

La Salle College



Year 11
2020

Curriculum
Handbook

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INTRODUCTION

This booklet sets out to provide information for students in Year 11, 2020 and is one of a range of supports offered by the College to assist in planning for the future.

La Salle College provides extensive choice and opportunities for young people in courses leading to achievement of the Western Australian Certificate of Education (WACE), TAFE entrance, university entrance and employment. Regulations governing the pursuit of these goals, together with course descriptions, prerequisites and general advice are outlined for your close attention.

Decisions to be made by parents and students concerning the last two years of secondary education are not easy. The regulations and procedures are complex and the varied courses introduce terminology and concepts that may be new to many. There have for example, been significant changes in courses in Years 11 and 12 as well as in the criteria relating to university and TrainingWA (STP) entrance. This booklet is one resource intended to help you become more familiar with the choices available. Another important form of support will come in the form of individual student interviews and meetings.

Prior to choosing courses, students and parents should:

- Read all of the material in this booklet.
- Be aware of Year 10 prerequisites for each course – this preliminary choice will have to rely on Semester I results – confirmation of course choices will depend upon final Year 10 results.
- Be aware of course choices needed for particular careers and/or post-secondary courses.
- Talk to respective subject teachers and Learning Area Coordinators if they have a question.
- Some courses may not eventually be timetabled if there is insufficient demand.

GLOSSARY OF TERMS

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) expresses the student's overall performance for university entrance in rank order on a percentile ranking from 0 to 99.95. This rank compares all students in the state. The higher the ATAR, the better the student's performance.

Competence in English - University Entrance

For University entry, the English competency Level is higher than that for WACE Graduation. Normally the student will need to achieve a scaled score of 50 in an ATAR English or Literature course. **Students who do not meet this standard are** required to sit an English Competency Exam set by the Universities.

Courses

Courses consist of units, each with its own syllabus. Students start with units appropriate to their Year level and stage of development. Each unit is generally designed to take one semester to complete.

E.g. Religion and Life General/ATAR Unit 1 & 2 (Year 11)

Religion and Life General/ATAR Unit 3 & 4 (Year 12)

Endorsed Programs

Special Programs that are a part of the school program, however, are not assessed as other courses. Endorsed Programs contribute to WACE Graduation.

Grade

At the end of each year of Year 11 and 12, a student receives for each course studied a letter grade of A, B, C, D or E based on the year's school assessment, including exams. Endorsed Programs and Vocational Education and Training (VET) certificates do not receive a grade.

List A and List B

All courses are divided into List A (Arts/Languages/Social Sciences) or B (Maths/Sciences/Technologies). All students must complete at least one course from each list for Graduation purposes. VET Certificates are not considered as a List A or List B course.

Online Literacy and Numeracy Assessment (OLNA)

To achieve a WACE, students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN or through the Online Literacy and Numeracy Assessment (OLNA)

Prerequisites

Many tertiary courses require prospective students to have taken a particular course whilst in Year 12 and a satisfactory result has been obtained. Other tertiary areas of study may refer to highly recommended courses. It is most important to check thoroughly the requirements for tertiary courses in which you are interested.

School Assessment

In addition to the grade, each student receives from the school a mark out of 100 for each course. This mark is made up of the results achieved for that course and is submitted to the School Curriculum and Standards Authority (SCSA).

School Curriculum and Standards Authority (SCSA)

The School Curriculum and Standards Authority (SCSA) oversees the K-12 curriculum in all Western Australian Schools. They are responsible for the distribution of the Statement of Results and Western Australian Certificate of Education.

Tertiary Entrance Aggregate (TEA)

Calculated using the best four scaled scores from ATAR courses examined at the end of Year 12. The TEA is converted to an ATAR.

Tertiary Institutions Service Centre (TISC)

The Tertiary Institutions Service Centre (TISC) coordinates the application of students to the four public universities in Western Australia.

TAFE

Technical and Further Education courses are now recognised as tertiary training. TAFE offers an enormous range of courses, some very practically oriented, some equivalent to the early stages of university courses. Many courses now require Year 12 results for entry, and all give credit for Year 12 courses completed.

University Entrance

Public university entrance requires:

- a) The Australian Tertiary Admission Rank (ATAR)
- b) Competence in English
- c) WACE Graduation
- d) Students have met any prerequisite required

Vocational Education and Training (VET)

Education and training that focuses on providing occupational or work-related knowledge and skills. VET studies provide credit towards a nationally recognised VET qualification.

Western Australian Certificate of Education (WACE)

A state-wide certificate awarded to Year 12 students who achieve Graduation.

WACE Examinations

WACE Examinations are external examinations set and marked under the control of the School Curriculum and Standards Authority. They cover the syllabus of Year 12 ATAR Courses. All students studying ATAR Courses whilst in Year 12 will be required to sit these examinations for Graduation purposes, unless they qualify for exemption.

WACE Graduation

Students who meet the criteria for WACE Graduation will receive the Western Australian Certificate of Education (WACE).

GENERAL PRINCIPLES

All students at La Salle College should approach course selection in similar ways. As they plan their courses they need to consider the desirability of selecting their courses from a broad range rather than specialising narrowly.

The overall intention of the senior secondary course structure is, firstly, to retain the challenge and rigour of academic courses leading to tertiary studies and, secondly, to provide greater opportunity, flexibility in choice of courses, and encouragement to students of lesser academic ability.

La Salle College encourages the idea of all students completing their secondary education right through to Year 12 and thereby completing a well-rounded general education. At the same time, the expanded range of course choice in Years 11 and 12 and opportunities to assume wider student responsibilities, assist students to become more mature and achieve higher levels of self-fulfilment.

In 2020 La Salle College offers a dynamic senior secondary curriculum that has been packaged and organised to better equip students for the challenges of today.

A number of factors should be taken into consideration when planning a programme of study. They will include the student's **ability**, **interests** and **intentions** and if there is a reasonable relationship between these factors it should be possible for a student to select courses that are appropriate and stimulating.

In the final analysis, course choices will be based on a number of factors not the least of which will be a student's progress in Year 10 and his/her career aspirations. It is probably best to make a selection that will keep the career options widest and satisfy the student's interest and abilities. The choice should be made after obtaining a number of opinions which should be carefully considered before coming to a final choice.

Courses are available in three stages: Foundation, General and ATAR. ATAR course material is more challenging and complex. Please note Foundation courses are for students who have not met the requirements for OLNA.

Be Realistic

It is important to realise that the courses required in Years 11 and 12 to maximise entry to University, TAFE or employment vary.

- They vary in content and skills.
- They vary in level of complexity within the various stages.
- The learning styles involved vary and may not suit some students.

Typically, university-bound students would study a programme of ATAR courses over their senior secondary years. In their final year, all or most of the courses would be ATAR.

Students who may be headed to TAFE and further education and training or the workforce would study a programme of courses at General, and/or Vocational Education and Training (VET) certificate programmes.

It is therefore important that students carefully consider their capacity to undertake particular studies, especially those at ATAR level and in more challenging courses like Physics, Chemistry and Mathematics Specialist.

In 2020, Year 11 students:

- will study Religion and Life plus five other courses.
- who do not possess prerequisites **MUST** get approval from the Learning Area Coordinator to attempt a course. Parental responsibility letters will need to be completed when students do not meet the course prerequisites.

Parents and students are advised that available resources limit the number of classes timetabled and that places will be allocated on the basis of students who have already met prerequisites. In some situations students who do not meet the prerequisites may not be able to undertake a course, even if special approval is given.

SERIOUS CONSIDERATION MUST BE GIVEN TO PREREQUISITES

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

To qualify for a Western Australian Certificate of Education (WACE), a student must satisfy the following:

- ❖ Complete a Literacy and Numeracy Assessment to demonstrate a minimum standard based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. Students who have achieved Band 8 or higher in the corresponding Year 9 NAPLAN component (Reading, Writing and Numeracy) have met the standard required for that component. Students who have not pre-qualified in reading, writing or numeracy are required to complete the corresponding component/s of the Online Literacy and Numeracy Assessment (OLNA). Students will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.
- ❖ Complete a minimum of four Year 12 ATAR courses including the external examination (i.e. be eligible for an ATAR) **or** complete at least five Year 12 General courses and/or ATAR courses or equivalent **OR** complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses
- ❖ Complete two Year 11 English or Literature units and a pair of Year 12 English or Literature units.
- ❖ Complete at least one pair of units from a Year 12 List A (arts/languages/social sciences) course and one pair of units from a Year 12 List B course (mathematics/sciences/technologies).
- ❖ Complete at least 20 units (or equivalents) including a minimum of 10 Year 12 units.
- ❖ Achieve a minimum of 14 C grades in Year 11 and Year 12 (or equivalents) **including** at least 6 C grades in Year 12 units (or equivalents).
- ❖ **55 hours = 1 unit for Endorsed Program – ADWPL (Onsite)**
Maximum 2 units per year to contribute towards WACE

VET equivalences

Completed qualification	Equivalence (total)	Credit allocation (units)	
		11	12
Certificate I	2 units	2	-
Certificate II	4 units	2	2
Certificate III or higher	6 units	2	4

TAFE ENTRANCE

Vocational Education and Training (VET) has become increasingly important to school leavers seeking to join the workforce. TAFE offers students an enormous range of subjects and courses to meet their specific career goals. Each year in Western Australia, some 150,000 people receive vocational education through a TAFE provider.

TAFE qualifications are developed in conjunction with industry to ensure graduates are ready for the workplace, with knowledge and skills they can use on the job. Qualifications are at different levels, (Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma) each involving an increasing degree of skills. There are pathways and links between them to increase opportunities for further education and training. TAFE can be a stepping stone to further education. For example, a student can commence studies at a TAFE provider, get credit for the work completed and apply for university entrance.

TAFE Entry

The criteria used to determine entry to a TAFE provider are essentially very different from those used for university entrance.

This difference means that it is possible for a small number of students who miss out on university entrance, not to qualify for entrance into some of the more competitive courses in TAFE. Students who wish to enter competitive courses, need to examine the specific entrance criteria very carefully in order to optimise their entry chances. The TAFE selection criteria do not consider the Australian Tertiary Admission Rank (ATAR) or the Tertiary Entrance Aggregate (TEA) at all. This factor has very important implications for maximising TAFE entry scores. Each course has **entry requirements** (without which a student will not be considered) and the competitive courses have **selection criteria**. Entry requirements are used to determine eligibility for entry into a course. Selection criteria are used to determine which eligible applicants will be offered a place in a competitive course.

A. Entry Requirements

These are the basic skills/ competencies / background / knowledge that is deemed to be the minimum necessary to be able to undertake the specific qualification. Entry requirements may be expressed as:

- **A prerequisite competency based qualification** e.g. entry to Certificate IV in Fitness on successful completion of Certificate III in Fitness.

Or

- **Generic competencies** refer to minimal levels of communication and mathematics skills. These generic competencies have benchmarks which are expressed as: Basic Skills, Developed Skills, Well Developed Skills and Highly Developed Skills.

Most students who have undertaken Year 11 or Year 12 studies would satisfy these entry requirements.

B. Selection Criteria include previous academic achievements and other evidence of ability, such as work experience, industry involvement and employment status that are used to rank eligible applicants competing for entry into a course. Selection criteria are normally applied if there are more applicants than places available in a course.

TAFE Selection Criteria are based on three main categories which add to a total of 90 points:

1. Academic Achievement – 60 points.

Points are awarded for complete or partially completed VET credentials. More points are allocated for completed qualifications than incomplete and more points are available for qualifications completed in the same area of study as that applied for at a TAFE provider.

2. Work History – 30 points.

Points are allocated depending on the hours worked. Paid/unpaid work, full time/part time, work experience/Workplace Learning, voluntary work, community service participation are all eligible to be included in this category.

To maximise entry prospects to TAFE studies, particularly competitive courses and those at higher levels, students should:

- Undertake VET studies at school, particularly those which lead to a completed credential.
- Keep records of any part time work undertaken.
- Maximise grades in school studies.

Applicants for courses need to demonstrate a minimum literacy and numeracy skills “C” Grade in Year 10 English and Maths or equivalent.

OLNA or NAPLAN 9 Band 8 or AQF qualification based on the qualification level stated in the TAFE admissions guide for entry into full time courses.

UNIVERSITY ENTRANCE

Entry to the University of Notre Dame

Admission – School Leaver

Notre Dame seeks to enrol students who wish to make a special contribution to society. To identify such students a comprehensive admission process that goes beyond the use of a single score is used.

The admission process considers:

- School results from Years 11 and 12
- Australian Tertiary Admission Rank (ATAR)
- A personal statement
- References from school and work contacts
- Performance at an admissions interview
- Relevant supplementary documentation

Minimum Entry Requirements

1. Achievement of a Western Australian Certificate of Education (WACE)

Students should have fulfilled the School Curriculum and Standards Authority's WACE requirements.

2. English Language Competency

Students must achieve a pass grade (50%) in English to be considered for a place at Notre Dame. Applicants should have achieved university entrance level in Year 12 ATAR English or ATAR Literature.

3. Australian Tertiary Admission Rank (ATAR)

Students should have achieved a minimum rank of 70.00 or higher, or 90.00 for Law and 90.00 for Physiotherapy.

Notre Dame does not stipulate the completion of prerequisite courses. Students with exceptional circumstances may be exempted from one or more of these requirements. Many courses with competitive entry and/or higher levels of academic rigor will require performance at levels exceeding the minimum entry requirements.

Alternative Entry

The university offers a number of alternative entry pathways. There is a six month bridging (enabling) course for applicants to Notre Dame's teaching courses and a general university alternative entry pathway. Please contact the University for further information.

Entry to Public Universities

The University of Western Australia, Curtin University, Edith Cowan University and Murdoch University use a relatively common selection system.

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

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

1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

It is essential for students to satisfy the requirements of the WACE to enter all four public universities.

2. COMPETENCE IN ENGLISH

This is different and additional to the WACE English requirement. The competence in English requirement will normally be met by a scaled score of at least 50 in ATAR English or a **scaled score** of at least 50 in ATAR Literature.

Concessions

Each university may provide some concessions where competence in English has not been met.

3. AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR. The ATAR ranges between zero and 99.95. It reports the student's rank relative to all other WA students of Year 12 school leaving age. For example, an ATAR of 75.00 indicates that a student has an overall ranking equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

How is the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admission Rank (ATAR) calculated?

Since a Tertiary Entrance Aggregate (TEA) is used as the basis for the calculation of the ATAR, it is important to explain how the TEA is calculated.

Only ATAR courses studied in Year 12 can be counted. A consecutive pair of units must be undertaken to produce a school score. Students are required to sit for the WACE examination in that course to produce a combined score (a school score added to the examination score).

The TEA is calculated using scores, in the best four courses. In using the scores from the best four courses, there are some rules that apply:

- Certain course combinations cannot be used. You cannot count **English** with **Literature**. Students should consult the 2022 Tertiary Institutions Service Centre (TISC) University Admission Handbook for complete details.
- Scores can be accumulated over five consecutive years.

In terms of obtaining a score for each course, a school based component (50%) is added to the external examination component (50%) to form a combined score.

There are several statistical procedures which are applied to the school score (moderating), exam score (standardising) and the combined score (scaling).

Scaling is performed using the Average Marks Scaling (AMS) process. In general terms, a course is scaled according to the marks that all students doing that course achieved in their other three courses. Scaling ensures students are not disadvantaged by taking a difficult course.

The following example shows how the Tertiary Entrance Aggregate (TEA) is calculated.

Assume a student received the following scaled scores:

English ATAR	82
Dance ATAR	76
Modern History ATAR	71
Human Biological Sciences ATAR	69
Geography ATAR	64
Mathematics Methods ATAR	54

Calculate the aggregate for the best four results. In this example, the courses included will be:

English ATAR	82
Dance ATAR	76
Modern History ATAR	71
Human Biological Sciences ATAR	69

The final Tertiary Entrance Aggregate (TEA) is 298.

This equates to an Australian Tertiary Admission Rank (ATAR) of 94.5.

In this example, the student has performed very well. The ATAR means that the student is better than 94.49% of Year 12 students in the State.

What does a TEA and ATAR mean?

The Tertiary Entrance Aggregate is used to produce an Australian Tertiary Admission Rank, which will form the basis of selecting students for courses at public universities. Depending on student demand for particular courses and the number of places available for those courses, the ATAR required will vary from course to course and from year to year.

For example, there are a very limited number of places available in the Veterinary Studies course at Murdoch University and the student demand is very high. This results in a higher ATAR (and associated TEA) and only the higher ranked students would be offered a place.

Relationship between ATAR and average course scores 2019 entrance

ATAR	AVERAGE SCALED COURSE SCORE%	SOME UNIVERSITY COURSES
98	82	Bachelor of Philosophy (Honours)/ Assured Entry Pathway UWA
98	82	Law/Assured Entry Pathway UWA
92	75	Engineering/ Assured Pathway UWA
99	86	Medicine/Dentistry Assured Entry Pathway UWA
80	65	Music UWA
97	80	Veterinary Science MUR
90	70	Physiotherapy CUT
80	65	Arts/Commerce UWA; Chiropractic Science MUR; Occupational Therapy CUT; Pharmacy CUT, Computer Science UWA
80	65	Design (Architecture) UWA; Metallurgical Engineering CUT
80	65	Science UWA; Law MUR; Law ECU; Occupational Therapy ECU; Chemical Engineering CUT, Physics CUT
70	55	Journalism CUT; Primary Education CUT
70	55	Asian Studies CUT; Primary Teaching CUT; Digital Design CUT; Fashion CUT; Fine Art CUT
65	52	Secondary Teaching ECU/MUR
73	57	Early Childhood/Primary Teaching MUR
55	47	Arts/Computer Science/Creative Industries/ Digital Media ECU

CUT: Curtin University, ECU: Edith Cowan University, MUR: Murdoch University, UWA: University of Western Australia

The above table summarises a sample of courses and the ATAR that would be required to gain entry in the first round of offers made by the four public universities. The second column has been included to show the approximate average scaled mark required in the best four courses in Year 12.

An ATAR of 94.5 enables the student to access a range of courses. Generally university courses with ATARs over 85 do not vary much from year to year.

4. PREREQUISITES

Different university courses may require students to have a background in a certain course(s) at Year 12 level. Some studies may have preferred or highly recommended courses. In considering a university course, students should be aware of such preferred or prerequisite courses.

A scaled score of 50 in an ATAR course is normally required in a prerequisite course.

For some university courses the special requirements may include bridging/special course units, interview, auditions, folio presentations, aptitude tests, fitness requirements, etc.

COURSES OFFERED AT LA SALLE COLLEGE

Below and on the next page is a list of the proposed courses La Salle College will be offering in 2020 and in the pages following is a brief description of them, together with their recommended prerequisites.

A student's final choice may be restricted by:

- Insufficient students enrol in a course.
- A lack of ability to cope with the proposed course.
- Unavoidable timetable clashes.
- Resource restrictions.

Compulsory:

- Religion and Life – a School Curriculum and Standards Authority course and **does** contribute towards WACE.
- Senior Christian Service – Learning: *Touching Hearts*
- English General or ATAR or Literature ATAR

LIST A		
(Arts/Languages/Social Science)		
LEARNING AREA	YEAR 11 2020	TYPICAL PROGRESSION TO YEAR 12
Religion and Life	Religion and Life ATAR Course Unit 1 and Unit 2 Religion and Life General Course Unit 1 and Unit 2	Religion and Life ATAR Course Unit 3 and Unit 4 Religion and Life General Course Unit 3 and Unit 4
English	English ATAR Course Unit 1 and Unit 2 English General Course Unit 1 and 2 Literature ATAR Course Unit 1 and Unit 2	English ATAR Course Unit 3 and Unit 4 English General Course Unit 3 and Unit 4 Literature ATAR Course Unit 3 and Unit 4
Health and Physical Education	Health Studies ATAR Course Unit 1 and Unit 2	Health Studies ATAR Course Unit 3 and Unit 4
Humanities and Social Sciences	Accounting and Finance ATAR Course Unit 1 and Unit 2 Business Management & Enterprise General Course Unit 1 and Unit 2 Economics ATAR Course Unit 1 and Unit 2 Geography ATAR Course Unit 1 and Unit 2 History-Modern ATAR Course Unit 1 and Unit 2	Accounting and Finance ATAR Course Unit 3 and Unit 4 Business Management & Enterprise General Course Unit 3 and Unit 4 Economics ATAR Course Unit 3 and Unit 4 Geography ATAR Course Unit 3 and 4 History-Modern ATAR Course Unit 3 and Unit 4
Technologies	Children Family & Community General Course Unit 1 and Unit 2	Children Family & Community General Course Unit 3 and Unit 4
The Arts	Dance ATAR Course Unit 1 and Unit 2 Dance General Course Unit 1 and Unit 2 Drama ATAR Course Unit 1 and Unit 2 Drama General Course Unit 1 and Unit 2 Visual Arts ATAR Course Unit 1 and Unit 2 Visual Arts General Course Unit 1 and Unit 2	Dance ATAR Course Unit 3 and Unit 4 Dance General Course Unit 3 and Unit 4 Drama ATAR Course Unit 3 and Unit 4 Drama General Course Unit 3 and Unit 2 Visual Arts ATAR Course Unit 3 and Unit 4 Visual Arts General Course Unit 3 and Unit 4
Careers/ Onsite	Career & Enterprise General Course Unit 1 and Unit 2 with ADWPL (Onsite)	Certificate II in Skills for Work and Vocational Pathways with ADWPL (Onsite)

**LIST B
(Mathematics/Science/Technologies)**

LEARNING AREA	YEAR 11 2020	TYPICAL PROGRESSION TO YEAR 12
Health and Physical Education	Physical Education Studies General Course Unit 1 and Unit 2 Physical Education Studies ATAR Course Unit 1 and Unit 2	Certificate II in Sport and Recreation Physical Education Studies ATAR Course Unit 3 and Unit 4
Mathematics	Mathematics Essential General Course Unit 1 and Unit 2 Mathematics Applications ATAR Course Unit 1 and Unit 2 Mathematics Methods ATAR Course Unit 1 and Unit 2 Mathematics Specialist ATAR Course Unit 1 and Unit 2	Mathematics Essential General Course Unit 3 and Unit 4 Mathematics Applications ATAR Course Unit 3 and Unit 4 Mathematics Methods ATAR Course Unit 3 and Unit 4 Mathematics Specialist ATAR Course Unit 3 and 4
Science	Biology ATAR Course Unit 1 and Unit 2 Chemistry ATAR Course Unit 1 and Unit 2 Earth & Environmental Science ATAR Course Unit 1 and Unit 2 Human Biology ATAR Course Unit 1 and Unit 2 Human Biology General Course Unit 1 and Unit 2 Integrated Science General Course Unit 1 & 2 Physics ATAR Course Unit 1 and Unit 2 Psychology ATAR Course Unit 1 and Unit 2	Biology ATAR Course Unit 3 and Unit 4 Chemistry ATAR Course Unit 3 and Unit 4 Earth & Environmental Science ATAR Course Unit 3 and Unit 4 Human Biology ATAR Course Unit 3 and Unit 4 Human Biology General Course Unit 3 and Unit 4 Integrated Science General Course Unit 1 & 2 Physics ATAR Course Unit 3 and Unit 4 Psychology ATAR Course Unit 3 and Unit 4
Technologies	Applied Information Technology General Course Unit 1 and Unit 2 Design – Photography General Course Unit 1 and Unit 2 Design – Technical Graphics General Course Unit 1 and Unit 2 Food Science and Technology General Course Unit 1 and Unit 2 Materials Design and Technology – Metal General Course Unit 1 and Unit 2 Materials Design and Technology – Wood General Course Unit 1 and Unit 2 Materials Design and Technology – Textiles General Course Unit 1 and Unit 2	Applied Information Technology General Course Unit 3 and Unit 4 Design – Photography General Course Unit 3 and Unit 4 Design – Technical Graphics General Course Unit 3 and Unit 4 Food Science Technology General Course Unit 3 and Unit 4 Certificate II Engineering Materials Design and Technology – Wood General Course Unit 3 and Unit 4 Materials Design and Technology – Textiles General Course Unit 3 and Unit 4

Pease note the list below is not final and depending on Government funding and availability the above courses may not run

ONSITE - WORKPLACE LEARNING

VOCATIONAL EDUCATION & TRAINING (VET)	
Health & Physical Education	Certificate II Sport and Recreation
Music	Certificate II in Music Industry
Technologies	*Certificate II in Furniture Making
	Certificate II in Hospitality
VET	Certificate II in Construction Trades Pathways
	Certificate II Electrical – Data & Voice Communication
	Certificate II Pre-Apprenticeship Plumbing
	Certificate II Hairdressing (Salon Assistant)
	Certificate II Electronics
	Certificate II Automotive (AHG)
	Certificate II Metal Engineering (Fabrication Pre-Apprenticeship)
	Certificate II Carpentry

Students entering Year 11 may opt to be involved in the Onsite Programme (ADWPL). This is a structured workplace learning program, which provides students with the opportunity to combine industry-based training while completing their senior secondary schooling. Within the program students, with the help of their industry trainer, can gain nationally recognised employability skills in a wide range of industries. Onsite can also lead to:

- Part-time work
- Full-time employment
- A traineeship
- An apprenticeship

Some practicalities are:

1. Students have two industry placements in the year. Each placement lasts for 12 weeks and the student is in the workplace one day a week (every Friday), including the April and July school holidays, if required.
2. There is an opportunity to select a Specialist Industry Course. These are only approved if students qualify and entry is at the discretion of Onsite.
3. Successful completion of the Onsite Program contributes towards achievement of the WACE and contributes to TAFE selection criteria points.
4. Students will be required to attend screening interviews to gain access to the programme (i.e. application does not give automatic inclusion).
5. **Students considering Onsite MUST select the Career and Enterprise (General – Units 1 and 2) Course.**
6. There is a cost attached to the Onsite Program. It is anticipated that a fee of approximately \$550 will be charged in Term One 2020.
7. Some programs offered through the College Onsite Program may involve holiday commitments. Some commence in mid-January of each year.

Students should only apply if they have, or seriously wish to develop, a high level of personal responsibility as this program does require them to be independent, self-motivated and accountable for their actions both at school and in the workplace. Students must be aware of the 'extra' effort that will be required of them to make up for the day, each week, they are out of school

* La Salle College will consider Externally Provided Certificates, however, Onsite fees may be incurred for resources, administration and teaching time for students who partake.

WORKPLACE LEARNING (ADWPL) ONSITE WORK PLACEMENTS

Workplace Learning is a School Curriculum and Standard Authority (SCSA) developed endorsed program that is managed by individual schools and open to students in Years 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. As it is an endorsed program, it is not an actual course or subject. However, it does require students to select Career and Enterprise General in Year 11 and Certificate II Vocational Pathways in Year 12.

The student must record the number of hours completed and the tasks undertaken in the workplace in the *SCSA Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the *SCSA Workplace Learning Skills Journal* after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's Western Australian Statement of Student Achievement (WASSA) and can contribute towards a Western Australian Certificate of Education (WACE).

At La Salle College, this is the Onsite work experience which involves 1 day per week (Fridays) commitment to either the workplace or TAFE, depending on the type of Onsite undertaken by the student. Applications for Onsite work experience will coincide with selection of the Careers and Enterprise Course during subject selection.

RELIGION and LIFE (REL)

ATAR COURSE UNIT 1 and UNIT 2

Course Outline

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

UNIT 1

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

UNIT 2

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

Assessment

Types of assessments for each unit are: investigation, explanation, source analysis and examination.

GENERAL COURSE UNIT 1 and UNIT 2

Course Outline

The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals. Using a range of inquiry skills students develop an understanding of ways in which people discover, understand and express their religious beliefs. They also use these skills to explore one or more religions in detail, to analyse the role religion plays in human affairs and to explore issues of concern to religion.

UNIT 1

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

UNIT 2

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

Assessment

Types of assessments for each unit are: investigation, explanation and source analysis.

TOUCHING HEARTS

Rationale

The La Salle College Christian Service Learning programme is called *Touching Hearts*. The programme aims at instilling in students a sense of social awareness and responsibility through the act of serving those in their communities. It encourages students to think about the needs of those around them and answer social injustices in the wider community.

Requirements

In Year 11, students are required to complete twenty hours of community service. Service moves completely away from the family environment and students are required to fulfil their service hours in the College, Parish and Civic sectors. A particular emphasis is placed on encouraging students to connect with their local not-for-profit agencies. The programme also involves a compulsory reflection where students are required to think deeply about how their service has impacted those around them. They also complete a self-reflection, focussing on how the service has made them feel.

Outcomes

At the conclusion of the programme, students will be able to:

- Respond to the Lasallian ethos “touching hearts”.
- Respond to the Gospel value “a call to action”.
- Select appropriate service activities.
- Reflect on the value of service for those around them as well as the personal aspect of serving others.

ACCOUNTING AND FINANCE (ACF)

ATAR COURSE UNIT 1 and UNIT 2

Course Outline

This course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out. It helps students to analyse and make informed decisions about finances. Students interested in a Business/Commerce degree are advised to select Accounting and Finance.

UNIT 1

This unit focuses on double entry accounting for small businesses. In this unit students will apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. This will include applying principles of the Goods and Services Tax (GST).

UNIT 2

The second unit focuses on accrual accounting, where students will distinguish between cash and accrual methods of accounting. Students will prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data, using accounting software.

Assessment

In-class assessments

Examinations

APPLIED INFORMATION TECHNOLOGY (AIT)

GENERAL COURSE UNIT 1 and UNIT 2

Course Outline

Digital technologies have transformed lives, including how people interact and exchange information. The course builds on a student's personal knowledge and skills when using digital technologies, and equips them with essential life and work skills required for further study or the workplace. The key focus is on developing practical skills, techniques and strategies when using digital devices and industry standard software in a responsible and informed manner. Students create, manipulate, store, and edit digital solutions using text, images, audio, video and animation.

Students are given opportunities to inform, educate, entertain or persuade their audience when solving a range of information problems, including a state-based digital design competition. In undertaking projects students consider the legal, ethical and social issues associated with the use of digital technologies, and the nature and use of computer systems and networks.

Assessment

A variety of in-class tasks including Projects (70%), Tests involving Short Answers tasks (20%) and Extended Answers (10%)

BIOLOGY (BLY)

ATAR COURSE UNIT 1 and UNIT 2

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Aims

The Biology ATAR course aims to develop students’:

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

UNIT 1 Ecosystems and Biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

UNIT 2 From Single Cells to Multicellular Organisms

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

BUSINESS MANAGEMENT AND ENTERPRISE (BME)

GENERAL COURSE UNIT 1 and UNIT 2

Course Outline

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Students will have the opportunity to develop a business plan for the “Plan Your Own Business” competition.

UNIT 1

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

The focus of this unit is on operating a small business in Australia. 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 also investigated.

Assessment

Class assessments

No examinations

CAREER AND ENTERPRISE (CAE) AND ONSITE

GENERAL COURSE UNIT 1 and UNIT 2

(Authority Developed Endorsed Workplace Learning: ADWPL)

** Students who want to do Onsite must select this course to participate in the program**

Outline

Career and Enterprise involves learning to manage and take responsibility for personal career development. It encourages individuals to recognise their skills and talents to gain an idea of a possible future career pathway.

The course develops a wide range of work skills and understanding of the nature of work. The key components of the course include:

- Developing and understanding of different personality types and their link to career choices
- Entrepreneurial behaviours
- Learning to learn
- Exploring social, cultural and environmental factors that impact work, workplaces and careers.

At La Salle College, any student who participates in Onsite, must select Career and Enterprise General Course. The course is linked to the ADWPL (Onsite work experience program), in which the following requirements must be met in each semester of the course:

- A minimum 55 hour block must be completed
- 10 employability skills must be assessed
- A logbook must be submitted with evidence and signatures to support presence in the workplace and tasks undertaken
- Workplace supervisor assessments completed every 55 hours of students attending the workplace.

Assessment

Students are assessed on a variety of tasks and tests that are conducted throughout the course in both Units 1 and 2. Students are also assessed on the quality of their logbook entries and contributions to the workplace (Supervisor Assessment). Students are recognised for the hours of contribution over the course of their placements.

As shown on page 16 a fee is associated with the Onsite program. It is anticipated that this will be approximately \$550 and will be charged in Term One 2020.

CHEMISTRY (CHE)

ATAR COURSE UNIT 1 and UNIT 2

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Aims

The Chemistry ATAR course aims to develop students':

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

UNIT 1 **Chemical fundamentals: structure, properties and reactions**

In this unit, students use 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 **Molecular interactions and reactions**

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

CHILDREN FAMILY AND COMMUNITY (CFC)

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1 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 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.

Assessment

Production Tasks (55%), Investigation Tasks (30%) and Response Tasks (15%)

DANCE (DAN)

ATAR COURSE UNIT 1 and UNIT 2

UNIT 1 Popular Culture

The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations, and appreciate that informed responses should take into account the varying contexts within which dance works are created.

UNIT 2 Australian Dance

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

Assessment

Students will complete a variety of Performance/Production (50%), Response (30%) and Examination tasks (20%). These will be a mixture of practical and theoretical work.

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1 Exploring the Components of Dance

The focus of this unit is the elements of dance and processes of choreography produce dance works for performance. Students have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

UNIT 2 Dance as Entertainment

The focus for this unit is the entertainment potential of dance and choreography. Students improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance. Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Assessment

Students will complete a variety of Performance/Production (70%) and Response tasks (30%). These will be a mixture of practical and theoretical work.

Materials Black T-shirt Black leggings

8 Project books for folios Foot Undeez (foot socks)

Black leggings and t-shirt must be worn for every lesson Lever arch file

DESIGN – PHOTOGRAPHY (DESP)

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1 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 photographic techniques to demonstrate control over the elements and principles of design. This will be achieved through the gaining of technical skills such as control over shutter speeds and aperture and the role of colour in photography. The context is based on a social message for a target audience and is presented in a visual diary and presentation folio.

UNIT 2 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. This will be achieved through compositional style combining studio and field photography and presented in a visual diary and presentation folio.

Assessment

Production tasks following a design process (70%); response tasks (30%)

DESIGN – TECHNICAL GRAPHICS (DEST)

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1 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. Students are introduced to basic design skills, including the design process, elements and principles, as well as a range of Technical Graphic skills including sketching, rendering, and Computer Aided Drawing. Throughout the course, a variety of printing techniques will be introduced, including plasma cutting, 3D printing, laser cutting and vinyl cutting.

UNIT 2 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.

Assessment

Production tasks following a design process (70%); response tasks (30%)

DRAMA (DRA)

ATAR COURSE UNIT 1 and UNIT 2

UNIT 1 Representational, Realist Drama

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

UNIT 2 Presentational, Non-realist Drama

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

Assessment

Students will complete a variety of Performance/Production (40%), Response (40%) and Examination tasks (20%). These will be a mixture of practical and theoretical work.

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1 – Dramatic storytelling

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

UNIT 2 – Drama Performance Events

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

Assessment

Students will complete a variety of Performance/Production (70%), Response (30%) and Examination tasks (20%). These will be a mixture of practical and theoretical work.

Materials

Textbook: Drama A resource for Year 11 General

2 Play scripts

6 A4 Project books

Coloured pencils

Please refer to booklist for details

The course fee includes a levy, as students are required to view live performances, as part of their assessments, outside of school hours.

EARTH & ENVIRONMENTAL SCIENCE (EES)

ATAR COURSE UNIT 1 and UNIT 2

Earth and environmental science is a multifaceted field of inquiry that focuses on interactions between the Earth's geosphere, hydrosphere, atmosphere and biosphere, and on dynamic, interdependent relationships that have developed between these components. Earth and environmental scientists consider how these relationships produce environmental change over a variety of timescales. To do this, they integrate knowledge, concepts, models and methods drawn from geology, biology, physics and chemistry in the study of Earth's ancient and modern environments. Earth and environmental scientists strive to understand past and present processes so that reliable and scientifically-defensible predictions can be made about the future.

Aims

The Earth and Environmental Science ATAR course aims to develop students':

- interest in earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of interacting systems, including the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate science understandings, findings, arguments and conclusions using appropriate representations and formats.

UNIT 1 Earth systems

In this unit, students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components.

UNIT 2 Earth processes

In this unit, students investigate how Earth processes involve interactions of Earth systems that are interrelated through transfers and transformations of matter and energy.

ATAR COURSE UNIT 1 and UNIT 2

Rationale

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

Course Outline

The Economics course is divided into two content areas:

- Economic knowledge
- Economic reasoning and interpretation.

In the teaching and learning programme Economic reasoning and interpretation skills are integrated with Economic knowledge.

UNIT 1 **Microeconomics**

The focus for this unit is **microeconomics**. It 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.

UNIT 2 **Macroeconomics**

The focus for this unit is **macroeconomics**. It is an introduction to macroeconomics and the government's role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

Assessment

Data Interpretation/Short Answer

(Multiple-choice questions, definitions, one-word answers, short answer questions, paragraph answers that interpret economic data or information, paragraph answers to case studies, records of interviews, documented group discussion and learning logs).

Extended Answer

(Essays, reports, extended answers to scenarios or case studies, investigations, research assignments, extended answers that interpret economic information or data, written speeches and written preparation for debate).

Examinations

(Multiple-choice, data interpretation questions and extended answers).

ENGLISH (ENG)

Two courses are offered in the English Learning Area:

- English ATAR
- English General
- English Foundation

ENGLISH ATAR COURSE UNIT 1 and UNIT 2

Course Outline

The two units in the English ATAR course are designed for students intending to apply for university entry. ***It is strongly recommended that students should be achieving 60% in Year 10 in order to demonstrate competence for entry to this course.*** The 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, texts from the past, texts from Australia and texts from 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 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.

Assessment

All classes have a common Assessment Outline. Assessments are moderated to ensure reliability and comparability. Students write examinations.

ENGLISH GENERAL COURSE UNIT 1 and UNIT 2

Course Outline

The two units in the English General course focus on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English. This includes refining language skills in everyday, community, social, further education, and 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. The aim is also 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, and 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.

Assessment

All classes have a common Assessment Outline. Assessments are moderated. There are no examinations.

ENGLISH FOUNDATION COURSE UNIT 1 and UNIT 2**Course Outline**

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

Assessment

All classes have a common Assessment Outline. Assessments are moderated. There are no examinations. Assessment covers Reading, Writing and Oral Communication

FOOD SCIENCE AND TECHNOLOGY (FST)

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1 Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

UNIT 2 Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Assessment

Course work - Production Tasks (60%), Investigation Tasks (30%) and Response Tasks (10%)

GEOGRAPHY (GEO)

ATAR COURSE UNIT 1 and UNIT 2

Rationale

Geography is a field of inquiry that brings together the human and physical dimensions of the world in the study of people, places and environments. This includes the study of interrelationships between natural and human environments and the spatial patterns that result from and account for these processes over time. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, environments at risk, sustainable development practices and the unequal distribution of resources throughout the world.

Course Outline

The Geography course is divided into three content areas:

- place and change
- human influence on sustainability
- geographical thinking, skills and processes

UNIT 1 Natural and Ecological Hazards

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels.

UNIT 2 Global Networks and Interconnections

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides and understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences.

Assessment

Geographical inquiry (project, assignment, report, presentation)

Fieldwork and practical skills

Short and extended responses (tests, essays, multiple-choice questions)

Examinations (multiple choice, short answer and sectionalized extended answer)

HEALTH STUDIES (HEA)

ATAR COURSE UNIT 1 and UNIT 2

Course outline

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

The Health Studies ATAR course continues to develop student learning around the knowledge, understandings and skills within the K–10 Health and Physical Education curriculum. Content within the Personal, social and community health strand, and associated substrands, is consolidated and extended through the study of the course units.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Students choosing this subject would be interested in, but not limited to, the following career fields: nursing, medicine, science, pharmacy, dentistry, physical therapy, nutrition, education, aged care, counselling, psychology, epidemiology or working with youth at risk or people with disabilities.

Assessment

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Health Studies ATAR Year 11 syllabus and the weighting for each assessment type.

Type of assessment	Weighting
Inquiry Students plan, conduct and communicate the findings of a health inquiry. Evidence can include: oral and/or written reports, posters and/or wall charts, websites, PowerPoint presentations, debates, articles for publication, and/or any combination of these.	20%
Project Students explore ideas and manage the components of the task. Evidence can include: reports, displays, health fairs/expos, demonstrations, campaigns, merchandise (production or design), pamphlets, brochures, fact sheets, newsletters, web pages and/or any combination of these.	30%
Response Students apply knowledge and skills to analyse and respond to stimuli or prompts that can include: scenarios, diagrams, graphs, tables, media excerpts/scripts, photos and/or health promotion resources. Evidence can include: tests, in-class essays and/or responses to a specific stimulus.	20%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

ATAR COURSE UNIT 1 and UNIT 2

Rationale

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

Course Outline

The Modern History course is divided into three content areas:

- historical thinking and methodology
- working with historical narratives
- historical explanation and representation.

UNIT 1 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 examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. The historical context for this unit is Imperialism.

UNIT 2 Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The historical context for this unit is Nazism in Germany.

Assessment

Historical inquiry (research questions and/or constructing of a hypothesis; using a range of evidence (primary, secondary, historical representations); and communicating using the discourse of History)

Explanation (student learning journals, written or oral presentations, formal structured essays, multimedia presentations, character defences, arguments for one point of view or a comparison of views/perspectives, extended writing, hypotheticals, problem-solving scenarios, individual or group debates, cognitive tests or test papers)

Source analysis (critically interrogating historical sources)

Examinations (explanation and document study)

HUMAN BIOLOGY (HBY)

ATAR COURSE UNIT 1 and UNIT 2

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

Aims

The Human Biology ATAR course aims to develop students' ability to:

- plan and conduct investigations
- analyse data, draw conclusions, evaluate investigation design and findings
- evaluate the impact of advancements in human biology on individuals and society
- communicate understandings of human biology.
- understand that knowledge of human biological systems has developed over time and continues to develop with improving technology
- understand how scientists use knowledge of human biological systems in a wide range of applications
- understand how knowledge of human biological systems influences society in local, regional and global contexts
- understand structure and function in the body
- understand inheritance in humans
- understand how the body maintains homeostasis
- understand human variability and evolution.

UNIT 1 The functioning human body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

UNIT 2 Reproduction and inheritance

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

GENERAL COURSE UNIT 1 and UNIT 2

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

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and

communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Organisation

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.

UNIT 1 Healthy Body

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning.

The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

UNIT 2 Reproduction

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely.

The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Where there are instances of infertility, options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined.

Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Assessment

Practical tests, modelling and simulations, data analysis, investigations, extended response, written tests

INTEGRATED SCIENCE (ISC)

GENERAL COURSE UNIT 1 and UNIT 2

The Integrated Science General course is a course grounded in the belief that science is, in essence, practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain.

Course outcomes

The Integrated Science General course is designed to facilitate achievement of the following outcomes.

Outcome 1 Science Inquiry Skills

Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

Outcome 2 Science as a Human Endeavour

Students understand that science is a human activity involving the application of scientific knowledge to solve problems and make informed decisions that impact on people and the environment.

Outcome 3 Science Understanding

Students understand relationships within and between living and physical systems by integrating concepts of energy and the structure and nature of matter.

Organisation

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.

UNIT 1 Driver safety and hearing

Through an integrated, scientific approach, this unit explores two major issues for today's society: safety on the roads, and the effects of listening to loud sounds.

UNIT 2 Biodiversity and conservation

This unit focuses on the effects that human activity has on biodiversity, and methods of conservation.

LITERATURE (LIT)

LITERATURE ATAR COURSE UNIT 1 and UNIT 2

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.

It is strongly recommended that students should be achieving a B Grade in Year 10 English or Literature in order to demonstrate competence for entry to this course.

In Unit 1 and Unit 2 Literature ATAR, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Assessment

Student write examinations. Assessment are moderated to ensure reliability.

MATERIALS DESIGN AND TECHNOLOGY – METALS

GENERAL COURSE UNIT 1 and UNIT 2

The Materials Design and Technology Course is a practical course with a **metals** focus. This course concentrates on **design techniques** and on **design for the consumer**. The Course will cover welding fabrication, sheet metal work, metal turning and milling, the properties of metals, joining metals and safety in the metal workshop as well applying all of these skills to an individual design. Students will be required to complete some set projects demonstrating and practicing their skills that will be applied to a product of their own design; as well as theory assignments demonstrating their knowledge in areas of material origin, classifications, properties and suitability for purpose.

Assessment

Practical project work (60%), Design Briefs (25%) and Response tasks (15%).

Project Fee

Whilst there is no cost for small hand skills projects, larger projects will incur a fee payable to the College depending upon amounts of material used.

MATERIALS DESIGN AND TECHNOLOGY – TEXTILES

GENERAL COURSE UNIT 1 and UNIT 2

The Materials Design and Technology Course is a practical course with a **textiles** focus. The Technology Process will be integrated into student's tasks, where they will design, manufacture and evaluate products, specially designed for a specific target market. Students are introduced to the fundamentals of design and 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. Students 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. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market. Some examples of the tasks that students will complete include an investigation of an international designer, production of an item of clothing for themselves such as a skirt, trousers, a top or dress and manufacture of other items for example a make-up case.

Assessment

Practical project work (60%), Design Briefs (25%), and Response tasks (15%).

Project Fee

Whilst there is no cost for small hand skills projects, larger projects will incur a fee payable to the College depending upon amounts of material used.

MATERIALS DESIGN AND TECHNOLOGY - WOOD

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1

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, structure and properties of a variety of materials, making 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 2

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 and issues related to a variety of materials and production techniques. They develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and 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.

Assessment

Practical project work (60%), Design Briefs (25%), and Response tasks (15%).

Project Fee

Whilst there is no cost for small hand skills projects, larger projects will incur a fee payable to the College depending upon amounts of material used.

MATHEMATICS

There are five mathematics courses - two General and three ATAR. Each course is organised into four units with Unit 1 and Unit 2 taken in Year 11 and Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination for each of the three ATAR courses is based on Unit 3 and Unit 4 only.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior students.

MATHEMATICS: FOUNDATION (MAF) GENERAL COURSE UNIT 1 and UNIT 2

Mathematics Foundation focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard required for OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for postschool options of employment and further training.

Assessment

Responses, Practical applications

MATHEMATICS: ESSENTIAL (MAE) GENERAL COURSE UNIT 1 and UNIT 2

Mathematics Essential is a General course which provides the opportunity for students to prepare for post-school options of employment and further training.

Mathematics Essential 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.

Assessment

Tests, Practical applications, Statistical Investigation

MATHEMATICS: APPLICATIONS (MAA) ATAR COURSE UNIT 1 and UNIT 2

Mathematics Applications is an ATAR course designed for students who want to extend their mathematical skills beyond Year 10 Level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational aspirations, including continuing their studies at university or TAFE.

Mathematics Applications focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It enables students to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation; and to develop systematic strategies to answer statistical questions that involve comparing groups, investigating associations and analysing time series.

Assessment

Tests, Investigations and Examinations

MATHEMATICS: METHODS (MAM) ATAR COURSE UNIT 1 and UNIT 2

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis.

The study of calculus provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops the ability to describe and analyse phenomena involving uncertainty and variation.

Assessment

Tests, Investigations and Examinations

MATHEMATICS: SPECIALIST (MAS) ATAR COURSE UNIT 1 and UNIT 2

Mathematics Specialist is an ATAR course which has been designed to be taken in conjunction with Mathematical Methods. It is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Mathematics Specialist provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Mathematics Specialist also extends students' knowledge and understanding of probability and statistics and introduces the topics of vectors, complex numbers, matrices and recursive methods.

The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

Assessment

Tests, Investigations and Examinations

Universities have agreed to introduce a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options.

Ten percent of the final scaled score/s in Mathematics Methods and Mathematics Specialist will be added to the Tertiary Entrance Aggregate, from which the ATAR is derived. The bonus does not apply to Mathematics Applications.

Unacceptable combination rules apply to Mathematics ATAR courses:

- Mathematics Applications ATAR and Mathematics Methods ATAR is an unacceptable combination.
- Mathematics Applications ATAR and Mathematics Specialist ATAR is an unacceptable combination.
- Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR.

Scores from Mathematics Methods ATAR and Mathematics Specialist ATAR may both be used in the calculation of the ATAR.

OUTDOOR EDUCATION (ODE)

GENERAL COURSE UNIT 1 AND 2

Course Outline

This course is designed to allow students to develop their interaction with the natural world. Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including some activities as bushwalking, kayaking, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

The course is both practical (50%) and theoretical (50%) in nature.

Practical Units

Could include Kayaking, Bushwalking, Climbing, Roping and Orienteering. The College's sports uniform, including the College cap and socks, is a necessary part of the practical component.

Assessment

Assessment is outcomes based and students will be awarded a grade according to the School Curriculum and Standards Authority Guidelines for Courses. **This course is NOT examined.**

PHYSICAL EDUCATION STUDIES (PES)

ATAR COURSE UNIT 1 and UNIT 2

Course Outline

The course is designed to provide senior students with a more in-depth study of Physical Education than that experienced in Years 7 – 10. The course is both practical (30%) and theoretical (70%) in nature, extending the sports skills learned in lower school, or introducing students to new sports skills, and exposing students to the theoretical aspects of Physical Education and Health. Students should be prepared for the theoretical aspects of the course and be willing to contribute to this component of the course.

Theory units are set by the School Curriculum and Standards Authority. It concentrates on six main areas: Biomechanics, Functional Anatomy, Exercise Physiology, Motor Learning and Coaching, Sports Psychology and Strategies and Tactics. The ATAR course has a comprehensive theory emphasis preparing students for Units 3 and 4 in Year 12 to possibly use for university entrance. Practical sports units are selected according to the teacher's preferences, expertise, facilities available and in conjunction with students.

Practical Units

Netball, Touch-Rugby, Badminton, Basketball or Volleyball. The College's sports uniform, including the College cap and socks, is a necessary part of the practical component.

Assessment

Assessment is outcomes based and students will be awarded a grade according to the School Curriculum and Standards Authority Guidelines for Courses. **This course is examined.**

GENERAL COURSE UNIT 1 and UNIT 2

Course Outline

This course is designed to build on from Year 10 Physical Education. The course is both practical (50%) and theoretical (50%) in nature, extending on from the sports and course content studied in previous years. Theory units are set by the School Curriculum and Standards Authority with a focus on building personal profiles. Students will learn about developing skills, strategies and tactics in various sporting contexts as well as learning about movement principles, coaching fitness and mental skills training. These units are selected to the teacher's preferences, expertise and facilities available.

Assessment

Assessment is outcomes based and students will be awarded a grade according to the School Curriculum and Standards Authority Guidelines for Courses. There are four main Outcomes, all of which are derived from the lower school curriculum. There will be NO examinations for this course. Assessment will be in the form of Theoretical and Practical Test and Tasks.

Practical Units

Soccer, Netball, Touch-Rugby, Badminton, Basketball or Volleyball. The College's sports uniform, including the College cap and socks, is a necessary part of the practical component.

PHYSICS (PHY)

ATAR COURSE UNIT 1 and UNIT 2

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Aims

The Physics ATAR course aims to develop students':

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

UNIT 1 Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

UNIT 2 Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

PSYCHOLOGY (PSY)

ATAR COURSE UNIT 1 and UNIT 2

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

Organisation

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.

UNIT 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

UNIT 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

ATAR COURSE UNIT 1 and UNIT 2

UNIT 1 Differences

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

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

UNIT 2 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 artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Assessment

Students will complete a variety of Production (50%), Analysis (15%), Investigation (15%) and Examination tasks (20%). These will be a mixture of practical and theoretical work.

VISUAL ARTS (VAR)

GENERAL COURSE UNIT 1 and UNIT 2

UNIT 1 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.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

UNIT 2 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.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Assessment

Students will complete a variety of Production (70%), Analysis (15%) and Investigation (15%). These will be a mixture of practical and theoretical work.

CAREERS INFORMATION

Career development is about actively creating the life one wants to live and the work one wants to do. It is a continuous process that acknowledges the notion of lifelong learning. An integral component of this process is self-management through the ever changing contexts and circumstances of an individual's life and work journeys.

School students need to develop knowledge and understanding of themselves in relation to the changing world of work before making and implementing decisions about careers. All students need to consolidate the skills required for lifelong learning. They need to develop employability skills and enterprising attributes through the course of their everyday learning at school, in employment and training pathways, at home and in the community.

At Year 11 and 12 students need to be pro-active in seeking information and are strongly encouraged to research websites, attend Open Days that are held throughout the year and seek as much information as possible to make informed career decisions.

The Career Development Centre, Department of Training and Workforce Development (DTWD) GPO Building, Level 7, 3 Forrest Place, Perth. Telephone: 13 64 64, is an excellent one-stop-shop service to assist young people to make informed career decisions, plan learning pathways and enhance skills needed to gain employment.

Students and parents are welcome to make an appointment with the La Salle College Careers Advisor.

For your information the following websites are great starting points:

University Websites:

Curtin University

www.curtin.edu.au

Edith Cowan University

www.ecu.edu.au

Murdoch University

www.murdoch.edu.au

University of Western Australia

www.uwa.edu.au

University of Notre Dame

www.nd.edu.au

Western Australian Academy of Performing Arts

www.waapa.ecu.edu.au

CQ

www.cqu.edu.au

TAFE (TAFE) Websites:

North Metro TAFE

www.northmetrotafe.wa.edu.au

South Metro TAFE

www.southmetrotafe.wa.edu.au

Training WA

www.trainingwa.wa.gov.au

Career Planning:

Apprenticeship Office

www.dtwd.wa.gov.au

Apprenticeship & Traineeship Services

www.amaats.com.au

Career Centre

www.careercentre.dtwd.wa.gov.au

Graduate Opportunities

www.graduateopportunities.com

Job Outlook

<http://joboutlook.gov.au>

My Future

www.myfuture.edu.au

Studentbox

www.studentbox.com.au

VOCATIONAL EDUCATION & TRAINING (VET)

A list of the proposed VET Certificates La Salle College will be offering in 2020 and in the pages following is a brief description of them.

A student's final choice may be restricted by:

- Insufficient students enrol in the proposed certificate
- A lack of ability to cope with the proposed certificate
- Unavoidable timetable clashes
- Resource restrictions
- Training Package and/or auspicings issues

Every VET course is delivered and assessed in accordance to the Training Package that is Nationally Recognised by industry, TAFE and private training providers.

We encourage those students who intend on pursuing TAFE studies, an apprenticeship or full time employment after completing Year 12, to consider applying for VET courses that interest them during their Year 11 course selection process. Students who choose to take part in a VET course will be working towards achieving Units of Competency. Each course (or Training Package) has a number of Units of Competency that need to be achieved for the student to obtain the full certificate. Each course (or Training Package) will have a different number of units dependent on its structure and organisation. There are two different types of VET courses that our school has opted to run. These fall under the categories of VET Stand-alone or VET embedded.

The following serves as a **guide** for Year 11 (2020) students as to what VET courses we are proposing to offer in 2020.

Below are the PROPOSED VET certificates to be offered at La Salle in Year 11, 2020. The certificates listed are subject to change. Many factors, including resources, class numbers, training package changes, RTO availability and so on may result in certificates not being offered, certificates changing or certificates being added.

Students must check Course prerequisites before making course selections for embedded VET certificates. **Each VET certificate a child enrolls in will attract an additional VET levy to be charged to the school fees account in Term 1, 2020.**

PLEASE NOTE:

Students **MUST be enrolled in the “**Dream Factory**” program in **BOTH** Years 11 and 12 to complete the Certificate II in Construction Pathways in the Career and Enterprise/Onsite course.

- Students will need to select the VET Certificate II Skills for Work and Vocational Pathways in Year 12 as part of the continuation on the Onsite Program.

LEARNING AREA	VET CERTIFICATE	DELIVERY MODE
Music	Certificate II in Music leading into Certificate III in Year 12	Standalone Over 2 years
Health & Physical Education	Certificate II Sport and Recreation	Standalone Over 2 years
Technologies	**Certificate II in Furniture Making (Pre-apprenticeship) MSF20313	Standalone
Technologies	Certificate II in Hospitality	Standalone Over 2 years
VET	Certificate II in Construction Trades Pathways**	Supported by Onsite
VET	Certificate II Electrical – Data & Voice Communication	Supported by Onsite
VET	Certificate II Pre-Apprenticeship Plumbing and Gas Fitting	Supported by Onsite
VET	Certificate II Hairdressing	Supported by Onsite
VET	Certificate II Automotive**	Supported by Onsite
VET	Certificate II Automotive Electrical Technology**	Supported by Onsite

Selecting this/these VET course/s requires students to complete specialist practical elements in relation to units of competencies; therefore, selecting this/these courses after Week 3 could hamper your changes of gaining the full qualification. You may however receive a statement of attainment outlining the units of competencies successfully achieved.

****CERTIFICATE II IN FURNITURE MAKING**

The competencies taught during this course align closely with the first year of study in a Cabinet Making apprenticeship.

This is a National Curriculum Certificate II programme delivered by Polytechnic West in partnership with La Salle College. This course is completed in the College's Trade Skills Centre, one day per week, over a 12 month period.

As this is a pre-apprenticeship course, students will also be required to attend intensive learning blocks in January and during the College examination periods. Students will also be immersed into relevant industry *work placement.

Students will undertake both theory and practical lessons conducted by highly skilled Polytechnic West lecturers. Students will assemble and finish furniture projects based upon the required skills and knowledge set by industry.

Students choosing this course will be unable to participate in the Onsite programme.

*** Work placement comprises of three one week blocks during the school holidays.**

- Students will be required to attend 5 day extra workshop sessions during the exam periods to fulfil the VET requirements stated in the training packages.

CERTIFICATE II IN HOSPITALITY

Over the course of 2 years, students are trained to perform front of house duties including: explaining menus, catering for functions, working safely and quickly while meeting industry timeframes and use a commercial coffee machine to prepare and serve Espresso Coffees. Students are expected to organise and participate in functions as part of their assessments throughout the year.

Students will be required to attend extra workshop sessions outside of regular school hours, including during the exam periods, to fulfil the VET requirements stated in the training packages.

Materials

Chef's Jacket
Bib Striped Apron
Chef's Elasticated Pant
Black Chef Cap
Black Neckerchief

CERTIFICATE II IN MUSIC INDUSTRY

This program is designed to allow students to further develop skills gained in Years 7 to 10 and will prepare them for employment in the Music Industry. Students who have not previously studied or learnt an instrument are welcome, however, owning and experience on one of the following instruments would be beneficial: guitar, bass guitar, drums, piano or vocal. Assessment tasks will delivered in the forms of traditional testing, composition, research tasks and performance.

This course is a one-year program offered through the Australian College of the Arts (Collarts). Students must successfully complete the Year 11 course to receive full certification to be eligible to study the Certificate III in Music Industry in Year 12.

CERTIFICATE II IN SPORT AND RECREATION

The Certificate II in Sport and Recreation is a two year course which provides students with invaluable skills that will enable them to work in different aspects of the Fitness, Sport and Recreation Industry. These skills include communication, teamwork, first aid, planning and organising coaching sessions, self-management, equipment management and technology. It is an excellent opportunity for students to take the first steps into the industry & enhance their knowledge and work-ready skills with the focus of coaching others.

The students will also be involved in practical lessons which will require them to have the following:

- College Sport Uniform
- Tracksuit
- College Sports bag
- College sports socks
- College cap
- Appropriate running shoes required for running and movement

This is a two year programme so students must successfully complete the Year 11 course to receive full certification in Year 12.

2020 YEAR 11 COURSE PREREQUISITES

COURSE	GENERAL/ ATAR	PREREQUISITES
Religion & Life	ATAR General	Religion/English Extension – 50% English – 60% No prerequisites
Accounting & Finance	ATAR	HaSS – 60%
Applied Information Technology	General	No prerequisites
Biology	ATAR	Science >60% English >60%
Business Management & Enterprise	General	No prerequisites
Career and Enterprise and Onsite	General	No prerequisites
Chemistry	ATAR	Science 65% Mathematics 65%
Children Family and Community	General	No prerequisites
Dance	ATAR	English - 60% **Year 10 Dance
Design - Photography	General	No prerequisites
Design - Technical Graphics	General	No prerequisites
Drama	ATAR	English - 60% **Year 10 Drama
Earth & Environmental Science	ATAR	Science >60%
Economics	ATAR	HaSS – 60%
English	ATAR General	English – 60% No prerequisites
Food Science & Technology	General	No prerequisites
Geography	ATAR	HaSS – 60%
Health Studies	ATAR	Science – 55% English 55%
History - Modern	ATAR	HaSS – 60%
Human Biology	ATAR General	Science >65% English >60% Science >50%
Literature	ATAR	English Extension 60% or English Mainstream 65%
Materials Design and Technology – Textiles	General	No prerequisites
Materials Design and Technology – Wood	General	No prerequisites
Mathematics Essential	General	No prerequisites
Mathematics Applications	ATAR	Mathematics – 65%
Mathematics Methods	ATAR	Mathematics Extension – 65%
Mathematics Specialist (Must do Methods)	ATAR	Mathematics Extension – 65%
Outdoor Education	General	No prerequisites
Physical Education	ATAR General	** Physical Education Studies – Grade Science >55% No prerequisites
Physics	ATAR	Science >65% Mathematics >65%
Psychology	ATAR	Science >65% English >60%

Visual Arts	ATAR	**Year 10 Visual Arts English – 60%
VET Certificates	VET	No prerequisites