trade Training Centre at John Forrest SHS

Students will undertake work placement in the area of their certificate qualification, i.e. a student completing the Certificate II in Painting with MPA, will work with a registered painter one day per week.

It is important to note that once a student is accepted in the Career Link Program, they will NOT be able to revert to mainstream program. It is essential that students and parents understand the commitment required when applying for this program.

Depending on the course taken, there may be further costs associated with the RTO.

To apply for a place in Career Link, or to obtain further information, please contact the Career Link Co-ordinator Andy Outten on 0416 149 189 or email [andy.outten@education.wa.edu.au](mailto:andy.outten@education.wa.edu.au)

**Estimated Charges: \$335**

## CERTIFICATE COURSES

### VET Certificate Course Offerings 2020

All Vocational Education and Training Certificate courses are, at this stage, proposed and will be confirmed once the Registered Training Organisation has been approved by the Department's panel of contracted RTO providers.

Certificate II in Business	BSB20115	(School Code CT2BUS)
Certificate III in Business <b>Available only in Year 12</b>	BSB30115	(School Code CT3BUS)
Certificate II in Engineering Pathways	MEM20413	(School Code CT2ENG)
Certificate II in Hospitality	SIT20316	(School Code CT2HOS)
Certificate II in Creative Industries (Live Production)	CUA20215	(School Code CT2CI)
Certificate III in Music Industry (Performance)	CUA30915	(School Code CT3MUS)
Certificate II in Sport Coaching	SIS20513	(School Code CT2SPOR)
Certificate II in Visual Arts (Photography* <b>OR</b> Technical Graphics*) * Choose only one pathway	CUA20715	(School Code CT2VAP/CT2VAT)
Certificate III in Visual Arts (Photography) <b>Available only in Year 12</b>	CUA31115	(School Code CT2VAP/
<b>REFER TO LANGUAGES SECTION FOR THIS COURSE BELOW</b>		
Certificate II in Applied Languages (Korean or Japanese) <b>* Special conditions apply</b>	10297NAT	(School Code CT2KOR/CT2JAP)

## CERTIFICATE COURSE OUTLINES

Certificate courses are a pathway to graduation and employment for all students. Students will develop skills desired by employers and will place them in good stead for employment while embarking upon other studies post Year 12.

Students choose which certificate courses they undertake in conjunction with their Course Counsellors and their parents.

Students will be required to complete the enrolment and induction requirements with the appropriate Registered Training Organisation partnering with Mount Lawley Senior High School to deliver the course chosen.

Upon successful completion of all units of competencies in the course, students will be issued with the appropriate qualification by the Registered Training Organisation.

	<p style="text-align: center;"><b>CERTIFICATE II IN BUSINESS</b> BSB20115 (School Code CT2BUS)</p>
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**PLEASE NOTE:** This is a one year course completed in Year 11.

This Certificate Course will provide students with a nationally recognised qualification and provide preparation for employment and/or apprenticeships. Training and assessment will occur in the school environment. Students must complete 12 units (1 core and 11 electives) at school. These units will typically include:

- Deliver a service to customers
- Communicate electronically
- Work effectively with others
- Produce simple word processed documents
- Handle mail
- Participate in Occupational Health and Safety processes
- Create and use spreadsheets
- Develop and use a personal budget
- Organise and complete daily work activities
- Use business technology
- Work effectively with diversity
- Participate in environmentally sustainable work practices

Completion of the course will provide students with invaluable employability skills. These workplace skills include:

<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include:</b>
<b>Communication</b>	<ul style="list-style-type: none"> <li>communicating verbally with clients and colleagues</li> <li>drafting routine correspondence that meets the organisational standards of style, format and accuracy</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>working in a team environment to promote team commitment and cooperation</li> </ul>
<b>Problem-solving</b>	<ul style="list-style-type: none"> <li>choosing appropriate methods for communication and transferring information</li> <li>dealing with client enquiries and complaints</li> </ul>
<b>Initiative and enterprise</b>	<ul style="list-style-type: none"> <li>raising occupational health and safety issues with designated personnel</li> </ul>
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>planning and organising own work schedule for the day</li> <li>planning the layout of simple documents using appropriate software</li> </ul>
<b>Self-management</b>	<ul style="list-style-type: none"> <li>dealing sensitively with client needs and cultural, family and individual differences</li> <li>obtaining feedback on work performance and identifying opportunities for improvement</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>encouraging, acknowledging and acting on constructive feedback from team members</li> <li>using manuals, training booklets and online help to overcome difficulties</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>selecting, maintaining and using business technology appropriate to the task</li> </ul>

<b>CERTIFICATE II IN BUSINESS BSB20115</b>		<b>UNITS OF COMPETENCY YEAR 11/12</b>
BSBWHS201 Contribute to health & safety of self & others		BSBADM307 Organise schedules
BSBCMM201 Communicate in the workplace		BSBCUS201 Deliver a service to customers
BSBIND201 Work effectively in a business environment		BSBINM201 Process and maintain workplace information
BSBITU211 Produce digital text documents		BSBITU212 Create and use spreadsheets
BSBITU213 Use digital technologies to communicate remotely		BSBWOR202 Organise and complete daily work activities
BSBWOR204 Use business technology		ICTICT106 Operate presentation packages

**Estimated Charges: \$139 per year**



### CERTIFICATE III IN BUSINESS

BSB30115 (School Code CT3BUS)

**PLEASE NOTE:** This is a one year course completed in Year 12. Students must complete the Certificate II in Business in Year 11 as a prerequisite for this course.

This Certificate Course will provide students with a nationally recognised qualification. Graduates at Certificate III level will have theoretical and practical knowledge and skills for work and/or further university or TAFE learning. Training and assessment will occur in the school environment. Students must complete 12 units (1 core and 11 electives) at school. These units will typically include:

- Organise workplace information
- Conduct online transactions
- Work effectively with diversity
- Design and produce text documents
- Create electronic presentations
- Apply knowledge of WHS legislation in the workplace
- Produce spreadsheets
- Design and produce business documents
- Deliver and monitor a service to customers
- Produce desktop published documents
- Organise personal work priorities and development
- Write simple documents

Completion of the course will provide students with invaluable employability skills. For those students on an ATAR pathway the Certificate III in Business will provide them with information technology skills that will assist with university assessments, group work and study planning. These skills include:

<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include:</b>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• communicating verbally with others in negotiation, training and questioning</li> <li>• writing a range of simple documentation and communications</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>• completing individual tasks to support team goals</li> <li>• conveying workplace procedures and work instructions to team members</li> </ul>
<b>Problem-solving</b>	<ul style="list-style-type: none"> <li>• resolving issues and conflicts with team members</li> <li>• using manuals and other documentation to overcome problems with information technology or other office equipment</li> </ul>
<b>Initiative and enterprise</b>	<ul style="list-style-type: none"> <li>• demonstrating individual responsibility for completing tasks</li> <li>• suggesting improvements to support the development of improved work practices and team effectiveness</li> </ul>
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>• contributing to planning processes with team members to meet expected outcomes</li> <li>• gathering, organising and applying workplace information for the organisation's work processes and information systems</li> </ul>
<b>Self-management</b>	<ul style="list-style-type: none"> <li>• identifying development needs and seeking training to fill needs</li> <li>• monitoring and recording the performance of own work area</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• developing a comprehensive knowledge and understanding of products and services</li> <li>• identifying priorities and pursuing personal work goals according to organisational objectives</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• using information communication technology to communicate with team members or clients</li> <li>• using word processing packages, spread sheets or databases to produce written correspondence and reports</li> </ul>

<b>BSB30115 CERTIFICATE III IN BUSINESS</b>	<b>UNITS OF COMPETENCY YEAR 12</b>
BSBWHS302 Apply knowledge of WHS legislation in the workplace	BSBADM311 Maintain business resources
BSBFML312 Contribute to team effectiveness	BSBIPR301 Comply with organisational requirements for protection and use of intellectual property
BSBITU306 Design and produce business documents	BSBITU314 Design and produce spreadsheets
BSBITU315 Purchase goods and services online	BSBPRO301 Purchase goods and services
BSBWRT301 Write simple documents	ICTWEB201 Use social media tools for collaboration and engagement
SITXEBS001 Use social media in a business	

**Estimated Charges: \$139 per year**



**CERTIFICATE II IN  
ENGINEERING PATHWAYS**  
MEM20413 (School Code CT2ENG)

**PLEASE NOTE:** This is a two year course completed over Years 11 and 12.

**Prerequisites** There are none for this course.

**Description:** This course is intended for students considering employment at the production operator level in manufacturing, engineering and related industry areas. Students will gain the basic level competencies required by an operator working in these areas. Students will also acquire skills and knowledge in workplace communication, occupational safety and health, quality procedures, systems and planning plus industry specific skills such as: Carry out mechanical cutting; Perform routine oxy-acetylene welding; Perform manual heating and thermal cutting; Perform routine manual arc-welding; Perform manual production welding; Perform routine gas tungsten arc-welding; Perform routine gas metal arc-welding; Perform hand forging; Use workshop machines for basic operation; Use comparison and basic measuring devices; Use hand tools; Use power tools and plan a complete activity.

**PLEASE NOTE:** In 2020 these classes will have a Period 0, starting at 7.35 am. This is a compulsory component of the course.

<b>MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS UNITS OF COMPETENCY YEAR 11/12</b>	
MEM13014A Apply principles of occupational health and safety in the work environment	MEMPE005A Develop a career plan for the engineering and manufacturing industry
MEMPE006A Undertake a basic engineering project	MSAENV272B Participate in environmentally sustainable work practices
MEM16006A Organise & communicate information	MEM18001C Use hand tools
MEM18002B Use power tools/hand held operations	MEMPE001A Use engineering workshop machines
MEMPE002A Use electric welding machines	MEMPE003A Use oxy-acetylene & soldering equipment
MEMPE004A Use fabrication equipment	MSAPMSUP106A Work in a team

**Estimated Charges: \$170 per year**



## CERTIFICATE II IN HOSPITALITY

SIT20316 (School Code CT2HOS)

**PLEASE NOTE:** This is a two year course completed over Years 11 and 12.

There are **no prerequisites** for this course, however, due to the requirements of this course, admission will be based on an interview to be conducted in term 4, 2107. **Applicants must have a minimum 85% attendance rate to obtain an interview for this course.**

If you are interested in cooking and learning the skills required to work in the Hospitality industry, then the Certificate II in Hospitality will equip you with the underpinning knowledge and skills to commence your career pathway in this exciting industry.

### NATIONALLY RECOGNISED TRAINING

The Certificate II in Hospitality is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. They may be multi- skilled across more than one functional area of hospitality. The Certificate II in Hospitality teaches you operative skills in the Hospitality Industry. Work would be undertaken in various hospitality enterprises where food is prepared and served.

### CAREER PROSPECTS

When you complete the Certificate II in Hospitality you can apply for the operational positions such as a room attendant, food waiter, drink waiter and function service staff in hotels, motels, resorts, clubs, guest houses, institutions and many hospitality related small businesses.

### AWARD

Upon successful completion of all units of competencies in the course, students will be issued with a Certificate II in Hospitality. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

### DELIVERY OF COURSE

This course will be delivered over 2 years commencing in Year 11. The course is structured to include a variety of practical activities however underpinning knowledge is also required to be demonstrated in theory lessons.

**PLEASE NOTE:** This class will have a Period 0 and 1 commencing at 7.35am once each week. When the class is scheduled for Period 5, time-in-lieu will be given. This is a compulsory part of the course.

SIT20316 CERTIFICATE II IN HOSPITALITY	UNITS OF COMPETENCY YEAR 11/12
BSBWOR203 Work effectively with others	SITHIND002 Source & use information on the hospitality industry
SITHIND003 Use hospitality skills effectively	SITXCCS003 Interact with customers
SITXCOM002 Show social and cultural sensitivity	SITXWHS001 Participate in safe work practices
SITXFSA001 Use hygienic practices for food safety	BSBCMM201 Communicate in the workplace
SITHCCC003 Prepare and present sandwiches	SITHFAB004 Prepare & serve non-alcoholic beverages
SITHFAB005 Prepare and serve espresso coffee	SITXCCS001 Provide customer information & assistance

**Estimated Charges: \$265 per year**



## CERTIFICATE II IN CREATIVE INDUSTRIES

CUA20215/CUA30141

**PLEASE NOTE:** This is a two year course completed over Years 11 and 12.

**Prerequisite** An interest in the entertainment and creative arts industries.

**Description:** This qualification leads to further certificate, diploma and bachelor courses or employment. It relates specifically to the entertainment industry covering technical areas of basic lighting and audio work; stage management; scenic construction; providing staging support; providing ushering, ticketing and venue information; assisting in marketing; working with others; and occupational health and safety. The course develops communication skills, teamwork and problem-solving. It encourages initiative and enterprise, assists planning and organising, develops self-management, learning about productions and events and the use of specific technology. The skills will be developed around a performance project and through supporting productions and events in the Tricycle Theatre and the school community like the Arts Festival Day.

Certificate, diploma and bachelor courses are available especially at WAAPA @ ECU that lead to an array of technical, management and design careers.

UNITS OF COMPETENCY YEAR 11/12	CUA20215 CERTIFICATE II IN CREATIVE INDUSTRIES
BSBWOR203 Work effectively with others	CUAIND201 Develop and apply creative arts industry knowledge
CUAWHS302 Apply work health & safety practices	CUAFOH202 Usher patrons
CUALGT201 Develop basic lighting skills & knowledge	CUASCE203 Repair, maintain and alter scenic art
CPCCOHS1001A Work safely in the construction industry	CUASOU201 Develop basic audio skills and knowledge
CUASMT301 Work effectively backstage during performances	CUASTA304 Maintain physical production elements

**Estimated Charges: \$150 per year for Year 11**



### CERTIFICATE III IN MUSIC INDUSTRY (PERFORMANCE)

CUA30915 (School Code CT3MUS)

**PLEASE NOTE:** This is a two year course completed over Years 11 and 12.

**Prerequisite:** Students must have completed up to the year 10 music course and achieved satisfactory results from the previous year, or have approval from the music department. This is a broad course that can include musicians from a Western Art, Jazz and Contemporary background.

**Description:** This course aims to enable students to develop their musical abilities in performance, aural and composition, as well as gain authentic learning experiences in the music industry. These include production and recording.

The course is designed for people who want to develop their skills as performers or in music production and recording. Whilst studying this course you will develop music literacy knowledge and skills in music writing and performance. The electives that are offered develop other skills related to the music industry such as audio/sound, research, innovation and creative thinking and writing and technical production skills. How to implement copyright arrangements and work safely and effectively in the music industry is also part of this competitive and fascinating course.

CUA30915 CERTIFICATE III IN MUSIC INDUSTRY	UNITS OF COMPETENCY YEAR 11/12
BSBWS201 Contribute to health & safety of self & others	CUACMP301 Implement copyright arrangements
CUAIND303 Work effectively in the music industry	CUAMLT302 Apply knowledge of style and genre to music industry practice
CUAMCP301 Compose simple songs or musical pieces	CUAMLT301 Develop and apply aural perception skills
CUAMLT303 Notate music	CUAMPF203 Develop ensemble skills for playing or singing music
CUAMPF204 Play or sing music from simple written notation	CUAMPF301 Develop technical skills in performance
CUAMPF406 Perform music as a soloist	

**Estimated Charges: \$100 per year**



**CERTIFICATE II IN  
SPORT COACHING**  
SIS20513 (School Code CT2SPOR)

**PLEASE NOTE:** This is a two year course completed over Years 11 and 12.

**Prerequisite:** There are **no** prerequisites for this course.

This qualification provides the PRACTICAL skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

### Job roles

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

### EMPLOYABILITY SKILLS

- Nationally recognised qualification
- Communication, teamwork, problem-solving, self-management, planning and organisation, technology and enterprise
- Attainment of a First Aid certificate

### WHO CAN DO THIS COURSE?

This course is suitable for all students in Year 11 and 12. Both university bound students as well as potential TAFE students will benefit from the skills and qualifications provided through the completion of his course.

### AWARD

Upon the successful completion of all units of competencies in the course, students will be issued with a Certificate II in Sport Coaching. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

SIS20513 CERTIFICATE II IN SPORT COACHING		UNITS OF COMPETENCY YEAR 11/12	
BSBWOR202 Organise & complete daily work activities		HLTAID003 Provide first aid	
SISSSCO101 Develop and update knowledge of coaching practices		SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills	
SISSSDE201 Communicate effectively with others in a sport environment		SISXCAI102A Assist in preparing and conducting sport and recreation sessions	
SISXIND211 Develop and update sport, fitness and recreation industry knowledge		SISXWHS101 Follow work health and safety policies	
SISNTB204A Teach foundation netball skills		SISSSOF101 Develop and update officiating knowledge	
SISSSOF202 Officiate games or competitions		SISXCAI001 Provide equipment for activities	
SISXCAI001 Provide equipment for activities			

**Estimated Charges: Year 11 \$120/Year 12 \$200 (Includes a First Aid certificate)**

	<p><b>CERTIFICATE II IN VISUAL ARTS (PHOTOGRAPHY)</b> CUA20715 (School Code CT2VAP)</p>
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**PLEASE NOTE:** This is a two year course completed over Years 11 and 12. Students who have achieved early competency of the Certificate II in Visual Arts may be enrolled in the Certificate III in Visual Arts Course (CUA31115) at the discretion of the School and after consultation with parents.

**Prerequisite:** There are **no** prerequisites for this course.

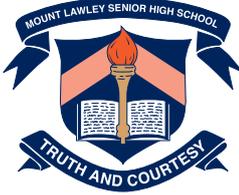
This qualification prepares students for professional photography and gives them life long skills applicable to most industries. Students learn how to control digital cameras enabling them to produce photographs of a professional level quality. Students learn to photograph both outdoors and in a studio environment undertaking shoots such as fashion, macro-photography and portraits. Client directed tasks are also carried out, involving students working on projects as if they were a professional photographer.

They produce images for a wide variety of 'clients' in the form of websites, brochures, flyers and one off commissioned works of art. They produce their images in both colour and black and white and conduct their own mini exhibition at the conclusion of their course. Those successful in completing their Certificate II in Year 11 will be eligible to undertake a Certificate III in Yr12 and this unit is aimed at those who are performing at a professional level. It equips them with both photographic and business skills to enable them to run their own photography business in the future. We expand on their studio and outdoor skills and their ability to interact with and photograph people, conducting all of this with a systemic business-like approach. Students completing this qualification will be very competent photographers.

CUA20715 CERTIFICATE II IN VISUAL ARTS (DIGITAL IMAGERY/PHOTOGRAPHY) UNITS OF COMPETENCY YEAR 11/12	
BSBWHS201 Contribute to health and safety of self and others	CUAACD101 Use basic drawing techniques
CUAPPR201 Make simple creative work	CUARES202 Source and use information relevant to own arts practice
CUADIG202 Develop digital imaging skills	CUAPPR203 Store finished creative work
CUADIG303 Produce and prepare photo images	CUADIG305 Produce digital images
CUAPHI302 Capture photographic images	

**Estimated Charges: \$150 per year**

**Students enrolled in the Certificate III Course in Year 12 will incur a further cost of \$30 to cover the issue of the Certificate.**

	<p><b>CERTIFICATE III IN VISUAL ARTS (PHOTOGRAPHY)</b> CUA31115 (School Code CT2VAP)</p>
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**PLEASE NOTE:** This is a one year course completed in Year 12.

**Prerequisite:** Students must complete the Certificate II Visual Arts (Photography) in Year 11 as a prerequisite for this course.

This qualification reflects the role of individuals who are developing a range of visual art skills and who take responsibility for own outputs in work and learning.

Practice at this level is underpinned by the application of introductory art theory and history.

CUA31115 CERTIFICATE III IN VISUAL ARTS (DIGITAL IMAGERY/PHOTOGRAPHY) UNITS OF COMPETENCY YEAR 12	
BSBWHS201 Contribute to health and safety of self and others	CUAACD201 Develop drawing skills to communicate ideas
CUAPPR301 Produce creative work	CUARES301 Apply knowledge of history and theory to own arts practice
BSBDES301 Explore the use of colour	CUADIG303 Produce and prepare photo images
CUAPHI302 Capture photographic images	CUAPPR407 Select and prepare creative work for exhibition
CUAPRI301 Produce prints	CUADIG202 Develop digital image skills
CUAPPR201 Make simple creative work	

**Students enrolled in the Certificate III Course in Year 12 will incur a cost of \$30 to cover the issue of the Certificate.**



**CERTIFICATE II IN**  
**VISUAL ARTS (TECHNICAL GRAPHICS)**  
 CUA20715 (School Code CT2VAT)

**PLEASE NOTE:** This is a two year course completed over Years 11 and 12.

**Prerequisite:** There are **no** prerequisites for this course.

This qualification is designed to reflect the role of individuals who work in the visual arts and contemporary craft industries and perform a range of skilled tasks using discretion and judgement and who have the ability to select, adapt and transfer skills to different situations. Individuals may specialise in one area or be multi-skilled. There is emphasis on freedom of expression and creativity, which students will develop whilst working in cooperation with others.

The context of this course will be Product Design. Students in this course will develop their skills and knowledge in the processes and techniques involved in the design and development of a product. Including but not limited to:

- Project briefs
- Investigations
- Concept development
- Artistic drawing
- Technical drawing (2D and 3D CAD)
- Prototyping (3D printing)

CUA20715 CERTIFICATE II IN VISUAL ARTS (CAD)	UNITS OF COMPETENCY YEAR 11/12
BSBWHS201 Contribute to health and safety of self and others	CUAACD101 Use basic drawing techniques
CUAPPR201 Make simple creative work	CUARES202 Source and use information relevant to own arts practice
BSBDES201 Follow a design process	CUADRA201 Develop drawing skills
CUAACD302 Produce computer – aided drawings	CUAACD303 Produce technical drawing
MEM30031A Operate computer-aided designs (CAD) system to produce basic drawing elements	

**Estimated Charges: \$150 per year**

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**MOUNT LAWLEY  
SENIOR HIGH SCHOOL**

65 Woodsome Street  
Mount Lawley  
Western Australia 6050

Phone: 08 9471 0300  
Fax: 08 9271 1126

[Mountlawley.SHS.Enquiries@lawley.wa.edu.au](mailto:Mountlawley.SHS.Enquiries@lawley.wa.edu.au)

Anne Tumak, Editor  
Phone: 08 94710305  
[Anne.Tumak@education.wa.edu.au](mailto:Anne.Tumak@education.wa.edu.au)