



St Hilda's  
ANGELICAN SCHOOL FOR GIRLS

# YEAR 11 AND 12 HANDBOOK 2019

# CONTENTS

<b>About St Hilda's</b> .....	<b>5</b>
St Hilda, our Patron Saint, and the School Crest .....	5
<b>Welcome to Years 11 and 12</b> .....	<b>6</b>
Year 11 .....	6
Year 12 .....	6
<b>General Course Information</b> .....	<b>7</b>
Years 11 and 12 .....	7
Courses for the Western Australian Certificate of Education (the WACE) .....	7
The WASSA, WACE and Tertiary Entrance Requirements.....	8
Courses for Year 11 students with progression to Year 12 .....	13
<b>Course Descriptions</b> .....	<b>16</b>
Accounting and Finance - ATAR .....	16
Biology - ATAR.....	17
Business Management and Enterprise - ATAR.....	19
Career Education.....	20
Career and Enterprise – General (Year 11 only) .....	21
Chemistry - ATAR.....	22
Chinese Second Language - ATAR.....	23
Computer Science - ATAR .....	25
Design - ATAR.....	26
Design - General .....	27
Drama - ATAR.....	29
Drama - General .....	31
Economics - ATAR.....	33
English - ATAR .....	34
Essential English - General .....	35
English as an Additional Language/Dialect - ATAR .....	37
Food Science and Technology - General.....	39
French as a Second Language - ATAR.....	41
Geography - ATAR .....	42
Human Biology - ATAR.....	44
Human Biology - General .....	45
Japanese Second Language - ATAR.....	46
Literature - ATAR .....	48
Materials Design and Technology - ATAR .....	49
Marine and Maritime Studies - General .....	51
Mathematics Applications - ATAR.....	53

Mathematics Essentials - General.....	55
Mathematics Methods - ATAR .....	56
Mathematics Specialist - ATAR.....	58
Media Production and Analysis - ATAR .....	60
Modern History - ATAR.....	61
Music - ATAR .....	63
Philosophy and Ethics - ATAR .....	64
Physical Education Studies - ATAR .....	65
Physical Education Studies - GENERAL.....	67
Physics - ATAR .....	68
Politics and Law - ATAR.....	69
Religious and Philosophical Studies (RAPS) .....	72
Sports Electives.....	72
Visual Arts - ATAR .....	73
Vocational Education Training (VET) .....	74
<b>Cocurricular Information .....</b>	<b>74</b>
Clubs and Committees .....	74
Outdoor Education.....	74
Sport.....	75
<b>Assessment Policy.....</b>	<b>77</b>

# ABOUT ST HILDA'S

## ST HILDA, OUR PATRON SAINT, AND THE SCHOOL CREST

The School is named after St Hilda, abbess of Whitby, England. St Hilda was renowned for her learning and wisdom and her counsel was widely sought.

In 657 she founded a monastery for men and women at Whitby. It was St Hilda who recognised the talent of Caedmon, the first known English poet, and she helped and encouraged him with his work. According to legend, St Hilda was responsible for ridding the North of England of a plague of snakes. It is said that she drove the snakes over the cliffs and into the sea, and in doing so, rid the area of the devil. The snakes are said to have turned to stone, and so the ammonites found at Whitby have become the symbol of St Hilda. This explanation for the ammonites is more legendary than it is factual. The ammonites are fossils from much earlier than the 7th Century and the real origin of the animals which became fossilised is uncertain.

St Hilda's, Western Australia, has a small collection of ammonites. Two were given to the School in its early days. Sister Barbara Maude, Headmistress of St Hilda's Whitby, added to the collection when she and Sister Jean visited St Hilda's, Perth, for our Jubilee Year in 1981, and Mrs June Jones, the Principal at the time, presented another ammonite to the School in 1987 on her return from Whitby.

The School crest is a shield containing three ammonites and the School motto *Domine Dirige Nos* (Lord Direct Us).

# WELCOME TO YEARS 11 AND 12

## YEAR 11

Year 11 has a strong academic focus with girls beginning their chosen WACE pathway.

The pastoral care sessions address the transition from Year 10 and reflect the changing world of a Year 11 student. The main aim of the Year 11 program is to enable the girls to achieve academic and personal success. Presentations are designed to assist girls with study skills, goal setting, leadership and physical and emotional wellbeing.

Special events include the Year 11 Dance, ski trip, the election of Year 12 officials for the following year and a two day end of year reflection. Girls are also encouraged to continue with their community service throughout the year.

The academic program includes examinations in Term 2 and at the end of Term 4. Progress reports in Term 1 are followed by a Parent/Teacher evening and full course reports are issued at the end of Semester 1 and Semester 2.

## YEAR 12

Year 12 is a special year filled with many memorable events and activities. Senior students take up positions of responsibility which are crucial to the leadership of the student body. As an outward sign of their leadership status, the girls wear a special Year 12 tie and leavers' jumper in Term 2 and 3. Special events during the year include the Induction Service, the Year 12 Ball, the Mother-Daughter Brunch, the Father-Daughter Dinner, St Hilda's Day, Valedictory Dinner, and the Graduation and Awards Ceremony.

The academic program includes mid-year exams in Term 2 and final school exams at the end of Term 3 and into the Term 3 holidays. Progress reports in Term 1 are followed by a full course report in Term 2 and a statement of results in Term 4. Students also receive a reference at the end of the year.

The Pastoral Care Program concentrates on supporting students during this busy year and preparing them for the WACE exams and beyond. An interview to discuss future plans is organised for each girl and those students who are tertiary bound are guided through the application process and kept informed of scholarships and courses available at a variety of universities and tertiary institutions.

# GENERAL COURSE INFORMATION

This information is correct as of the time of publication and refers to graduation in 2020.

## YEARS 11 AND 12

Before selecting Year 11 courses you should consider the following:

- your interests and what you like doing
- courses that you have found interesting and enjoyable in your previous study at school
- your strengths in association with your Year 10 report from Semester 1
- teachers' recommendations for your Year 11 courses
- descriptions of the courses contained in this handbook, and
- a range of possible careers that may be of interest to you.

The School Psychologists and Career Education staff are available to assist students and their parents to decide on the suitability of a student's course selection. In addition, the Dean of Curriculum is available to discuss curriculum matters with students and parents. These may include course selection, School Curriculum and Standards Authority information, and University and State Training Providers (previously TAFE) selection procedures.

## COURSES FOR THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (THE WACE)

The Western Australian Certificate of Education (WACE) is managed by the School Curriculum and Standards Authority of Western Australia.

There are four types of courses which contribute to obtaining the WACE:

- ATAR courses
- General courses
- Endorsed programs, and
- Vocational and Educational Training

### WACE ACCREDITED COURSES

The School's academic program consists of School Curriculum and Standards Authority WACE accredited courses. All Years 11 and 12 students are able to select six courses during each year of study, resulting in a possible 12 being studied over the final two years of schooling.

The courses are offered at two levels:

- General courses are designed for students who do not intend to pursue a tertiary pathway and are not particularly strong academically.
- ATAR courses are designed for academically able students who intend to progress to university.

Each course comprises of a pair of units which are taught concurrently.

The WACE can be achieved solely by the completion of ATAR courses. If a student takes mainly General courses they will also need to complete a Certificate II in order to achieve the WACE.

## ENDORSED PROGRAMS

An endorsed program is a significant cocurricular learning program that has been developed by an external provider or a school. These programs have been endorsed by the School Curriculum and Standards Authority. Examples include the Duke of Edinburgh Award and AMEB examinations.

All students have the opportunity to achieve graduation by successfully completing the WACE accredited courses offered by St Hilda's. However, endorsed programs have the potential to reduce the number of WACE accredited courses required for graduation. They provide a safety net for some students who may not meet the graduation requirements through the achievement of WACE accredited courses. It is the student's responsibility to inform the School by the due date if she wishes to include endorsed programs on her WACE certificate.

## VOCATIONAL EDUCATIONAL AND TRAINING (VET)

Vocational Education and Training (VET) engages students in work related learning built on partnerships between school, business, industry and the wider community. The completion of VET programs provides students with credit for nationally recognised qualifications within the Australian Qualifications Framework and leads to a broad range of post school options and pathways.

Similar to endorsed programs, VET programs reduce the number of WACE accredited courses required for graduation. Some students may elect to study VET certificates which may or may not require attendance at a State Training Provider.

## THE WASSA, WACE AND TERTIARY ENTRANCE REQUIREMENTS

### THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

The WASSA is issued to all Year 12 students at the completion of their senior secondary schooling. Senior secondary school typically takes two years. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) standard
- achievement of the numeracy standard
- achievement of awards
- school grades, school marks and combined scores in ATAR courses
- school grades and school marks in General and Foundation courses
- completed Preliminary units
- completed VET industry specific courses
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school).

### THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

The WACE is awarded by the School Curriculum and Standards Authority (Authority) when students successfully meet the requirements of the WACE.

On the completion of Year 12, eligible students receive a State Government certificate from the School Curriculum and Standards Authority of Western Australia. Generally students accumulate courses and grades which contribute to the WACE during Years 11 and 12.

To qualify for the Western Australian Certificate of Education at the end of 2020, a student must achieve the following:

- General requirements
  - Demonstrate a minimum standard of literacy and a minimum standard of numeracy
  - Complete a minimum of 20 units or equivalent as described below
  - Complete four or more Year 12 ATAR courses\* or complete a Certificate II or higher.

\* In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved sickness/misadventure application from the School Curriculum and Standards Authority for not sitting the examination in that course.

- Breadth of study

Complete a minimum of 20 course units or the equivalent. This requirement must include at least:

  - a minimum of 10 Year 12 units or the equivalent
  - two completed Year 11 English units and one pair of completed Year 12 English units (chosen from English, English Literature and/or English as an Additional Dialect)
  - one pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics/Science/Technology)
- Achievement Standard

Students will be required to achieve 14 C grades (or equivalent, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalent).

Unit equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- Up to eight units equivalence through completion of VET programs, or
- Up to four unit equivalence through completions of endorsed programs, or
- Up to eight unit equivalence through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalence.

The amount of unit equivalence allocated to VET programs can be found in Table 1. For endorsed programs the unit equivalence is identified on the Authority's approved list of endorsed programs.

There will be a course change date set, after which it will not be possible to change courses.

## HOW DO ENDORSED AND VET PROGRAMS CONTRIBUTE TO THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION?

Endorsed and VET programs can be considered as being equivalent to WACE accredited course units. Therefore they have the potential to

- reduce the number of WACE accredited courses studied
- reduce the number of courses (units) required to achieve a C grade

**Endorsed programs** are assigned unit equivalents depending on the nature of the program.



Students who participate in significant cocurricular programs should access the School Curriculum and Standards Authority website to determine the number of unit equivalents assigned to their particular endorsed program.

Vocational Educational training (VET) programs

- The maximum contribution of VET/endorsed programs to graduation is equivalent to eight WACE accredited units (up to four units in Year 11 and 4 units in Year 12).

The following table indicates the equivalence between the number of WACE accredited course units that need to be completed for graduation and the VET programs that may be used to substitute WACE course units.

Table 1: The unit equivalence of VET programs and the allocation of unit credit in Years 11 and 12

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

Note: Certificate I must have a minimum of 110 nominal hours and the Certificate II must have a minimum of 220 nominal hours.

In addition, endorsed and VET programs impact on the number of WACE course units for which the number of C grades are required. Table 2 associates the number of WACE courses studied with number of course units for which an average grade of C is required.

Table 2: Reduction in the number of WACE accredited course units required for graduation (due to the completion of endorsed and VET program) and the associated reduction in course units for which an average grade of C is required.

Completed Qualification	Minimum number of units required for graduation	Minimum number of C grades required in total	Minimum number of C grades in Year 12
Certificate I	18	12	6
Certificate II	16	10	4
Certificate III or higher	14	8	2

Example: A student completing a Certificate IV Business, which is a VET program requires 14 WACE accredited course units for graduation and a C grade for eight course units, two of which must be achieved in Year 12 (Table 2).

Students who wish to gain university entrance by the Australian Tertiary Entrance Ranking (ATAR) cannot reduce the number of WACE accredited courses to fewer than four in Year 11 and four in Year 12. In addition, they need to complete the WACE requirements.

Note:

1. A student's community service hours will be indicated on the Western Australian Certificate of Education but this is not a mandated requirement for the WACE.
2. For Years 11 and 12 students who have not studied in WA, the School Curriculum and Standards Authority will provide an equivalence statement verifying that the student's previous study is equivalent to study in WA. New students joining for Year 12 must complete five courses.
3. The option to sit WACE examinations as a private candidate has been discontinued as of 2016 with the exception of those students who undertake language courses through interstate or Collaborative Curriculum Assessment Framework for Languages (CACFL) offerings.

## UNIVERSITY ADMISSION

### Admission from the Australian Tertiary Entrance Ranking (ATAR)

University admission for the four public universities, Curtin University of Technology, Edith Cowan University, Murdoch University and the University of Western Australia (UWA), is managed by the Tertiary Institutions Service Centre (TISC). TISC processes applications to undergraduate courses at these four universities by overseeing that students meet the entry requirements and by determining their Australian Tertiary Admissions Ranking (ATAR).

The general criteria for university entrance are described below. For more specific information, we encourage you to consult the TISC Guide and/or their website.

1. Achieve the WACE
2. Study a minimum of four Year 12 ATAR courses
3. Achieve a scaled mark of 50 or more in any Year 12 ATAR English course. In addition, competence may be achieved by special tests held in January. ECU also accepts students with a C grade or better for both Year 12 English units. Note that this differs from the WACE graduation requirements.
4. Gain a sufficiently high Australian Tertiary Admissions Ranking (ATAR) for entry to the university degree program. This is a number out of 100 which indicates a student's position relative to the total population of 17-year-olds in Western Australia. An ATAR of 75 indicates that you have an overall ranking equal to or better than 75% of the school leaving age population in WA.

The ATAR is determined as follows:

- your four best **final course marks** are aggregated to give a mark out of 430
- all students are then ranked out of 100 with 99.95 being the highest ranking

Your **final course mark** is determined as follows:

- It is effectively a 50:50 combination of your school mark (after it has been moderated and standardised by the School Curriculum and Standards Authority) and your tertiary entrance examination mark (which has also been standardised)
  - There are some course combinations where only the higher course mark will be considered for the ATAR. For the following combinations, only the higher result contributes to the ATAR: Mathematics Applications and Mathematics Methods; Mathematics Applications and Mathematics Specialist; English and Literature and English as an Additional Language/Dialect.
5. Satisfy any prerequisites or special requirements for entry to specific university courses. Where universities mention prerequisite ATAR courses, generally a scaled mark of 50 is required.
  6. A language bonus of 10% of a student's final scaled score in a LOTE course will be added to determine the ATAR.
  7. A Mathematics bonus of 10% of the scaled score for each of Mathematics Methods ATAR and Mathematics Specialist ATAR.

The University Admission Advice letter, issued by TISC, will state your Australian Tertiary Admissions Ranking and eligibility for entry to the four public universities in Western Australia.

### Alternative/Direct Admission to Universities

Curtin, Edith Cowan and Murdoch universities and the private university Notre Dame, offer alternative entry pathways whereby students may apply directly to the university. Students who may struggle to gain an ATAR of 55 are advised to contact the universities to inquire about direct entry and to actively plan their academic pathway to achieve this goal. There may be advantages in considering VET certificates in conjunction with WACE accredited courses for this form of entry.

For example, some universities accept students with a Certificate IV, WACE and English competency and instead of an ATAR. Also, some universities work on a 'portfolio' concept and/or university preparation courses. For example,

they may select students on the basis of a broad range of information provided by the student and the School, about the student's ability, potential, motivation and personal qualities. Students complete an application form and submit Year 11 and Year 12 results, and a personal reference. An interview may be required.

#### State Training Providers admission (previously TAFE)

Information about entry to State Training Providers is based on entry requirements and selection criteria. Entry requirements are designed to ensure that all those who gain entry to a course have the competencies or skills and abilities required to participate effectively in the program. Entry requirements will depend on the course being considered, but may include previous qualifications and benchmarked communication skills and, for the entry into some courses, mathematical skills. Applicants can use evidence from school, life, work and other formal qualifications to demonstrate that they meet the entrance requirements. Evidence may include formal certification, other forms of formal assessment or informal evidence (reference, portfolio).

Selection criteria include academic and other criteria such as work experience, industry involvement and employment. These criteria are used to rank eligible applicants competing for entry into a course. Selection criteria are normally applied only if there are more applicants than places available in a course.

For entry to State Training Providers, the essential difference between entrance requirements and selection criteria is that entry requirements are used to determine an applicant's eligibility for entry into a course. Selection criteria are used to determine which eligible applicants will be offered a place in a course. Each semester courses will be identified as either 'entry requirements only to be met' or 'both entry requirements and selection criteria to be met' (for courses where there are more applicants than places).

#### USEFUL WEBSITES FOR ADDITIONAL INFORMATION

Websites	Information
<a href="http://www.scsa.wa.edu.au">www.scsa.wa.edu.au</a>	School Curriculum and Standards Authority website with the following: Graduation requirements Course and information Endorsed programs Vocational Educational Training Awards information
<a href="http://www.tisc.edu.au">www.tisc.edu.au</a>	Tertiary Institutions Service Centre website with the following: University admission process for Curtin, ECU, Murdoch and ECU Prerequisite study requirements for specific university courses ATAR calculator Course scaling information and additional statistics
<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> <a href="http://www.gooduniguide.com.au">www.gooduniguide.com.au</a> <a href="http://www.jobguide.deewr.gov.au">www.jobguide.deewr.gov.au</a> <a href="http://www.year12whatnext.gov.au">www.year12whatnext.gov.au</a>	Federal government sites with careers information Comparison of universities (Good Universities Guide)
<a href="http://www.curtin.edu.au">www.curtin.edu.au</a> <a href="http://www.ecu.edu.au">www.ecu.edu.au</a> and <a href="http://www.ecu.edu.au/future-students/apply">www.ecu.edu.au/future-students/apply</a> <a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a> and <a href="http://www.murdoch.edu.au/Future-students/">www.murdoch.edu.au/Future-students/</a> <a href="http://www.uwa.edu.au">www.uwa.edu.au</a> and <a href="http://www.studyat.uwa.edu.au/">www.studyat.uwa.edu.au/</a> Notre Dame: <a href="http://www.nd.edu.au">www.nd.edu.au</a>	Curtin University entry and course information Edith Cowan University entry and course information  Murdoch University entry and course information University of Western Australia entry and course information Notre Dame University entry and course information
<a href="http://www.trainingwa.wa.gov.au">www.trainingwa.wa.gov.au</a>	Department of Training and Workforce Development Entry requirements for and courses available by State Training Providers (TAFE)

## COURSES FOR YEAR 11 STUDENTS WITH PROGRESSION TO YEAR 12

The following course progressions are available to students from Year 11, 2018 to Year 12, 2020.

If insufficient students choose a course, the School will not offer it.

At St Hilda's all Year 11 students will study six courses during Year 11, including an English. In their final year of study, students must study at least an English course from List A (Arts/Languages/Social Sciences) and a List B course (Mathematics/Sciences/Technology) to achieve the WACE.

### ATAR COURSES

List A	List B
Business Management and Enterprise	Accounting and Finance
Chinese Second Language*	Biology
Drama	Chemistry
Economics	Computer Science
English	Design
English as an Additional Language/Dialect*	Human Biological Science
French as a Second Language*	Materials Design Technology
Geography	Mathematics Applications
Japanese Second Language*	Mathematics Methods
Literature	Mathematics Specialist
Media Production and Analysis	Physical Education Studies
Modern History	Physics
Music	Psychology
Philosophy and Ethics	
Politics and Law	
Visual Arts	

\* These courses have eligibility criteria. For further information see the course descriptions.

### GENERAL COURSES

List A	List B
Careers and Enterprise	Design
Drama	Food Science and Technology
Essential English	Marine and Maritime Studies
	Mathematics: Essential
	Human Biology
	Physical Education Studies

## VOCATIONAL AND EDUCATIONAL TRAINING (VET) AND WORKPLACE LEARNING

Any students intending to study mainly General courses will also need to complete a Certificate II or higher in order to meet graduation requirements. Workplace Learning, an endorsed course, can be taken in conjunction with a Certificate course and Careers and Enterprise General. The maximum number of units that can be replaced by VET/endorsed programs is eight units, a maximum of four of which may come from endorsed programs. Some of the VET certificates that our students have completed recently are listed below.

Certificate II Community Service

Certificate II Customer Contact

Certificate II Tourism

Certificate IV Business

## ENDORSED PROGRAMS

From Years 10 to 12, students can obtain unit equivalents for participating in endorsed programs. The number of unit equivalents varies with the difficulty of and time required for completion of the endorsed program. For example, First Grade AMEB piano is worth one unit equivalent; the Gold Duke of Edinburgh is worth four unit equivalents, Silver is worth two unit equivalents and Bronze is worth one unit equivalent. Endorsed programs can contribute up to four units towards the WACE.

The endorsed programs recorded by St Hilda's may include the following:

- Duke of Edinburgh
- Music examinations (Trinity and AMEB)
- Speech examinations

Students are advised that they are responsible for enabling the recording of this information and must produce original certificates by the due date. This information will be forwarded to the School Curriculum and Standards Authority to be included as part of their WACE. Additional information about the recording of this information is available from the June Jones Teaching and Learning Centre and the School Curriculum and Standards Authority website.

## NOTES FOR YEAR 11 AND 12 COURSES

The School will not offer a course if insufficient students choose that course.

For Year 11 course selection, students will need to select more than six courses because it may not be possible to generate a timetable that meets all students' first six choices.

## ADDITIONAL ST HILDA'S COURSES

All students in Years 11 and 12 study the school-based courses Career Education (which includes study skills), Sport Electives, and Religious and Philosophical Studies.

## CERTIFICATION OF STUDENT ACHIEVEMENT

At the end of Year 12, all students who have satisfactorily completed any study that contributes towards a WACE will receive a folio of achievement. This folio will contain one or more of the items listed below:

- Western Australian Certificate of Education (WACE) – this is issued to Year 12 students who meet the specified requirements.
- Certificate of Distinction and Certificate of Merit – these are issued to eligible students who meet the requirements. The eligibility requirements are described in the next section.
- Western Australian Statement of Student Achievement (WASSA) – this is issued to all students who have completed any study that contributes towards a WACE.
- ATAR Course Report – this is issued to students who sit an ATAR examination in that course.

## SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARDS

The criteria for prizes and awards for 2020 school leavers are on the School Curriculum and Standards Authority website and an abridged version follows:

### Beazley Medal

This is awarded to the highest achieving student in the State and is based on the scaled examination scores of five courses with two List A and two List B courses.

### General Exhibition

These are awarded to the 40 highest achieving students in the State and will include five courses with two List A and two List B courses.

### Subject Exhibitions

These are awarded to the student achieving the highest examination mark for a particular course.

### Subject Certificates of Excellence

These are awarded to students who achieve in the top 0.5% of the course cohort.

### Certificates of Distinction and Merit

These are awarded to students based on their school performance and the difficulty of the courses undertaken. Points are awarded to A and B ATAR grades, A General grades and VET courses. If a student achieves between 190 and 200 points she will be awarded a Certificate of Distinction. If a student achieves between 150 and 189 points, she will be awarded a Certificate of Merit.

The point allocation is as follows:

- A grade in an ATAR unit = 10 points
- B grade in an ATAR unit = 9 points
- A grade in a General unit = 8 points
- Certificate IV = 54 points (replaces two Year 11 and four Year 12 units)
- Certificate III = 48 points (replaces two Year 11 and four Year 12 units)
- Certificate II = 24 points (replaces two Year 11 and two Year 12 units)

# COURSE DESCRIPTIONS

## ACCOUNTING AND FINANCE - ATAR

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

### OUTCOMES

The Accounting and Finance ATAR course is designed to facilitate achievement of the following outcomes.

#### Outcome 1 – Financial conceptual understanding

Students understand the concepts, principles, systems and structures that are fundamental to accounting and other financial processes.

#### Outcome 2 – Factors influencing financial decisions

Students understand the interrelationship between financial decisions and the individual, society and the environment.

#### Outcome 3 – Financial systems

Students explore and apply appropriate financial systems to meet personal and organisational needs.

#### Outcome 4 – Analysis and interpretation of financial information

Students select, use and interpret financial information.

### YEAR 11

#### Unit 1

The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

#### Unit 2

The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students 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. Students learn of the role and functions of the professional accounting and financial associations.

## YEAR 12

### Unit 3

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

### Unit 4

The focus for this unit is on Australian reporting entities and how they are regulated by the *Corporations Act 2001*. *The Framework for the Preparation and Presentation of General Purpose Financial Reports (The Framework)* and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

## FEEDBACK AND REPORTING

Students gain feedback from completing the following types of assessments: tests, projects and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Satisfactory numeracy and literacy skills.

## BIOLOGY - ATAR

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## 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.

## YEAR 11

### 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 and the multiple interacting systems in multicellular organisms.

## YEAR 12

### Unit 3 – Continuity of species

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

### Unit 4 – Surviving in a changing environment

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

## FEEDBACK AND REPORTING

Students gain feedback regarding their achievement by completing the following assessments types: science inquiry, extended response, tests and examinations.

## HOMEWORK

At least three hours per week

## PREREQUISITES

Year 11 students should achieve sound results in Year 10 Biology and Year 11 Biology is desirable for Year 12 students.

## BUSINESS MANAGEMENT AND ENTERPRISE - ATAR

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

## OUTCOMES

### Outcome 1 – Business concepts

Students understand the concepts, structures and factors underpinning business performance.

## Outcome 2 – Business in society

Students understand the interrelationships between business and society.

## Outcome 3 – Innovation and operations

Students demonstrate knowledge, skills and processes required to manage business operations.

## YEAR 11

### Unit 1

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage.

### Unit 2

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level.

## YEAR 12

### Unit 3

The focus of this unit is on strategic international business growth.

### Unit 4

The focus of this unit is on global business operations.

## FEEDBACK AND REPORTING

Students gain feedback from completing the following types of assessments: business research, response and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Satisfactory literacy skills.

## CAREER EDUCATION

### CAREER EDUCATION YEARS 11 AND 12

In this semester long St Hilda's course, students are engaged in a variety of career exploration activities to further develop their understanding of their interests, skills and abilities. Students explore potential study and work pathways, career planning and post school options. They are made aware of the various sources of information regarding career choices.

Students use self reflection as a tool to help build their resilience, and enhance their learning and processing skills. Guest speakers support students in their career exploration and provide examples of lifelong learning strategies. Students gain an understanding of the application processes and entrance requirements for tertiary studies and calculate their predicted ATARs. Students learn how to prepare for interviews and how to write a personal statement.

## CAREER AND ENTERPRISE – GENERAL (YEAR 11 ONLY)

Career and Enterprise General is taught alongside the Workplace Learning endorsed program, providing students with real workplace experiences to contextualise their learning. Students attend the workplace one school day a week.

The Career and Enterprise General course engages students in learning about developing their careers in a constantly changing digital and globalised world. The course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development, knowledge, understanding and skills in securing, creating and sustaining work. The world of work is complex and constantly changing. Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.

### OUTCOMES

Outcome 1 – Career and enterprise concepts

Students understand factors underpinning career development.

Outcome 2 – Career and enterprise investigations

Students investigate career development opportunities.

Outcome 3 – Career development in a changing world

Students understand how aspects of the changing world impact on career development opportunities.

Outcome 4 – Being enterprising

Students use career competencies to manage career development opportunities.

### YEAR 11

Unit 1

This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

Unit 2

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

### WORKPLACE LEARNING ENDORSED PROGRAM

Students who study Year 11 Career and Enterprise General also complete the Workplace Learning endorsed program, gaining skills in industry. Students are placed in an appropriate work situation, which they attend one school day a week. They may wish to experience a variety of industries, or pursue work placements in a particular field. Workplaces are arranged with the assistance of INSTEP (Innovative Skills Training Education Program). Students complete a logbook and gain 1 unit equivalence for each 55 hours in the workplace, to a maximum of 4 units.

### FEEDBACK AND REPORTING

Students gain feedback from completing the following types of assessments: investigation, production/performance, response and individual pathway plan/career portfolio. For the portfolio, students are required to develop an individual pathway plan (IPP) in Unit 1 and a career portfolio in Unit 2.

## HOMEWORK

Approximately two hours per week.

## CHEMISTRY - ATAR

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use the understanding of chemical structure and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. 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 chemistry to predict properties and reactions to adapt these for particular purposes.

Studying chemistry provides students with a suite of skills and understanding that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a wide range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

## AIMS

Chemistry 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, structure and properties
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce the 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 understandings and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

## YEAR 11

### 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.

## YEAR 12

### Unit 3: Equilibrium, acids and bases, and redox reactions

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

#### Unit 4: Organic chemistry and chemical synthesis

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

### FEEDBACK AND REPORTING

Students gain feedback regarding their achievement by completing the following assessment types: science inquiry, extended responses, and tests and examinations.

### PREREQUISITES

Sound results in Year 10 Science and completion of Year 11 Chemistry in order to study this course in Year 12.

### HOMEWORK

Approximately three hours per week.

## CHINESE SECOND LANGUAGE - ATAR

China's official language is Modern Standard Chinese, or Putonghua (the common or shared language) in Chinese. The language is also referred to as Hanyu, the spoken language of the Han people, or Zhongwen, the written language of China. In Taiwan it is more usually called Huayu (Hwayu), the spoken language of people of Chinese ethnicity, a term also used in Singapore. A number of dialects remain in active use and both forms of Chinese characters (simplified and full form) are regularly used in the media, in education and in environmental print (advertisements, shop signs). Such diversity highlights the need for recognition of spoken dialects and both writing systems in any Chinese language curriculum. However, the priority in education should be Modern Standard Chinese and simplified characters as the internationally recognised 'official form' of Chinese. The Chinese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and China. The Chinese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, and a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

### OUTCOMES

#### Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

#### Outcome 2 – Spoken interaction

Students communicate in Chinese through spoken interaction.

#### Outcome 3 – Viewing, reading and responding

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

## Outcome 4 – Writing

Students write a variety of texts in Chinese.

## YEAR 11

### Unit 1

This unit focuses on 青少年 (Teenagers). Through the three topics: Having Fun, Student's Daily Life, and Technology and Leisure, students further develop their communication skills in Chinese and gain a broader insight into the language and culture.

### Unit 2

This unit focuses on 我们去旅行吧! (Travel – let's go!). Through the three topics: Tales of Travel, Western Australia as a Travel Destination, and China as a Travel Destination, students extend their communication skills in Chinese and gain a broader insight into the language and culture.

## YEAR 12

### Unit 3

This unit focuses on 目前情况 (Here and now). Through the three topics: Relationships, Celebrations and Traditions, and Communicating in a Modern World, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

### Unit 4

This unit focuses on 有什么打算? (What next?). Through the three topics: Reflecting on my Life and Planning my Future, The environment, and Current Issues, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

## FEEDBACK AND REPORTING

Types of assessment: oral communication, response (listening), response (viewing and reading), written communication, practical and written examinations.

## HOMEWORK

Approximately two and a half hours per week.

## PREREQUISITES

Students need to have successfully completed the Year 10 Chinese course and have a sound knowledge of the grammar and verb structures covered in Years 7 – 10, as well as a willingness to communicate and express themselves in Chinese. An understanding of the Year 10 content is assumed knowledge for Year 11 ATAR Course and Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

## ELIGIBILITY

This course is aimed at students for whom Chinese is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the Chinese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Chinese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication. All students who intend to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course. Information

about the process, including an application form, is sent to schools at the end of Term 2. Further guidance and advice related to enrolments in a language course can be found on the Authority's website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## COMPUTER SCIENCE - ATAR

In the Computer Science ATAR Course students explore the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems in the course of understanding the building blocks of computing. Students explore the principles related to the analysis and creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the development and use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

### OUTCOMES

#### Outcome 1 – Technology process

Students apply a technology process to develop computer-based systems.

#### Outcome 2 – Knowledge and understanding of computer-based systems

Students understand the design, application and interactions of hardware and software in computer-based systems.

#### Outcome 3 – Skills for computer-based systems

Students apply skills to maintain, adapt or develop computer-based systems.

#### Outcome 4 – Computer-based systems in society

Students understand the interrelationships between the development and use of computer-based systems, the individual and society.

## YEAR 11

### Unit 1

Developing computer-based systems and producing spreadsheet and database solutions.

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

### Unit 2

Developing computer-based systems solutions and communications.

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



## YEAR 12

### Unit 3

Design and development of computer-based systems and database solutions

Students learn about the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

### Unit 4

Design and development of communication systems and software solutions.

Students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the software development cycle (SDC). Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They consider networks, communication systems, including security and protocols.

## FEEDBACK AND REPORTING

Students gain feedback from completing the following types of assessments: projects, theory tests, practical tests and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Satisfactory numeracy and literacy skills.

## DESIGN - ATAR

In the Design ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. The contexts in Year 11 include photography, graphics and technical graphics. In Year 12, students work within one of these contexts for the whole year. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

## OUTCOMES

### Outcome 1 – Design understandings

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

### Outcome 2 – Design process

Students apply the design process to develop design solutions.

### Outcome 3 – Application of design

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

#### Outcome 4 – Design in society

Students understand the relationship between design, society and culture.

### YEAR 11

#### Unit 1 – Product Design

Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

#### Unit 2 – Cultural Design

Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.

### YEAR 12

#### Unit 3 – Commercial Design

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands. Commercial design is client and market driven and is a reflection of contemporary consumer demands. Students are introduced to a client-focused design brief to create a product or service. They plan, develop and analyse to create designs that reflect the client, audience, and market needs. They also consider commercial and manufacturing requirements for a real world solution, with relevant production skills and processes, materials, and technologies.

#### Unit 4 – Influential design

The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes. Students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning. They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using a research, testing and feedback mechanism.

### FEEDBACK AND REPORTING

Students gain feedback regarding their achievement by completing assessments in the following areas: production (portfolio), response and examinations.

### HOMEWORK

Out of class work usually involves portfolio work and written assignments. Students should allow time for the course within the recommended three hours weekly for Year 11, or three and a half hours weekly for Year 12.

### PREREQUISITES

Successful completion of Year 9 and/or Year 10 Photography and/or Art and Design will be an advantage.

## DESIGN - GENERAL

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and

processes, analyse problems and devise innovative strategies through projects. Students complete projects in the contexts of photograph and technical graphics. The course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways.

## OUTCOMES

### Outcome 1 – Design understandings

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

### Outcome 2 – Design process

Students apply the design process to develop design solutions.

### Outcome 3 – Application of design

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

### Outcome 4 – Design in society

Students understand the relationship between design, society and culture.

## YEAR 11

### 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 techniques within a defined context to demonstrate control over the elements and principles of design.

## 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.

## YEAR 12

### Unit 3 – Product design

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

### Unit 4 – Cultural design

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

## FEEDBACK AND REPORTING

Students gain feedback regarding their achievement by completing assessments in the following areas: production, response and an externally set task (Year 12 only).

## HOMEWORK

Out of class work usually involves portfolio work. Students should allow time for the course within the recommended three hours daily for Year 11, or three and a half hours daily for Year 12.

## PREREQUISITES

Satisfactory completion of Year 9 and/or Year 10 Photography or Art and Design will be an advantage.

## DRAMA - ATAR

The Drama ATAR course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, playbuilding, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, make-up, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound, multimedia and filmic elements. They present drama to a range of audiences and work in different performance settings.

In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Through the Drama ATAR course, students can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

## OUTCOMES

### Outcome 1 – Drama ideas

Students create, interpret, explore, develop and present drama ideas.

### Outcome 2 – Drama skills and processes

Students apply drama skills, techniques, processes, conventions and technologies.

### Outcome 3 – Drama responses

Students respond to, reflect on and evaluate drama.

### Outcome 4 – Drama in society

Students understand the role of drama in society.

## YEAR 11

### 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.

## YEAR 12

### Unit 3 – Reinterpretation of drama for contemporary audiences

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

### Unit 4 – Contemporary and devised drama

This unit builds on the content covered in Unit 3. The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches of those such as Barrie Kosky and Robert Lepage and experimental approaches of those such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

## FEEDBACK AND REPORTING

After each task students receive diagnostic feedback so that they can recognise areas of strength and focus on areas for development. Considerable emphasis is placed on recognising personal growth in the individual.

The types of assessment are extended and short answer responses, production/performance assessments and practical and written examinations.

## Homework

Approximately three hours per week.

## Prerequisites

Sound comprehension and writing skills and a genuine interest in the course. Completion of Year 10 Four Period Drama is recommended for those students entering Year 11, however, this is not a prerequisite. An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is highly recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

## DRAMA - GENERAL

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, make-up, props, promotional materials, stage management, front of house activities, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The Drama General course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Through Drama, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

## OUTCOMES

### Outcome 1 – Drama ideas

Students create, interpret, explore, develop and present drama ideas.

### Outcome 2 – Drama skills and processes

Students apply drama skills, techniques, processes, conventions and technologies.

### Outcome 3 – Drama responses

Students respond to, reflect on and evaluate drama.

### Outcome 4 – Drama in society

Students understand the role of drama in society.

## YEAR 11

### 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

This unit builds on the content covered in Unit 1. 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 interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

### YEAR 11 ROLES

Roles are a critical part of student appreciation of scope and depth in drama. In Unit 1 and Unit 2, students will study in the context of drama in performance and respond to drama in the role of actor and one of the following designer roles: scenographer, costume, lighting or sound designer.

### YEAR 12

#### Unit 3 – 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 4 – Presentational, non-realist drama

This unit builds on the content covered in Unit 3. 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.

### YEAR 12 ROLES

Roles are a critical part of student appreciation of scope and depth in drama. In Unit 3 and Unit 4, students will study in the context of drama in performance and respond to drama in the role of actor, director and one of the following designer roles: scenographer, costume, lighting or sound designer.

### FEEDBACK AND REPORTING

After each task students receive diagnostic feedback so that they can recognise areas of strength and focus on areas for development. Considerable emphasis is placed on recognising personal growth in the individual.

The types of assessment are production/performance, response and an externally set task.

### HOMEWORK

At least two hours per week.

### PREREQUISITES

Sound comprehension and writing skills and a genuine interest in the course. Completion of Year 10 Two Period Drama or Year 10 Four Period Drama is recommended for those students entering Year 11, however this is not a prerequisite. An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is highly recommended that students studying Year 12 Drama have completed Year 11 Drama.

## ECONOMICS - ATAR

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. It enables students to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

### COURSE OUTCOMES

#### Outcome 1 – Economic inquiry

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

#### Outcome 2 – The operation of the economy

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

#### Outcome 3 – Economic policy and action

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

### YEAR 11

#### Unit 1: Microeconomics

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

#### Unit 2: Macroeconomics

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

### YEAR 12

#### Unit 3: Australia and the global economy

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

#### Unit 4: Economic policies and management

The unit explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of



the operation of policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

## FEEDBACK AND REPORTING

Assessment is in the form of short and extended answer tests, and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Year 11 students should achieve sound results in Year 10 Economics and Year 12 students should have achieved satisfactory levels of achievement or above in Units 1 and 2.

## ENGLISH - ATAR

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

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

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

## AIMS

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

The English ATAR course aims to develop students' ability to:

- understand the use of language for communication
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes
- engage in critical analysis and evaluation.

## YEAR 11

### Unit 1

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

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

#### Unit 2

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

### YEAR 12

#### Unit 3

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

#### Unit 4

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

### HOMEWORK

Approximately three hours per week.

### FEEDBACK AND REPORTING

Assessment categories are Responding, Creating and Examination.

### PREREQUISITES

The English ATAR course is aimed at students who have good reading, writing and analytical skills.

It is recommended that Year 10 students should have achieved a minimum of a high C grade to attempt Year 11 English - ATAR.

Students should have successfully completed Year 11 as a prerequisite for enrolment in Year 12.

### ESSENTIAL ENGLISH - GENERAL

This course is aimed at students who need to develop their reading, writing and analytical skills. The texts studied are not as complex as those studied in the ATAR course and there is less emphasis on analysis. The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace

contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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

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

## AIMS

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

The English General course aims to develop students' ability to:

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills
- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses
- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms
- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

## YEAR 11

### Unit 1

This unit focuses on students comprehending and responding to the ideas and information presented in texts.

Students:

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

### Unit 2

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts

- examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

## YEAR 12

### Unit 3

This unit focuses on exploring different viewpoints presented in a range of texts and contexts. Students:

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

### Unit 4

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

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

## FEEDBACK AND REPORTING

Students will receive feedback through completing assessments in responding, creating and an externally set task (Year 12 only).

## HOMEWORK

Approximately two hours per week.

## PREREQUISITES

Students choosing this course in Year 11 typically achieve a C grade or below in Year 10 English.

## ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT - ATAR

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional

Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

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

Unit 1 to Unit 4 develop students' academic English skills in order to prepare them for tertiary study. Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

## YEAR 11

### Unit 1

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

### Unit 2

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

## YEAR 12

### Unit 3

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

### Unit 4

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

## FEEDBACK AND REPORTING

Students receive feedback by completing assessments in production (oral and written), investigation, response and examinations (oral and written).

## HOMEWORK

Approximately three hours per week.

## ELIGIBILITY

The English as an Additional Language or Dialect ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

There are specific eligibility criteria for enrolment into Year 12 in the course. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through the School, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website on the English as an Additional Language or Dialect course page.

## FOOD SCIENCE AND TECHNOLOGY - GENERAL

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills. In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They extend their knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

The Food Science and Technology General course enables students to connect with further education, training and employment pathways, and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

## OUTCOMES

### Outcome 1 – Understanding food

Students understand foods are used and processed to meet identified needs.

### Outcome 2 – Developing food opportunities

Students apply the technology process to develop food-related products, services or systems.

### Outcome 3 – Working in food environments

Students apply skills and operational procedures to work in productive food-related environments.

### Outcome 4 – Understanding food in society

Students understand food products, systems and innovations in relation to current and future development.

## YEAR 11

### Unit 1

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 and accurate measurement and they work individually, and in teams, to generate food products and systems.

### Unit 2

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.

## YEAR 12

### Unit 3

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

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems. Students develop their expertise with technology and communication skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

### Unit 4

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

## FEEDBACK AND REPORTING

Students undertake tasks using a variety of assessment types including investigation, production, response and an externally set task.

## HOMEWORK

Students are required to complete research and design tasks for each unit. This may vary throughout the year, but will average two hours per week.

## PREREQUISITES

Nil

## FRENCH AS A SECOND LANGUAGE - ATAR

French is a major world language, spoken as the first language in more than 20 countries on five continents, and as an official language in 33 countries. French culture has contributed to the shaping of global movements and traditions associated with domains, such as the Arts, cinema, philosophy and critical theory, as well as fashion, design, food and wine. The French: Second Language ATAR course can connect to the world of work, further study and travel and is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

## OUTCOMES

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction.

Outcome 3 – Viewing, reading and responding

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

Outcome 4 – Writing

Students write a variety of texts in French.

## YEAR 11

Unit 1

This unit focuses on *C'est la vie ! (That's life!)*. Through the three topics: My Daily Routine, French Sports and Leisure, and Leading a Healthy Lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2

This unit focuses on *Voyages (Travel)*. Through the three topics: My Travel Tales and Plans, Australia as a Travel Destination, and Travel in a Modern World, students extend their communication skills in French and gain a broader insight into the language and culture.

## YEAR 12



### Unit 3

This unit focuses on Les médias (The media). Through the three topics: Technology and Me, Film and Music, and In the Media, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

### Unit 4

This unit focuses on Le monde qui nous entoure (The world around us). Through the three topics: Planning my Future, Migrant Experiences, and Youth Issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

## FEEDBACK AND REPORTING

Students will receive feedback by completing assessments in oral communication, response (listening), response (viewing and reading), written communication, and oral and written examinations.

## HOMEWORK

Approximately two and a half hours per week.

## PREREQUISITES

Students need to have successfully completed the Year 10 French course and have a sound knowledge of the grammar and verb structures covered in the Years 7 – 10, as well as a willingness to communicate and express themselves in French. An understanding of the Year 10 content is assumed knowledge for Year 11 ATAR Course and Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

## ELIGIBILITY

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication. All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course. Information about the process, including an application form, is sent to schools at the end of Term 2. Further guidance and advice related to enrolments in a language course can be found on the Authority's website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## GEOGRAPHY - ATAR

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

## AIMS

The Geography ATAR course aims to develop students':

- knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues

- ability to critically use geographical inquiry methods and skills, and to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions, taking into account environmental, social and economic factors
- understandings, skills, knowledge and values to ensure they are well placed for tertiary study and/or employment.

## YEAR 11

### Unit 1: Natural and ecological hazards

In this unit, students explore the management of hazards and the risk they pose to people and environments. Students examine natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, cyclones, bushfires, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example environmental diseases/pandemics such as Malaria and Ebola and plant and animal invasions.

### 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 students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their consequences. Students have the opportunity to explore the ideas developed in the unit through case studies relating to the spatial distribution of a selected commodity and the study of an example of cultural diffusion, adoption and adaptation.

## YEAR 12

### Unit 3: Global environmental change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic (human) biomes and the resulting impacts on either global climate (climate change) or biodiversity. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

### Unit 4: Planning sustainable places

In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres, such as Perth and megacities, such as New York. Students examine the concepts, processes and roles of planning in these selected contexts.

## FEEDBACK AND REPORTING

Assessment is in the form of examinations, geographical inquiry tasks, short and extended answer tests, practical exercises and field excursions.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Year 11 students should achieve sound results in Year 10 Geography and Year 12 students should have achieved satisfactory levels of achievement or above in Units 1 and 2.

## HUMAN BIOLOGY - ATAR

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

## OUTCOMES

### Outcome 1 – Science Inquiry Skills

Students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings.

### Outcome 2 - Science as a Human Endeavour

Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts.

### Outcome 3 – Science Understanding

Students understand how the structure and function of the human body maintain homeostasis, and the importance of inheritance and its interrelationships with human variability and evolution.

## YEAR 11

### Unit 1 – The functioning human body

In this unit, students analyse how the structure and function of cells, tissues and 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.

## YEAR 12

### Unit 3 – Homeostasis and disease

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

### Unit 4 – Human variation and evolution

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

## FEEDBACK AND REPORTING

Students receive feedback on their achievement by completing assessments in the following areas: science inquiry, extended response, tests and examinations.

## HOMEWORK

At least three hours per week

## PREREQUISITES

Year 11 students should achieve sound results in Year 10 Biology and Year 12 students ideally should have completed Year 11 Human Biology.

## HUMAN BIOLOGY - GENERAL

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

The Human Biology General course is designed to facilitate achievement of the following outcomes.

### OUTCOME 1 – SCIENCE INQUIRY SKILLS

Students investigate questions in human biology, evaluate the impacts of advancements in science and communicate scientific understandings.

### OUTCOME 2 – SCIENCE AS A HUMAN ENDEAVOUR

Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts.

### OUTCOME 3 – SCIENCE UNDERSTANDING

Students understand how the structure and function of the human body systems maintain a healthy body, support reproduction, coordinate the body, and provide defence against infectious disease.

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.

## STRUCTURE OF THE SYLLABUS

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

### 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.

### 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 explore the following topics.

## YEAR 12

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

### Unit 3 – Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

### Unit 4 – Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways.

## FEEDBACK AND REPORTING

Students receive feedback on their achievement by completing assessments in the following areas: science inquiry, extended response and tests.

## HOMEWORK

At least three hours per week.

## PREREQUISITES

Year 11 students should achieve sound results in Year 10 Biology and Year 12 students ideally should have completed Year 11 Human Biology.

## JAPANESE SECOND LANGUAGE - ATAR

Japanese is the first language of the 127 million inhabitants of Japan, a northern neighbour of Australia in the Asia region. It is also widely used by communities of speakers in countries, such as Hawaii and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Australia has a significant number of Japanese national residents and is the most widely taught second language in Australian schools. Japanese culture influences many areas of contemporary Australian society, including the Arts, design, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for over 50 years, and there is increasing exchange between the two countries in the areas of education, trade, diplomacy and tourism. The Japanese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

## OUTCOMES

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

### Outcome 2 – Spoken interaction

Students communicate in Japanese through spoken interaction.

### Outcome 3 – Viewing, reading and responding

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

## Outcome 4 – Writing

Students write a variety of texts in Japanese.

## YEAR 11

### Unit 1

This unit focuses on 日常生活 (Daily life). Through the three topics: My Life 私の生活, Home Life'学校と家での生活, and Daily Life 生活をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

### Unit 2

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

## YEAR 12

### Unit 3

This unit focuses on わかい 旅行者 (Young travellers). Through the two topics: Travel 旅行 and Part-time Jobs and Money アルバイトとお金, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

### Unit 4

This unit focuses on かこと 未来 (Reflections and horizons). Through the three topics: This Year and Beyond 今年と将来, Youth Events and Pathways 若者の行事と進路 and Future Plans 未来, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

## FEEDBACK AND REPORTING

Students receive feedback by completing assessments in oral communication, response (listening), response (viewing and reading), written communication, and oral and written examinations.

## HOMEWORK

Approximately two and a half hours per week.

## PREREQUISITES

Students need to have successfully completed the Year 10 Japanese course and have a sound knowledge of the grammar and verb structures covered in the Lower School, as well as a willingness to communicate and express themselves in Japanese. An understanding of the Year 10 content is assumed knowledge for Year 11 ATAR Course and Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

## ELIGIBILITY

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the Japanese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Japanese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication. All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course. Information

about the process, including an application form, is sent to schools at the end of Term 2. Further guidance and advice related to enrolments in a language course can be found on the Authority's website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## LITERATURE - ATAR

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

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens. Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

### AIMS

The set of English courses aims to develop students':

- skills in listening, speaking, reading and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.
- In addition, the Literature ATAR course aims to develop students':
- ability to respond personally, critically and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary and cultural contexts and traditions
- capacity to engage with and contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives
- capacity to reflect critically on connections and resonances between texts.

### YEAR 11

#### Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a wide range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

#### Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical

responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

## YEAR 12

### Unit 3

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

### Unit 4

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

## FEEDBACK AND REPORTING

Assessment is based on the following categories: extended written response, short written response, creative production of literary texts, oral and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

This course requires students to have excellent reading, writing and analytical skills. It is strongly recommended that students achieve at least a high B grade in Year 10 English. Students should have successfully completed Year 11 in order to enter the Year 12 course.

## MATERIALS DESIGN AND TECHNOLOGY - ATAR

The Materials Design and Technology ATAR course is a practical course focusing on the design and manufacture of textile products. Students will use materials in innovative designs and explore the interactions between materials, people and their environment. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Working with textile materials, students develop a range of processing, manufacturing and organisational skills. When designing textile products, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating.

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



## OUTCOMES

### Outcome 1 – Technology process

Students apply a technology process to create or modify products, processes or systems in order to meet human needs and realise opportunities.

### Outcome 2 – Understanding the use of materials

Students understand how the nature of materials influences design, development and use.

### Outcome 3 – Using technology skills

Students create material products safely and efficiently to specified standards.

### Outcome 4 – Understanding materials, society and the environment

Students understand interrelationships between people, the environment and the use of materials.

## YEAR 11

### 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.

## YEAR 12

### Unit 3

Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use.

Students identify and manage risks, and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to determined design specifications.

## Unit 4

Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.

Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.

### FEEDBACK AND REPORTING

Students gain feedback regarding their progress and achievement by completing a variety of assessment tasks: design, production, response and examinations.

### HOMEWORK

Approximately three hours per week.

### PREREQUISITES

It is recommended students have completed Materials Design and Technology in Year 10.

## MARINE AND MARITIME STUDIES - GENERAL

The Marine and Maritime Studies General course provides students with the opportunity to study the sea and how people interact with it. Practical learning experiences equip students with a broad range of skills and knowledge. Students develop seamanship skills, nautical skills and water-based skills. Students investigate oceanography concepts to explore the interdependence between components of the marine environment, and consider issues around the sustainable management of Western Australian fisheries.

### OUTCOMES

#### Outcome 1 – Marine and maritime knowledge

Students develop an understanding of marine and maritime related knowledge.

#### Outcome 2 – Marine and maritime skills

Students develop marine and maritime related skills.

#### Outcome 3 – Marine and maritime application

Students apply knowledge and skills to interact with and investigate elements of the marine and maritime environment.

## YEAR 11

### Unit 1

This unit introduces students to marine science through the examination of water properties and methods used to conduct water testing. In oceanography, students learn about wind formation, tides, waves and currents, including Western Australian ocean currents. Students examine Western Australian recreational and commercial fishing issues and how they are managed through rules and regulations.

Students gain an understanding of maritime studies, including the properties, purposes and uses of maritime construction materials in relation to the challenges of a marine environment. Nautical terminology, including the basic parts of boats, will be introduced and students gain an understanding of aspects of small craft, such as buoyancy and design of pulley systems.

Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkelling or sailing. Science inquiry skills will be developed through the design process of investigate, devise and evaluate, in relation to marine construction materials. Students will also be involved in practical activities to collect and analyse data related to water properties, winds, tides, waves and currents.

#### Unit 2

This unit introduces students to the marine ecosystem, with a focus on the four main zones and the adaptations of marine life to survive in each zone. Western Australian examples of marine life will be identified and classified into the major groups. Food webs for each ocean zone will be studied. Students examine the importance of marine protected areas, marine parks, reserves and sanctuary zones, and the role of Western Australian agencies and organisations in the protection and management of marine life.

Students gain an understanding of maritime studies, including the design features of marine or maritime equipment and methods of maritime construction. Features of small craft propulsion systems are studied, and students gain an understanding of aspects of small craft, such as steering and gear systems.

Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkelling or sailing. Science inquiry skills will be developed through the design process in relation to design features of marine or maritime equipment and methods of maritime construction. Students use ecosystem surveying techniques to collect and analyse data related to marine ecosystems, and classification keys to identify marine organisms found there.

## YEAR 12

#### Unit 3

This unit investigates Western Australian marine ecosystems, with a focus on estuaries, mangroves, coral reefs and seagrass meadows. Students identify the key species and food webs for each of these ecosystems, as well as examine adaptations of organisms living in mangrove ecosystems. Environmental and resource management will focus on aquaculture as a solution to declining fish stocks.

Students gain an understanding of maritime studies, including the characteristics of construction materials, design and construction of water craft, and repair of fibreglass craft. The basic parts of the outboard motor, including features of two stroke and four stroke motors, will be studied, as well as features of small craft systems, including bilges, electrical, fuel, mooring lines and anchoring equipment.

Through a practical approach, students gain an understanding of the concepts and safe practices of power boating. Science inquiry skills will be developed through the design process in relation to construction materials used, and variations in design of water craft. Students will also be involved in practical activities to collect and analyse data related to trip planning, such as weather maps and aquaculture systems.

#### Unit 4

This unit examines global surface ocean currents, atmospheric circulation systems and the impact of climate change on global sea levels, thermohaline circulation and marine ecosystems. The process of coastal erosion and coastal engineering structures is studied. Students study types of marine tourism activities with a focus on the importance and impacts of ecotourism.

Students gain an understanding of maritime studies, including common forms of construction material protection, and the possible side effects of using these materials. Aspects of small craft maintenance, including the use of a maintenance log, fuel and ignition, cooling system and engine diagnostics, are studied.

Through a practical approach, students gain an understanding of the concepts and safe practices of power boating. Science inquiry skills will be developed through practical activities to collect and analyse data related to coastal erosion and coastal engineering structures, construction material protection and maintenance of small craft.

## FEEDBACK AND REPORTING

Students receive feedback by completing assessments in the following areas: science inquiry, practical, extended response, tests and an externally set task (Year 12 only).

## HOMEWORK

Approximately two hours per week.

## PREREQUISITES

## MATHEMATICS APPLICATIONS - ATAR

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

## AIMS

The Mathematics Applications ATAR course aims to develop students':

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

## YEAR 11

### Unit 1

This unit contains the three topics:

- Consumer Arithmetic
- Algebra and Matrices
- Shape and Measurement

Consumer Arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. Algebra and Matrices continues the Year 7–10 study of algebra and introduces the new topic of matrices. Shape and Measurement extends the knowledge and skills students developed in the Years 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes.

### Unit 2

This unit contains the three topics:

- Univariate Data Analysis and the Statistical Investigation Process
- Applications of Trigonometry
- Linear Equations and their Graphs

Univariate Data Analysis and the Statistical Investigation Process develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. Applications of Trigonometry extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. Linear Equations and their Graphs uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

## YEAR 12

### Unit 3

This unit contains the three topics:

- Bivariate Data Analysis
- Growth and Decay in Sequences
- Graphs and Networks

Bivariate Data Analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. Growth and Decay in Sequences employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. Graphs and Networks introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

### Unit 4

This unit contains the three topics:

- Time Series Analysis
- Loans, Investments and Annuities
- Networks and Decision Mathematics

Time Series Analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

Loans, Investments and Annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. Networks and Decision Mathematics uses networks to model and aid decision making in practical situations.

## HOMEWORK

Two and a half hours per week minimum, plus ongoing revision

## FEEDBACK AND REPORTING

Students will receive feedback by completing assessments in response, investigation and examinations.

## PREREQUISITES

A, B or C grade in Mathematics 10A or an A or high B grade in Mathematics 10.

## MATHEMATICS ESSENTIALS - GENERAL

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

### AIMS

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

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

### YEAR 11

#### Unit 1

This unit includes the following four topics:

- Basic Calculations, Percentages and Rates
- Using Formulas for Practical Purposes
- Measurement
- Graphs

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process and will learn and use an extensive range of technological applications.

#### Unit 2

This unit includes the following four topics:

- Representing and Comparing Data
- Percentages
- Rates and Ratios
- Time and Motion

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students will further develop their use of the mathematical thinking process and apply the statistical investigation process. They will learn and use an extensive range of technological applications while completing this unit.

## YEAR 12

### Unit 3

This unit includes the following four topics:

- Measurement
- Scales, Plans and Models
- Graphs in Practical Situations
- Data Collection

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students will use the mathematical thinking process and apply the statistical investigation process. Students will learn and use an extensive range of technological applications while completing this unit.

### Unit 4

This unit includes the following three topics:

- Probability and Relative Frequencies
- Earth Geometry and Time Zones
- Loans and Compound Interest

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students will use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Students will learn and use an extensive range of technological applications while completing this unit.

## FEEDBACK AND REPORTING

Assessment for the course is continuous and consists of the following types: response, practical applications, statistical investigation process and an externally set task (Year 12 only).

## HOMEWORK

One hour per week minimum, plus ongoing revision.

## PREREQUISITES

Completion of Mathematics 10A, or an A, B or C grade in Mathematics 10 or an A, B or C grade in Mathematics Course 2.

## MATHEMATICS METHODS - ATAR

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

## AIMS

The Mathematics Methods ATAR course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics

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

## YEAR 11

### Unit 1

Unit 1 contains the following topics:

- Functions and Graphs
- Trigonometric Functions
- Counting and Probability

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

### Unit 2

Unit 2 contains the following topics:

- Exponential Functions
- Arithmetic and Geometric Sequences and Series
- Introduction to Differential Calculus

In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an instantaneous rate of change. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

## YEAR 12

### Unit 3

Unit 3 contains the following topics:

- Further Differentiation and Applications
- Integrals
- Discrete Random Variables

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its



applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

#### Unit 4

Unit 4 contains the following topics:

- The Logarithmic Function
- Continuous Random Variables and the Normal Distribution
- Interval Estimates for Proportions

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

#### HOMEWORK

Two and a half hours per week minimum, plus ongoing revision.

#### FEEDBACK AND REPORTING

Students will receive feedback by completing assessments of the following types: response, investigation and examinations.

#### PREREQUISITES

A or B grade in Mathematics 10A.

### MATHEMATICS SPECIALIST - ATAR

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

#### AIMS

The Mathematics Specialist ATAR course aims to develop students':

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

- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs.

## YEAR 11

### Unit 1

Unit 1 contains the following topics:

- Combinatorics
- Vectors in the Plane
- Geometry

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Years 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the Plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

### Unit 2

Unit 2 contains the following topics

- Trigonometry
- Matrices
- Real and Complex numbers

In Unit 2, Matrices provides new perspectives for working with two-dimensional space and Real and Complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

## YEAR 12

### Unit 3

This unit contains the three topics:

- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions

The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together

with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

#### Unit 4

This unit contains the three topics:

- Integration and Applications of Integration
- Rates of Change and Differential Equations
- Statistical Inference

In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

#### HOMEWORK

Two and a half hours per week minimum, plus ongoing revision.

#### FEEDBACK AND REPORTING

Students will receive feedback by completing assessments of the following types: response, investigation and examinations.

#### PREREQUISITES

A grade in Mathematics 10A.

### MEDIA PRODUCTION AND ANALYSIS - ATAR

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

#### OUTCOMES

##### Outcome 1 – Media ideas

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

##### Outcome 2 – Media production

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

##### Outcome 3 – Responses to media

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

##### Outcome 4 – Media in society

Students understand the role of media in society.

## YEAR 11

### Unit 1 - Popular Culture

Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

### Unit 2 - Journalism

In this unit students will further their understanding of journalistic media. Students will analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work.

## YEAR 12

### Unit 3 - Media Art

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

### Unit 4 - Power and Persuasion

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

## FEEDBACK AND REPORTING

Students gain feedback from completing the following types of assessments: practical, response and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Satisfactory literacy skills and an interest in media studies

## MODERN HISTORY - ATAR

The study of modern history enables students to study the forces that have shaped today's world and provides them with a broader and deeper understanding of the world in which they live. It enhances students' curiosity and imagination and their appreciation of the world and societies around them, including individuals, movements, events and ideas that have shaped the contemporary world.

## AIMS

The Modern History ATAR course aims to develop students':

- knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability

- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

## YEAR 11

### 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. Through a study of Capitalism – the American Experience 1907-1941 students will explore crucial changes to society and the historical legacy of these developments for the Western world and beyond.

### 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. Through a detailed examination of Nazism in Germany, 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 key points covered in this unit are: the factors leading to the development of such a movement; the methods that were adopted to achieve effective change; the changing nature of this movement; and changing perspectives of the value of such movements and how their significance is interpreted.

## YEAR 12

### Unit 3 – Modern nations in the 20th century

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals. Through a study of Russia and the Soviet Union 1914–1945 (World War I to the end of World War II), we will investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students will examine the ways in which the nation dealt with internal divisions and external threats. They should emerge with a deeper understanding of the character of a modern nation.

### Unit 4 – The modern world since 1945.

Through the unit – Australia's Engagement with Asia we will examine some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world, that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security.

## FEEDBACK AND REPORTING

Assessment is in the form of examinations, explanation tasks, historical inquiry/research essays and source analysis tasks.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Year 11 students should achieve sound results in Year 10 Humanities and Year 12 students should have achieved satisfactory levels of achievement or above in Modern History Units 1 and 2 (Year 11).

## MUSIC - ATAR

Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity. Students are encouraged to reach their creative and expressive potential, communicating ideas with current and emerging technologies.

The Music ATAR course encourages students to explore a range of musical experiences through a choice of different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas: Aural and Theory, Composition and Arrangement, Cultural and Historical Analysis, and Performance. Students can choose to perform on voice or instrument in a choice of four contexts: Western Art Music, Jazz, Contemporary Music and Musical Theatre, and/or submit a composition portfolio to fulfil the requirements of the practical component.

### OUTCOMES

#### Outcome 1 – Performing

Students apply musicianship skills, techniques and conventions when performing.

#### Outcome 2 – Composing/arranging

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

#### Outcome 3 – Listening and responding

Students respond to, reflect on and evaluate music.

#### Outcome 4 – Culture and society

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

### DEFINED CONTEXT

For this course, Western Art Music involves the study of the European tradition of art music and its development over time. The Western Art Music areas of study (genres) are:

- Chamber music
- Choral music
- Concerto
- Opera
- Solo works (instrumental/vocal)
- Symphony

Students study 2 genres each year, 1 in each semester. Two of these are compulsory – Year 11s will study Symphony (units 1 and 2) and Year 12s will study Concerto (units 3 and 4).

### YEAR 11

#### Units 1 and 2

Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context(s) selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

## YEAR 12

Units 3 and 4

Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context(s) selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively.

## HOMEWORK

Two hours per week as well as the time needed for performance (instrumental or vocal) practice each week and/or project work.

## ASSESSMENT AND REPORTING

Students will receive feedback by completing assessments of the following types: aural, theory and composition, cultural and historical analysis, practical/performance, and performance and written examinations.

## PREREQUISITES

Completion of a Year 10 music course is recommended for Year 11 Music. Successful completion of Year 11 Music is recommended for Year 12.

## PHILOSOPHY AND ETHICS - ATAR

Philosophical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions, such as: What is real? What and how do we understand? How should we live? What is it to be human? and Who am I? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The Philosophy and Ethics ATAR course aims to empower students to make independent judgements on the basis of reason.

## OUTCOMES

Outcome 1 – Philosophical and ethical inquiry

Students use investigative methods to think and argue philosophically.

Outcome 2 – Philosophical and ethical perspectives

Students understand that there are philosophical and ethical approaches to making meaning.

Outcome 3 – Philosophy and ethics in human affairs

Students understand that philosophical and ethical thinking has a role in human affairs.

## Outcome 4 – Applying and relating philosophical and ethical understandings

Students reflect on, evaluate and respond to a range of human issues by selecting from a repertoire of philosophical and ethical strategies.

### YEAR 11

#### Unit 1 – Reason and persons

This unit enables students to examine reasoning, inference, doubt, and proof in the construction of world views; ideas of mind, body and personhood; ideas of action, intention, motives, free-will and determinism; and the elements of a personal ethic.

#### Unit 2 – Reason and culture

This unit enables students to examine ideas of beauty and aesthetics in the interpretation of art and literature; the idea of culture, intuition and emotion; and personal relationships and friendship.

### YEAR 12

#### Unit 3 – Reason and society

Students examine the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

#### Unit 4 – Reason and meaning

Students examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

### HOMEWORK

Approximately three hours per week.

### FEEDBACK AND REPORTING

Students gain feedback from the following types of assessments: critical reasoning, construction of argument, philosophical analysis and evaluation, and examinations.

### PREREQUISITES

Year 11 students should achieve sound results in Year 10 Religious and Philosophical Studies and Year 12 students should have achieved satisfactory levels of achievement or above in Units 1 and 2.

## PHYSICAL EDUCATION STUDIES - ATAR

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

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

### OUTCOMES



#### Outcome 1 – Skills for physical activity

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

#### Outcome 2 – Self-management and interpersonal skills for physical activity

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

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

Students understand movement and conditioning concepts that enhance participation in physical activity.

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

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

### YEAR 11

#### Unit 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

#### Unit 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

### YEAR 12

#### Unit 3

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

#### Unit 4

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

### FEEDBACK AND REPORTING

Assessment will be based on a combination of practical (performance), investigations, response tasks and written examinations. Each assessment type will be included at least twice. Students will be evaluated on their performance in several tasks with the written and practical components accounting for 70% and 30% of the course mark respectively.

### HOMEWORK

Approximately three to four hours per week plus regular revision and preparation for assessment tasks throughout the year.

### PREREQUISITES

An enthusiasm for physical activity is essential. Year 12 students would benefit from having successfully completed the Year 11 course, however this is not a prerequisite.

## PHYSICAL EDUCATION STUDIES - GENERAL

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

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

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

### OUTCOMES

#### Outcome 1 – Skills for physical activity

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

#### Outcome 2 – Self-management and interpersonal skills for physical activity

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

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

Students understand movement and conditioning concepts that enhance participation in physical activity.

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

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

### YEAR 11

#### Unit 1

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

#### Unit 2

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

## YEAR 12

### Unit 3

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

### Unit 4

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

## FEEDBACK AND REPORTING

Year 11 assessment will be based on a combination of practical (performance), investigations and response tasks. In Year 12 assessment will comprise of practical (performance), investigations, response tasks and one externally set task. There will be no written examinations in this course.

Students will be evaluated on their performance in several tasks, with the written and practical components each accounting for 50% of the final mark.

## HOMEWORK

Approximately one to two hours per week plus / including regular revision and preparation for assessment tasks throughout the year.

## PREREQUISITES

An enthusiasm for physical activity is recommended but not essential. Year 12 students would benefit from having successfully completed the Year 11 course, however this is not a prerequisite.

## PHYSICS - ATAR

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

## 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.
- 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.

## YEAR 11

### 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.

## YEAR 12

### Unit 3 – Gravity and electromagnetism

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

### Unit 4 – Revolutions in modern physics

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

## FEEDBACK AND REPORTING

Students receive feedback on their achievement by completing assessments in the following areas: science inquiry, tests and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Students should achieve sound results in Year 10 Physics and Mathematics. Year 12 students should have completed Year 11 Physics.

## POLITICS AND LAW - ATAR

The study of politics and law contribute to students' intellectual, social, and ethical development. The study of politics enables them to examine the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law provides opportunities for students to explore the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

## AIMS

The Politics and Law ATAR course aims to develop students’:

- knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries
- ability to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems
- understanding of contemporary political and legal issues in society
- skills and values to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society
- sense of identity and sense of political, legal, cultural and social awareness

## YEAR 11

### Unit 1 – Democracy and the rule of law

In this unit the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia’s political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system are studied. Political and legal developments and contemporary issues are used to provide a framework for the unit.

### Unit 2 – Representation and justice

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Students have the opportunity to explore political and legal developments and contemporary issues.

## YEAR 12

### Unit 3 – Political and legal power

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia. Political and legal developments and contemporary issues are used to provide a framework for the unit.

### Unit 4 – Accountability and rights

This unit focuses on the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia. Political and legal developments and contemporary issues are used to provide a framework for the unit.

## FEEDBACK AND REPORTING

Assessment is in the form of investigations, short answer tests, essays and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Year 11 students should achieve sound results in Year 10 Politics and Law and Year 12 students should have achieved satisfactory levels of achievement or above in Units 1 and 2.

## PSYCHOLOGY - ATAR

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function individually and in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in this discipline. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

## OUTCOMES

### Outcome 1 – Psychological understandings

Students understand the bases of human behaviour.

### Outcome 2 – Investigating in psychology

Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour.

### Outcome 3 – Applying and relating psychological understandings

Students select and apply knowledge, understandings and skills to the study of human behaviour.

### Outcome 4 – Communication in psychology

Students use appropriate skills and processes to communicate their understanding of human behaviour.

## YEAR 11

### 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 to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

## YEAR 12

### Unit 3

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how

social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

#### Unit 4

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

### FEEDBACK AND REPORTING

All students gain feedback about their progress by completing assessments in the following areas: investigation, project, response and examinations.

### HOMEWORK

At least three hours per week.

### PREREQUISITES

Year 10 students should have achieved sound results in Year 10 Science, Mathematics and English. Year 12 students should have completed Year 11 Psychology.

## RELIGIOUS AND PHILOSOPHICAL STUDIES (RAPS)

### RAPS YEAR 11

This program introduces students to a range of theories for solving ethical problems. Students discuss Natural Law, Utilitarianism and Situation Ethics and assess their strengths and weaknesses for decision making. They apply them to bio-ethical issues such as fertilisation treatments, stem cell research and cloning.

### RAPS YEAR 12

This program builds upon the introduction to Moral Philosophy covered in Year 11. Students investigate case studies which highlight the unequal distribution of global wealth and the various religious responses to world poverty. They also explore modern attitudes to Marriage and Divorce, Sexism, Racism, Multiculturalism and Diversity in Australia, Justice, Punishment and Reform in light of a Christian understanding.

## SPORTS ELECTIVES

### YEARS 11 AND 12

Students in Years 11 and 12 participate in a variety of physical activities each week. Girls are involved in rotations such as dance, aerobics, water aerobics, power stretch, fitness / boxing and self-defence and participate in various team sports and athletics trials. Students are encouraged to engage in physical activity to maintain high levels of fitness, health and wellbeing. Upon completion of the fitness rotation, girls become eligible to utilise the School Fitness Centre before or after school to work to further develop their aerobic and / or anaerobic fitness.

### INTERHOUSE AND INTERSCHOOL SPORT

Interhouse and interschool competitions are conducted in many sports including swimming, tennis, volleyball, hockey, netball, rowing, soccer, cross country, athletics, basketball, softball and water polo. These competitions give students an opportunity to enjoy the social benefits which result from being part of a team, as well as being able to use and improve their sporting skills and abilities in the playing arena.

## VISUAL ARTS - ATAR

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

### OUTCOMES

#### Outcome 1 – Visual arts ideas

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

#### Outcome 2 – Visual arts skills, techniques and processes

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

#### Outcome 3 – Responses to visual arts

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

#### Outcome 4 – Visual arts in society

Students understand the role of visual arts in society.

### YEAR 11

#### Unit 1 – Differences

Students may consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide stimuli for exploration and expression.

#### Unit 2 – Identities

In working with the focus of Identities, 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.

### YEAR 12

#### Unit 3 – Commentaries

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

#### Unit 4 – Points of view

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



## FEEDBACK AND REPORTING

Students receive feedback from completing assessments of the following types: production, analysis, investigation and examinations.

## HOMEWORK

Approximately three hours per week.

## PREREQUISITES

Successful completion of Year 9 and/or 10 art courses, will be an advantage.

## VOCATIONAL EDUCATION TRAINING (VET)

Students have the opportunity to complete nationally recognised qualifications one school day a week. The qualifications available vary depending on student interests, however qualifications are offered across a number of industries at Certificate II or III level, as well as the Certificate IV in Business. Complete VET in school qualifications contribute towards WACE graduation. They can also be used to gain competitive entry into training organisations (previously TAFE).

## FEEDBACK AND REPORTING

Nationally recognised qualifications require students to demonstrate competence in key employability skills. Students, who are deemed competent in all units of competency related to a course, will receive a nationally recognised qualification from the training organisation delivering the course. Students who undertake partial qualifications will receive a statement of attainment.

## HOMEWORK

Assessments and homework will vary depending on the qualification being studied, however, a significant amount of the workload is completed one day a week at the training organisation. The Certificate IV in Business requires approximately three hours per week, while other qualifications may require one to two hours per week.

## COCURRICULAR INFORMATION

### CLUBS AND COMMITTEES

Clubs and Committees are run by the girls and overseen by staff. In this way, the girls can pursue a variety of areas of personal interest by participating in Clubs or Committees such as Art, Astronomy, Audio Visuals, Bell Ringing, Books, The Chronicle, Computing, Creative Writing, Current Events, Dance and Choreography, Debating, Drama, Environment, History, International, Languages, Mock Trials, Music, Photography, Sacristans and Writing.

### OUTDOOR EDUCATION

The Outdoor Education Department at St Hilda's provides quality outdoor experiences that are interesting, innovative and challenging. A range of personal challenge programs are held before and after school throughout the year. Fees are payable for the programs and the activities vary each term.

Students participate in activities such as surfing, SCUBA diving, snorkelling, rock climbing, kayaking, sailing, windsurfing and stand up paddle boarding. Surfing training is held before/after school and there is an optional camp in Lancelin and Denmark. Kayaking is also held before/ after school and students participate in a variety of paddle races. For SCUBA, girls complete an Open Water Certificate and then participate in an expedition or Tank Dive at AQWA.

### OUTDOOR PURSUITS PROGRAMS

Year 11 A highlight for many girls at St Hilda's is the 10-day Year 11 ski tour to New Zealand where they have the opportunity to participate in skiing or snowboarding.

Year 12 students enjoy adventures to balance the academic rigour of Year 12. Students may participate in a Silver Duke of Edinburgh expedition and surf camps.

## DUKE OF EDINBURGH AWARD

Through the Outdoor Education Department, students may participate in the Duke of Edinburgh Award Scheme which requires them to choose interests from a list of practical and adventurous activities. There are four categories: Recreation, Skills, Service and Expedition. The Scheme helps the girls to develop qualities which are useful at home, in the workplace, and in their future relationships.

Duke of Edinburgh Camps: Trips are organised to match student interest. Previous expeditions include sea kayaking at the Ningaloo Reef and Walpole as well as bush walking and caving expeditions at Margaret River.

## SPORT

St Hilda's provides students with a safe and enthusiastic learning environment in which they can explore movement. All students are encouraged to become involved and to fulfil their potential. They are encouraged to take part in interhouse, interschool, club and state competitions as well as fitness centre strength and conditioning, running club and swimming.

Through sport, St Hilda's provides an holistic approach to education and aims to:

- develop the student's mind, body and soul through participation in sport
- promote a healthy, active lifestyle by providing all students with the opportunity to participate in physical activity
- develop students' skill levels in a range of sports
- encourage students to achieve their personal best in physical activity
- develop self-awareness and identity through participation in sport
- develop a sense of fair play and sportsmanship through cooperative group behaviour
- provide opportunities for social interaction, personal development and leadership
- encourage students to demonstrate initiative and acceptance of responsibility.

Students participate in a range of interschool sports including swimming, tennis, volleyball, hockey, netball, cross country, rowing, athletics, basketball, softball, water polo and soccer. They benefit from elite coaches who are outstanding athletes in their fields. Our Fitness Centre also provides opportunities for our students to develop strength and conditioning and maintain high levels of fitness throughout the year.

# ASSESSMENT POLICY

## 1. RATIONALE

The following principles underpin assessment in all courses:

- assessment tasks provide accurate and valid information about the knowledge, skills and understandings expected of students
- assessment makes a positive contribution to students' learning
- assessment procedures and marking keys are explicit and provide a clear basis for judgements
- assessment is demonstrably fair to all students and does not discriminate on grounds such as disability and ethnicity
- judgements about students' progress and achievement are based on multiple assessment tasks of various types

## 2. APPLICATION

Assessment procedures must therefore be valid, educative, explicit, fair and comprehensive. In addition, all tasks should have the following characteristics:

- They are consistent, accurate and can be used by different groups of students to produce assessment information (reliable)
- They have the capacity to differentiate between student achievements (discrimination)
- They are consistent with the content and assessment requirements of the syllabus (relevance)

## 3. KEY REFERENCE

For WACE courses, assessment guidelines have been established by the School Curriculum and Standards Authority (SCSA). Adherence to these guidelines is mandatory. A course outline (including task deadlines) and scheme of assessment must be provided to students at the commencement of the learning program. (See below for more details). This policy is adapted from *2017 WACE Manual*.

## 4. POLICY

### 4.1 Student responsibilities

Students are required to take responsibility for familiarising themselves with the St Hilda's Assessment Policy. In addition, it is the student's responsibility to:

- complete the prescribed work requirements by providing evidence of achievement for each course by the due date
- complete all assessment tasks described in the assessment outlines
- maintain a folio of evidence for each course studied and to make it available whenever it is required
- maintain a good record of attendance, conduct and progress (a student who is absent for five days or more per term is deemed to be at risk)
- when absent from school, contact the Student Wellbeing Centre making special reference to missed assessments, portfolio submission dates and/or performance tasks
- on returning to school after missing a class assessment a Year 11 or 12 student must
  - obtain a Sickness/Misadventure Form from the Student Wellbeing Centre immediately
  - make contact with the HoD and their teacher immediately and ask for the relevant section of the Sickness/Misadventure form to be signed.
  - ask the HoD and teacher if they can sit the assessment late (or hand in the work late). They may decide that the student can sit the in class assessment if they consider that the information in the assessment has not been compromised. In which case the student may sit the in class assessment
  - submit the Sickness/Misadventure form when it has been completed. If the Sickness/Misadventure form indicates that there is a satisfactory explanation for the missed assessment or that there was a significant interruption to the assessment preparation time (see Section 4.3 and 4.4) then the mark will be prorated
- sign-off that a printout of their results is accurate, prior to their end of year examinations.

Please note that:

- Applications for illness must be accompanied by a medical certificate (completed by a medical practitioner or registered health professional not related to the student). Students must submit the form to the School Psychologists (Student Wellbeing Centre) no later than:
  - five days after the missed in class assessment and
  - two days after the student's last examination
- Students who are absent for part of a day may not sit the assessment that day. For absences from mid-year and end-of-year examinations, the Dean of Curriculum must be notified.
- If a satisfactory explanation is not received then the student will receive a mark of zero for that assessment.

#### **4.2 Staff responsibilities**

It is the responsibility of the teaching staff to:

- develop a teaching/learning program that adheres to current SCSA guidelines
- provide students with a paper copy of and online access to the course outline and expectations at the commencement of the course
- provide students with a paper copy of and online access to the assessment outline which includes
  - the number of tasks
  - a general description of each task
  - an indication of the coverage of the unit of work provided by each task
  - an indication of the coverage of the unit outcomes provided by each task
  - all assessment dates. If an adjustment to an assessment date is necessary, it will be made in close consultation with all students and clearly publicised. No student should have more than two tests and one assignment due on any one day and no assessments should be scheduled in the week prior to examinations, unless agreement is reached between the student and teacher.
  - the weightings of each assessment task
  - the weightings of each assessment type
- manage the assessment schedule by ensuring that assessments are reliable, are able to differentiate students' performance and are relevant to the course; by maintaining accurate records of student achievement and assessment; and by meeting school and external timeframes for assessment and reporting
- inform students and parents of academic progress as appropriate, including three formal reports, meeting with parents at parent-teacher nights and providing feedback through Concern, Commendation, Missed Assessment and Late Work Notes. Teachers of Year 11 and Year 12 students must also provide students with a print-out of their results prior to their final examination so that they can confirm that their marks are accurate by signing the print out and returning it to the teacher.

- #### **4.3 Completion of the assessment program for courses and course units (Year 11-12)**
- According to the SCSA assessment protocols, the completion of a course requires **all** assessments to be completed. The School may, however, consider that in some circumstances there is a satisfactory explanation for the non-completion of an assessment. Where possible, advance notification of an absence from a scheduled assessment is required. Please note that if a satisfactory explanation for a missed assessment is not received then the student will receive a score of zero.

##### **4.3.1 Missed in-class assessments and examinations**

Where a **satisfactory explanation** of the absence from an in-class assessment has been provided, the mark will be prorated or if the information on the in class assessment has not been compromised the student may be allowed to sit the assessment late. Where a satisfactory explanation of an absence from an examination is provided the mark will be prorated, however in exceptional circumstances special alternative arrangements may be negotiated with the Dean of Curriculum prior to the examination dates.

A satisfactory explanation for **sickness** is considered to be a medical certificate (completed by a medical practitioner or registered health professional not related to the student) and this needs to accompany the Sickness/Misadventure Form.

For **misadventure**, the Sickness/Misadventure Form needs to be completed by an independent witness. The School Psychologists, relevant Head of Department and Dean of Curriculum will evaluate whether or not they consider the application to be substantiated by appropriate and relevant evidence.

In cases where there is **no satisfactory explanation** of an absence from a scheduled assessment task, the student will be assigned a score of zero. This will impact on her grade and may affect her ability to graduate with the Western Australian Certificate of Education. Please note that holidays and sporting events (unless State or National representation) will not be considered as satisfactory explanations.

#### **4.3.2 Interruption to assessment preparation**

Where a student has her preparation time immediately preceding an assessment interrupted, she must notify the Head of Department **before** the assessment is conducted. In special cases marks may be statistically determined, however, for this to be considered students must submit a Sickness/Misadventure Form to the Psychologists.

#### **4.3.3 Prolonged Absence and students requiring special consideration**

Where a student is unable to attend school for a lengthy period, based on a medical report the School will endeavour to provide support for the student to complete the assessment program. A Differentiated Learning Plan (DLP) may be developed with the expectation that the student will contact the School each week. If sufficient information has been gathered through the completion of a modified assessment program, grades will be assigned on the evidence provided, not on the student's potential to achieve.

The School will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA guidelines.

#### **4.4 Completion of the assessment program (Year 7-10)**

Where a student is absent from an in-class assessment or assessments the mark will either be pro-rated or an NA applied at the discretion of the Head of Department.

#### **4.5 Late and non-submission of portfolio work, assignments etc**

To assist students with the organisation of their work, a course overview, including deadlines for submission of evidence, will be provided to each student at the commencement of the course. Due dates will be clearly outlined and implemented. If an adjustment to a deadline is necessary, it will be made in close consultation with all students and clearly publicised. Parents/guardians will be notified in cases where concern for a student's progress emerges.

##### **4.5.1 Late submission - Extensions (assignments, reports, oral presentations etc)**

Extensions may be given in cases of illness or significant personal problems, at the discretion of the Head of Department. The Head of Department will request that the student complete a Sickness/Misadventure Form. Without a satisfactory explanation and/or a previously agreed extension date, late submission will incur a penalty of a 20% reduction of the final score for work that is one calendar day late; 40% for two days late and 50% for three days late. Late work will not be accepted if it is more than three calendar days late and a zero score will be assigned. Computer problems will not generally be accepted as a legitimate reason for an extension.

##### **4.5.2 Non-submission of work**

Where a student is unable to provide acceptable supporting evidence for the failure to submit work, the student will receive a zero score. Therefore we encourage students to **submit partially completed work** as evidence of achievement, rather than no work at all.

#### **4.6 Changing a course or course unit**

Generally it will not be possible to change courses after the first month, as to do so would place the student at risk of not completing the assessment requirements. The School will only consider a course change in exceptional circumstances if it is feasible, and the change must have parental support. Course changes must be negotiated through the Head of Department, School Psychologists and the Dean of Curriculum. Students may be required to complete all of the assessment requirements for the new course and these must be outlined on the Course Change Form which is available from the Psychologists.

#### **4.7 School examinations**

A written examination will be held in all ATAR courses in both Semester 1 and Semester 2. Year 10 Examinations are held at the end of Semester 2. A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination. The weighting (i.e. proportion of the final mark) for these school based examinations varies between courses and can be determined from the assessment outline. If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the School will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the School will determine whether the reason is satisfactory (see Section 4.3 for details) and if not satisfactory the student will be given a mark of zero.

#### **4.8 Cheating, collusion and plagiarism**

Cheating is where a student engages in a dishonest act to increase her achievement. Students shown to have cheated in assessed work or in examinations will not have that work accepted as valid evidence of their achievement.

Collusion is when a student submits for assessment, work that is not her own and which may be similar or identical to that of other students.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that she has done so (a work is essentially copied). If work that is not the original product of that student is submitted for assessment, it will not be accepted as valid evidence of achievement. Staff may require, and students are encouraged to use *Turnitin* to verify that their work is not copied from the web. Teachers may use a range of assessment strategies to authenticate a student's work. If a student is found guilty of cheating, colluding or plagiarising she will have her entire assessment disqualified, or, if the teacher is able to isolate clearly a part of the assessment that has been advantaged, then part marks will be deducted. The student's parents will be informed.

When sitting examinations/assessments, students must adhere to the regulations that pertain to the examination or test. Regulations will be issued with the examination timetable.

#### **4.9 Reporting**

Students will be kept informed of their progress throughout their study of a course. Teachers will assess both incomplete and completed tasks, and provide prompt assessment feedback to students. Parents will be informed about their daughter's progress at the end of Terms 1, 2 and 4. In addition, a parent-teacher night will be held during the year.

Students and parents/guardians will be informed when it is identified that there is a risk of the student:

- not achieving her potential
- not completing the course requirements and/or
- being judged at risk of not achieving secondary graduation (the WACE).

#### **4.10 Student Appeals against Assessment**

A student may ask for a review of her results to determine whether:

- the assessment procedures conform with the SCSA guidelines
- the assessment procedures conform with this assessment policy
- there are any procedural or computational errors.

A review must be requested within three school days following the issue of results.



