GENERAL COLLEGE INFORMATION

College Aim

The aim of the College is to provide a comprehensive curriculum which will cater for the individual need of all students fostering a desire for learning and excellence. Within this framework, students will be encouraged to develop:

- A love for learning and striving to their maximum potential.
- Application of life skills and knowledge utilising personal talents.
- Self-discipline.
- Respect for self and others.
- A personal awareness of God and the application of biblical principles.

The Founding of Mandurah Baptist College

The College was commenced after the successful establishment of Winthrop and Somerville Baptist Colleges. Mandurah Baptist College commenced in 2005 as a school but was several years in the planning prior to this date. At its commencement the school comprised 86 students, five teachers, one administration staff member and three classrooms.

The College now caters for Kindergarten through to 12.

Motto

The College motto is “Be strong and courageous”

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**Introduction**

This booklet is designed to make transition into upper school as easy as possible, providing the information required for making informed student decisions about education over this important period.

It is crucial that the information is read through very carefully, particularly regarding requirements for entrance into further education so that students won’t limit their chances or exclude themselves from any course of study.

Students planning to use a new course of study for university entrance would generally study ATAR in year 11 and year 12. Students wanting to use their courses for Institutes of Technology (TAFE) admission would generally, where possible, choose General units.

The courses chosen for Year 12 may be a mixture of courses leading to TEA (Tertiary Entrance Aggregate), and courses leading to Institutes of Technology (with or without the external examination).

Students applying for university entrance must take at least four ATAR courses in year 12, in which they must take the external examination, so that there are four subjects that can be used to calculate an ATAR (Australian Tertiary Admission Rank). Students not applying for university entrance are not required to take ATAR courses.

Generally students take the same six courses in Year 12 that they took in Year 11. Students choosing 4 or more ATAR courses in Year 12 will have the option of choosing study on the grid line.

Those students studying external courses may also be eligible to choose a study line. This is by arrangement.

Changes of subject from Year 11 to Year 12 may not be permitted if class sizes prevent additional students joining a class.
**Students need to be very clear about which category they come under before choosing courses**

The College will be happy to advise students which category they belong to.

Entrance to the four public universities is based on the ATAR (Australian Tertiary Admission Rank) determined from the student’s TEA (Tertiary Entrance Aggregate).

It is unwise for a student intending to apply for the Institutes of Technology entrance to tackle difficult ATAR courses and achieve lower grades than she/he would in General courses. Experience shows that students achieving grades of D in more difficult courses may miss out on BOTH university entrance and TAFE entrance because:

I. their TEA aggregates are too low for university entrance

II. they are beaten to the Institutes of Technology places by students with higher grades of A in General courses

All of the Courses for selection are governed by the syllabuses and assessment structures determined by the School Curriculum & Standards Authority. In accordance with their guidelines, students will be awarded a grade in all Courses at the conclusion of Year 11.

A Excellent Achievement  
B High Achievement  
C Satisfactory Achievement  
D Limited Achievement  
E Very Low Achievement

These grades appear on the student’s WASSA, issued by the School Curriculum & Standards Authority when the student finishes school. A level of achievement for each course undertaken will be shown. For Courses where the external exam is undertaken, the ATAR will be calculated based on 50% of the school mark and 50% of the external assessment after moderation, standardisation and scaling.
Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education is awarded to secondary students who satisfy its requirements. Generally students will complete two years of senior secondary study.

To achieve a WACE, students must satisfy the below.
- demonstrate a minimum standard of literacy and minimum standard of numeracy
- complete a minimum of 20 units or equivalents as described below
- complete a least four Year 12 ATAR courses or complete a Certificate II (or higher) VET qualification

Breadth and depth

Students must
- Complete a minimum of 20 units or equivalent.
- Complete one pair of Year 12 units from each List A and List B.
- Achieve a minimum standard of Literacy and Numeracy.
- Achieve competence in English: complete two Year 11 units and a pair of Year 12 English units.
- Achieve an ATAR or complete a Certificate II or higher.

<table>
<thead>
<tr>
<th>List A (arts/languages/social science)</th>
<th>List B (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE  Career &amp; Enterprise</td>
<td>ACF  Accounting &amp; Finance</td>
</tr>
<tr>
<td>CFC  Children, Family &amp; Community</td>
<td>AIT  Applied Information Technology</td>
</tr>
<tr>
<td>DRA  Drama</td>
<td>BIO  Biological Sciences</td>
</tr>
<tr>
<td>ECO  Economics</td>
<td>CHE  Chemistry</td>
</tr>
<tr>
<td>ENG  English</td>
<td>DES  Design</td>
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<tr>
<td>GEO  Geography</td>
<td>EST  Engineering Studies</td>
</tr>
<tr>
<td>HEA  Health Studies</td>
<td>FST  Food Science and Technology</td>
</tr>
<tr>
<td>DRA  Drama</td>
<td>HPO  Health Studies, Physical &amp; Outdoor Education</td>
</tr>
<tr>
<td>ECO  Economics</td>
<td>HBY  Human Biology</td>
</tr>
<tr>
<td>FSL  French Second Language</td>
<td>ISC  Integrated Science</td>
</tr>
<tr>
<td>GEO  Geography</td>
<td>MDT  Materials, Design &amp; Technology</td>
</tr>
<tr>
<td>HEA  Health Studies</td>
<td>MAT  Mathematics</td>
</tr>
<tr>
<td>ISL  Indonesian Second Language</td>
<td>MAA  Mathematics: Applications</td>
</tr>
<tr>
<td>LIT  Literature</td>
<td>MAE  Mathematics: Essentials</td>
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<tr>
<td>MPA  Media Production &amp; Analysis</td>
<td>MAM  Mathematics: Methods</td>
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<td>HIM  Modern History</td>
<td>MAS  Mathematics: Specialist</td>
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<tr>
<td>MUS  Music</td>
<td>OED  Outdoor Education</td>
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<tr>
<td>PAL  Politics &amp; Law</td>
<td>PES  Physical Education Studies</td>
</tr>
<tr>
<td>VAR  Visual Arts</td>
<td>PHY  Physics</td>
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</tbody>
</table>

Unit equivalence can be obtained through Vocational Education and Training (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.
Achievement

At the end of senior school schooling all students who satisfactory completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement, which can include one or more of the following

- WACE
- WASSA
- ATAR course report
- Award certificates achieved

Introduction to the Foundation courses

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Foundation courses provide support for the development of functional literacy and numeracy skills essential for students to meet the WACE standard of literacy and numeracy through engagement with the ACSF Level 3 reading, writing, oral communication and numeracy core skills.

The Foundation courses are:

- Applied Information Technology (List B)
- Career and Enterprise (List A)
- English (List A)
- English as an Additional Language or Dialect (EAL/D) (List A)
- Health, Physical and Outdoor Education (List B)
- Mathematics (List B)

Eligibility

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course or the English as an Additional Language or Dialect Foundation course, and other List A Foundation courses.

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the Mathematics Foundation course and other List B Foundation courses.
Endorsed Programs

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. Examples include workplace learning, Duke of Edinburgh Award, YoH Fest Productions, Youth in Parliament, and other sporting and community achievements.

All endorsed programs successfully completed and reported to the Authority:
- are listed on the student’s WASSA (see below)
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

For WACE purposes a student can count a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12 for more information [http://www.scsa.wa.edu.au/Apps/EP/display.aspx](http://www.scsa.wa.edu.au/Apps/EP/display.aspx)

Endorsed programs need to be arranged with the Career Development Teacher.

Vocational Educational Training (VET)

VET in Schools allows secondary school students to complete part or all of a nationally recognised vocational qualification while still studying towards their secondary graduation. This means school students are able to achieve a WACE graduation and at the same time units of competency or a whole qualification from an Institute of Technology.

VET courses will allow the students to develop work skills and competencies to better equip them on either entering the workforce and/or continuing with Education & Training. VET courses are especially relevant if:
- you are not looking at direct entry into a University course and
- you would prefer an "Industry Recognised" (AQF) qualification that can increase your chance of immediate employment in a traineeship or apprenticeship and/or
- you want to do further training in a Certificate IV, Diploma or Degree.
- you wish to maximize the benefits of a VET Senior School course. You can also select other school subjects that complement and strengthen the VET course

School based Apprenticeship/Traineeship

This is a school based transition from school to an apprenticeship/traineeship.
Certificate II Business Management

**Prerequisite:** Nil

This course develops basic skills and knowledge to prepare for work. It may involve a range of simple tasks under close supervision. The qualification allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. It is suitable for those beginning a career or participating in VET In Schools.

**Unit Content:**
- Apply basic communication skills
- Use business equipment resources
- Work effectively in a business environment
- Use business technology
- Organise and complete daily work activities
- Deliver a service to customers
- Produce simple word processed documents
- Create and use spreadsheets
- Contribution to workplace innovation
- Develop and use a personal budget
- Develop understanding of taxation
- Participate in OHS process

Certificate II Sport and Recreation

**Prerequisite:** Nil

The purpose of this qualification is for individual who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.

**Unit Content:**
- Organise and complete daily work activities
- Provide first aid
- Perform basic water rescues
- Coach beginner or novice participants to develop fundamental motor skills
- Conduct basic warm-up and cool-down programs
- Instruct strength and conditioning techniques
- Provide equipment for activities
- Respond to emergency situations
- Maintain sport, fitness and recreation equipment for activities
- Develop and update sport, fitness and recreation industry knowledge
- Follow work health and safety policies
Certificate II Visual Arts (Photography)

Prerequisite: Nil

This course offers the student a fantastic opportunity to attain a nationally recognized qualification in Visual Arts with a photography focus. The course runs over two years and includes units such as:

Unit Content:
- Capture photographic Images
- Develop digital imaging skills
- Develop and apply photo imaging industry knowledge
- Operate a digital media technology package
- Communicate electronically
- Basic drawing techniques participate in the OHS process
- Make simple creative work
- Source and use information relevant to own arts practice.

Students who successfully complete this course will receive a Certificate 2 in Visual Arts. This will contribute to WACE graduation requirements for both general and ATAR courses. There are no prerequisites for the course; however it is desirable for students to have a background in Visual Arts and Visual Communication. Please note places will be limited.
Pathways Year 11
General information. Counselling provided on an individual basis.

University Pathway
- 4-6 ATAR Subjects
- 1 - 2 General Subjects or VET course

University Pathway via Institute of Technology & Portfolio Entry
- English ATAR course
- And 3 or 4 General Subjects
- And VET Certificate IV - Off Campus
- Please note: Not available for all University courses and at selected Universities only

Institute of Technology (TAFE)
- 5 or 6 General Subjects
- Or VET - In school option
- Or VET - Off Campus
- Or Workplace Learning

Apprenticeship Pathway
- 4 General Subjects
- And Pre Apprenticeship
- Or Workplace Learning
- Or School Based Apprenticeship

Enter Workforce after completing Year 12
- 5 or 6 General Subjects
- Or VET - In school option
- Or VET - Off Campus
- Or Workplace Learning
WORK PLACE LEARNING PROGRAMME: (ADWPL)

Workplace Learning is a structured out-of-school learning programme that provides students with the opportunity to develop work skills, while continuing with school education. Students achieve graduation, industry recognition and links to further education and training.

Workplace Learning is recommended for students wishing to enter Institutes of Technology (TAFE), apprenticeships, traineeships and the workforce in general.

Students on the Workplace Learning programme are required to take Career & Enterprise.

- attend a work placement (one each semester) organised by the student and Workplace Learning Coordinator, this involves one day out of school each week

Enrolment Procedure
An application form must be filled in during Term 3 of Year 10 & 11. Interviews will be conducted in Term 4 of Year 10 or 11. Notification of acceptance will be given out in Term 4.

Not all applicants are accepted. Students must have a positive attitude towards school, and be motivated to learn from different situations. They will also need to display a mature attitude toward their work placement.

Please note it is the students’ responsibility to catch up on school work missed during their placement.

*** Further information may be obtained by contacting the Deputy of Curriculum or Career Development Teacher.
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<tr>
<th>Course of Study</th>
<th>Unit</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Accounting and Finance ATAR</td>
<td>Business Money Minds OR Stream 2 Maths</td>
<td>B</td>
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<tr>
<td>Applied Information Technology ATAR</td>
<td>Year 10 Computing</td>
<td>B</td>
</tr>
<tr>
<td>Biology ATAR</td>
<td>OLNA</td>
<td></td>
</tr>
<tr>
<td>Career &amp; Enterprise General</td>
<td>Nil- Interview with relevant Teacher</td>
<td>C</td>
</tr>
<tr>
<td>Certificate I Business Management</td>
<td>Nil</td>
<td>B</td>
</tr>
<tr>
<td>Certificate II Horticulture</td>
<td>Nil</td>
<td>C</td>
</tr>
<tr>
<td>Certificate II Sport &amp; Recreation</td>
<td>Nil</td>
<td>B</td>
</tr>
<tr>
<td>Certificate II Visual Arts (Photography)</td>
<td>Nil</td>
<td>C</td>
</tr>
<tr>
<td>Chemistry ATAR</td>
<td>Stream 2 Maths AND Stream 1 Science OR</td>
<td>C</td>
</tr>
<tr>
<td>Children, Family &amp; Community General</td>
<td>Nil but Year 10 Childcare / Food Technology advisable</td>
<td>C</td>
</tr>
<tr>
<td>Design Graphics ATAR</td>
<td>Nil but Graphic Art / Visual Communications advisable</td>
<td>C</td>
</tr>
<tr>
<td>Design Graphics General</td>
<td>Year 10 Design Graphics</td>
<td>B</td>
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<tr>
<td>Drama ATAR</td>
<td>Year 10 Drama AND Stream 2 English</td>
<td>B</td>
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<tr>
<td>Drama General</td>
<td>Year 10 Drama preferred</td>
<td>C</td>
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<tr>
<td>Economics ATAR</td>
<td>Stream 2 Humanities</td>
<td>B</td>
</tr>
<tr>
<td>English ATAR</td>
<td>Stream 2 English</td>
<td>B</td>
</tr>
<tr>
<td>English General</td>
<td>Stream 3 English</td>
<td>C</td>
</tr>
<tr>
<td>English Foundation</td>
<td>OLNA</td>
<td></td>
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<tr>
<td>Engineering Studies ATAR</td>
<td>Year 10 Mechatronics</td>
<td>C</td>
</tr>
<tr>
<td>Engineering Studies General</td>
<td>Nil but Year 10 Mechatronics advisable</td>
<td>C</td>
</tr>
<tr>
<td>Food Science &amp; Technology ATAR</td>
<td>Nil but Year 10 Food Technology advisable</td>
<td>C</td>
</tr>
<tr>
<td>Food Science &amp; Technology General</td>
<td>Nil but Year 10 Food Technology advisable</td>
<td>C</td>
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<tr>
<td>French ATAR</td>
<td>Year 10 French</td>
<td>B</td>
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<tr>
<td>Geography ATAR</td>
<td>Stream 2 Humanities</td>
<td>B</td>
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<tr>
<td>Health, Physical &amp; Outdoor Education Foundation</td>
<td>OLNA</td>
<td></td>
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<tr>
<td>Health Studies ATAR</td>
<td>Stream 2 English Health Education</td>
<td>B</td>
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<td>Human Biology ATAR</td>
<td>Stream 1 Science</td>
<td>C</td>
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<tr>
<td>Indonesian ATAR</td>
<td>Year 10 Indonesian</td>
<td>B</td>
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<tr>
<td>Indonesian General</td>
<td>Nil</td>
<td>C</td>
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<tr>
<td>Integrated Science General</td>
<td>Stream 2 Science</td>
<td>C</td>
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<tr>
<td>Literature ATAR</td>
<td>Stream 1 English</td>
<td>B</td>
</tr>
<tr>
<td>Materials, Design &amp; Technology General</td>
<td>Nil - However, Year 10 Materials &amp; Mechanisms OR Year 10 Wood Technology is advisable</td>
<td>C</td>
</tr>
<tr>
<td>Mathematics Applications ATAR</td>
<td>Maths Stream 2</td>
<td>B</td>
</tr>
<tr>
<td>Mathematics Methods ATAR</td>
<td>Maths Stream 1</td>
<td>C</td>
</tr>
<tr>
<td>Mathematics Specialist ATAR</td>
<td>Maths Stream 1</td>
<td>B</td>
</tr>
<tr>
<td>Mathematics Essential General</td>
<td>Maths Stream 2 AND interview with HOLA Maths.</td>
<td>C</td>
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<tr>
<td>Course of Study</td>
<td>Unit</td>
<td>Prerequisites</td>
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<tr>
<td>Media Production &amp; Analysis ATAR</td>
<td>Year 10 Media or Visual Communication</td>
<td>B</td>
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<td></td>
<td>Stream 2 English</td>
<td>B</td>
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<tr>
<td>Modern History ATAR</td>
<td>Stream 2 Humanities</td>
<td>B</td>
</tr>
<tr>
<td>Modern History General</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td>Music ATAR</td>
<td>Previous experience advisable</td>
<td></td>
</tr>
<tr>
<td>Music General</td>
<td>Previous experience advisable</td>
<td></td>
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<tr>
<td>Outdoor Education General</td>
<td>Year 10 Physical Recreation</td>
<td>A</td>
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<tr>
<td>Physics ATAR</td>
<td>Stream 1 Maths &amp; Science</td>
<td>C</td>
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<td></td>
<td>Stream 2 Maths &amp; Science</td>
<td>B</td>
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<tr>
<td>Politics &amp; Law ATAR</td>
<td>Stream 2 Humanities</td>
<td>B</td>
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<tr>
<td>Physical Education Studies ATAR</td>
<td>Stream 2 English, or Stream 2 Science AND Year 9 and 10 Junior Volleyball</td>
<td>B</td>
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<td></td>
<td>B</td>
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<tr>
<td>Technical Graphics ATAR</td>
<td>Year 10 Technical Graphics</td>
<td>C</td>
</tr>
<tr>
<td>Technical Graphics General</td>
<td>Nil – Up to Year 9 Technical graphics advisable</td>
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<tr>
<td>Visual Art ATAR</td>
<td>Year 10 Art AND Year 2 English</td>
<td>B</td>
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<tr>
<td></td>
<td>Stream 2 English</td>
<td>B</td>
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<tr>
<td>Workplace Learning</td>
<td>Career &amp; Enterprise Course and interview with Teacher</td>
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</tr>
</tbody>
</table>
Courses

- ATAR
- General
- Foundation
Accounting & Finance ATAR

A1ACF; A2ACF Year 11
A3ACF, A4ACF Year 12

Prerequisite: B grade for Business Money Minds in Year 10 OR C grade for Mathematics in Year 10.

The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

Unit 1: The focus for this unit is on double entry accounting for small businesses.

Unit 2: The focus for this unit is on accrual accounting.

Unit 3: The focus for this unit is on internal management 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.

Applied Information & Technology ATAR

A1AIT; A2AIT Year 11
A3AIT, A4AIT Year 12

Prerequisite: B grade for Computing in Year 10.

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner.

Unit 1: This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 2: This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being, mindful of the various impacts of technologies within legal, ethical and social boundaries.

Unit 3: This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

Unit 4: This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.
Applied Information Technology Foundation

F1AIT; F2AIT Year 11
F3AIT; F4AIT Year 12

The course develops the ability to use ICT in a personal context, including skills that enable the use of a range of digital and multimedia tools to produce personal digital products and digital solutions. It also develops knowledge and skills associated with computer systems, the personal management of data, personal time management, and being responsible, ethical and informed digital citizens.

Unit 1:
- The computer system Word processing and data management
- Presentation software
- Digital citizenship
- Project management

Unit 2
- Spreadsheets
- Social collaboration

Unit 3
- The computer system
- Word processing and data management
- Presentation software
- Project management

Unit 4
- Online Ethics
- Spreadsheets

Biology ATAR

A1BIO; A2BIO Year 11
A3BIO; A4BIO Year 12

Prerequisite: C grade Stream 1 Science in Year 10 or B grade Stream 2 Science in Year 10.

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

Unit 1 – Ecosystems & biodiversity. The current view of the biosphere as a dynamic system composed of Earth’s diverse, interrelated and interacting ecosystems developed from the work of eighteenth and nineteenth century naturalists, who collected, classified, measured and mapped the distribution of organisms and environments around the world.

Unit 2: - From single cells to multicellular organisms. The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess some common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning.

Unit 3 – Continuity of species. Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring.

Unit 4 – Surviving in a changing environment. In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of infectious disease, present significant
challenges for organisms and require coordinated system responses.

**Career and Enterprise General**

G1CAE; G2CAE Year 11  
G3CAE; G4CAE Year 12

**Prerequisite:**  
Interview with relevant Teacher

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

**Unit 1:** 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.

**Unit 3:** This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

**Unit 4:** This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

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

**Chemistry ATAR**

A1CHE; A2CHE Year 11  
A3CHE; A4CHE Year 12

**Prerequisite:** C grade in Stream 2 Maths in Year 10 AND C grade in Stream 1 Science OR B grade in Stream 2 Science in Year 10.

Chemistry develops students’ understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

**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.

**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.

Children, Family & the Community General

G1CFC; G2CFC Year 11
G2CFC; G3CFC Year 12

Prerequisite: Nil but Year 10 Childcare / Food Technology advisable.

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives.

Unit 1 – Families and relationships

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

Unit 2 – Our community

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

Unit 3 – Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4 – My place in the community

In this unit, students examine the effect on an individual’s development and wellbeing in a society characterised by rapid change. Students examine developmental theories and their influence on cognitive development.

Design Graphics ATAR

A1DES; A2DES Year 11
A3DES; A4DES Year 12

Prerequisite: Nil however Graphic Art / Visual Communications advisable.

The goals of the Design ATAR course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.
**Unit 1 – Product design**

Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

**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.

**Unit 3 – Commercial design**

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.

**Unit 4 – Influential design**

Students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.

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**Design Graphics General**

G1GRA; G2GRA Year 11
G3GRA, G4GRA Year 12

**Prerequisite:** Year 10 Design Graphics C Grade

We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of design is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual’s ability to interact with their environment, to learn from it and to grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via design. This context may include elements of digital media, interactive media, graphics technology, and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional (2D) media.

**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.

**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.

**Unit 3 – Product design**

The focus for 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.

**Unit 4 – Cultural design**

The focus for 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.

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**Drama ATAR**

A1DRA; A2DRA Year 11
A2DRA; A3DRA Year 12

**Prerequisite:** B grade in Year 10 Drama AND B grade in Stream 2 English in Year 10.

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, 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, makeup, props, promotional materials, 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.

Unit 1 – Representational, realist drama

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

Unit 2 – Presentational, non-realist drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

Unit 3 – Reinterpretation of drama for contemporary audiences

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

Unit 4 – Contemporary and devised drama

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

Please note: Production for this course is during week 8, Term 3. Rehearsals outside of school hours are compulsory for this assessment.

Drama General

G1DRA; G2DRA Year 11
G3DRA; G4DRA Year 12

Prerequisite: C grade Year 10 Drama preferred

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

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.

Unit 1 – Dramatic storytelling

This unit engages students with the skills, techniques and conventions of dramatic storytelling.

Unit 2 – Drama performance events

This unit focuses on drama performance events for an audience other than their class members.
Unit 3 – Representational, realist drama

This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

Unit 4 – Presentational, non-realist drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

Please note: Youth on Health Festival Performance Production for this course is during week 7 or 8, Term 3. Rehearsals outside of school hours are compulsory for this assessment.

Economics ATAR

A1ECO; A2ECO Year 11
A3ECO; A4ECO Year 12

Prerequisite: B grade Stream 2 Humanities in Year 10

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

The course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government.

Unit 1 – Microeconomics

Students explore the workings of real world markets with an emphasis on the Australian economy.

Unit 2 – Macroeconomics

Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

Unit 3 – Australia and the global economy

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4 – Economic policies and management

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government’s capacity to achieve its objectives.

English ATAR

A1ENG; A2ENG Year 11
A3ENG; A4ENG Year 12

Prerequisite: B grade Stream 2 English in Year 10.

The English ATAR course focuses on developing students’ analytical, creative, and critical thinking skills. Through different language modes, students will evaluate how texts are produced and how they are received. They will also review communication skills and their effectiveness.

The course encourages students to critically engage with texts from their contemporary
world, other cultures, the past and Australia. 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. Students will also create imaginative, interpretive, persuasive and analytical responses through a range of written, oral, multimodal and digital forms.

**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.

**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.
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, training, workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills.

Students within this course comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

**Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts.**

- 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 focuses on interpreting ideas and arguments in a range of texts and contexts.**

- 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.

**Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.**

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

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them.

- 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.

When Reading texts, students learn:
- How texts work
- Why texts use a particular form
- How texts use the conventions of a particular form
- How texts use language for particular purposes and audiences
- How texts promote values and attitudes

When Producing texts, students learn:
- How to use language, including appropriate spelling, punctuation and grammar
- How to spell and pronounce words effectively
- How and when to use punctuation
- How to learn and use concepts of English grammar
- How to shape language for particular purposes and audiences
- How to brainstorm ideas
- How to shape or structure a text to make it work
- Why a particular form is appropriate
- How to use the conventions of a particular form
- How to promote values and attitudes
- How to reflect on the strengths and weaknesses of texts created
- How texts can be interpreted in different ways

When Speaking and Listening, students learn:
- How to shape or structure an oral text for particular purposes and audiences
- Why a particular form is appropriate
- How to use the spoken language conventions of a particular form
- How to use spoken language techniques for particular purposes and audiences
- How to listen attentively and purposefully
- How to promote values and attitudes
- How to engage in a variety of speaking and listening scenarios

English Foundation

F1ENG; F2ENG Year 11
F2ENG; F3ENG Year 12

The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening. Students will apply these skills to work, learning, community and personal contexts.

This course is for students who have not demonstrated the required literacy standard in the OLNA test and aims to foster student development and improvement in English literacy. Literacy is defined broadly to include reading and writing ability, verbal or spoken literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. They will also work to improve their comprehension and production of texts for the purposes of a learning or working environment.
**Engineering Studies ATAR**

**A1EST; A2EST Year 11**  
**A3EST; A4EST Year 12**

**Prerequisite:** C grade for Mechatronics in Year 10

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

**Unit 1**  
In the development of an engineering project, students study core engineering theory and their chosen specialist area theory. They develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non-renewable energy.

Students then select and analyse the most suitable concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagrams and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

**Unit 2**  
This unit develops students’ understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

**Unit 3**  
In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment.

Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

**Unit 4**

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

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**Engineering Studies General**

**G1EST; G2EST Year 11**  
**G3EST, G4EST Year 12**

**Prerequisite:** Nil but Year 10 Mechatronics advisable.

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

Unit 1

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant theory of their chosen specialist area, and learn to integrate and use this knowledge to develop and present proposals for practical solutions.

Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

Unit 2

In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society.

Unit 3

In this unit, students also develop a greater understanding of the engineering design process and learn and apply more complex theory and understanding to a student developed design brief. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

Unit 4

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

**Food Science and Technology ATAR**

A1FST; A2FST  Year 11  
A3FST; A4FST  Year 12

**Prerequisite:**

In the Food Science and Technology ATAR course, students explore innovations in science and technology and changing consumer demands. New and emerging foods have encouraged the design, development and marketing of a range of products, services and systems. Students investigate food issues and advertising strategies used to promote food products. They examine influences on the supply of food for the world’s population and explore issues associated with food security, equity and sustainability.

This course enables students to develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations.

**Unit 1 – Food science**

In this unit, students explore how sensory, physical and chemical properties influence the selection, use and consumption of raw and processed foods.

**Unit 2 – The undercover story**

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and preservation principles. They consider the laws and regulations that determine the way food is safely preserved, packaged, labelled and stored.
Unit 3 – Food diversity and equity

This unit focuses on the relationships between food science and technology, food consumption patterns and issues of food diversity and equity in Australian society. Students investigate biotechnology and the process of genetic modification and determine the benefits and risks involved. They analyse factors that influence food selection, including advertising and marketing practices. Influences on the development and production of functional foods, food products, services and systems are examined.

Unit 4 – The future of food

In this unit, students explore how food production systems can provide a sustainable supply of food for current and future world populations. They examine technologies that create innovative food products and investigate influences on global food supply, unequal distribution of food resources and consequences of global food inequity. Influence of food innovation in the development of food products and the impact of food availability, selection, consumption and the nutritional value of food for specific demographic groups are investigated.

Food Science and Technology General

G1FST; G2FST Year 11
G3FST; G4FST Year 12

Prerequisite: Nil but Year 10 Food Technology advisable

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 develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands.

Unit 1 – Food choices and health

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

Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, which 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.

Unit 3 – Food science

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.
Unit 4 – The undercover story

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.

French: ATAR

A1FSL; A2FSL Year 11
A3FSL; A4FSL Year 12

Prerequisite: B grade for French in Year 10

The French: 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 French-speaking communities. The French: 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.

Application for enrolment in a language course

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, to ensure that students select the course best suited to their linguistic background and educational needs. 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 website at www.scsa.wa.edu.au

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.

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.

**Geography ATAR**

A1GEO; A2GEO Year 11  
A3GEO; A4GEO Year 12

**Prerequisite:** B grade Stream 2 Humanities in Year 10

**Scope of the Curriculum:**

The Geography ATAR course promotes students’ communication abilities by building their skills of spatial and visual representation and interpretation through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms. In addition, students communicate their conclusions by written and oral means.

**Unit 1 – Natural and ecological hazards**

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen.

**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 political and social consequences.

**Unit 3 – Global environmental change**

In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

**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 and megacities.

**Health, Physical & Outdoor Education Foundation**

F1HOP; F2HOP Year 11  
F3HOP; F4HOP Year 12

This course is for students who have not demonstrated the required literacy standard in the OLNA.

In this course, students will develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others. Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan.

**Unit 1 Fitness**

Students learn about the health-related components of fitness, and participate in various activities to measure their fitness. They also learn about the health and social benefits of being fit, and examine the key features of programs to improve fitness.

**Unit 2 Consumer health**

Students learn about preventive healthcare approaches in Australia, options for health insurance, and key health literacy skills. They explore the meaning of preventive health and
examine behavioural actions and strategies which protect and improve health.

Unit 3 Healthy lifestyle
Students learn about the important components of a healthy balanced lifestyle with a focus on nutrition, physical activity and other relevant health issues. Students examine these factors and identify and apply actions and strategies to improve personal health and wellbeing.

Unit 4 Health promotion
Students explore the diverse influences on health and how health promotion initiatives aim to encourage and enable individuals and communities to increase control over these influences (often referred to as health determinants). Students review the factors that influence their health, and the impact of personal beliefs, attitudes and values on health behaviour.

Health Studies ATAR

A1HEA; A2HEA Year 11
A3HEA; A4HEA Year 12

Prerequisite: B grade Stream 2 English or A grade Health Education in Year 10

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

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

Unit 1
This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

Unit 2
This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

Unit 3
This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.
Unit 4
This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

Human Biology ATAR

A1HBY; A2HBY Year 11
A3HBY; A4HBY Year 12

Prerequisite: C grade Stream 1 Science or B grade Stream 2 Science in Year 10

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures.

Unit 1 – The functioning human body
In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and inheritance
In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

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.

Indonesian: Second Language ATAR

A1IND; A2IND Year 11
A3IND; A4IND Year 12

Prerequisite: B grade Year 10 Indonesian

The Indonesian: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills.

Application for enrolment in a language course
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, to ensure that students select the course best suited to their linguistic background and educational needs. 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

Unit 1
This unit focuses on Saat ini aku disini (Here and now). Through the three topics: Being teen, what does it mean?, Indonesian communities, and Staying connected, students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Unit 2
This unit focuses on Bisa saya bantu? (Can I help you?). Through the three topics: My country Australia, On exchange, and Careers and travel, students extend their communication skills in Indonesian and gain a broader insight into the language and culture.

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

Unit 4
This unit focuses on Isu hangat (Exploring issues). Through the three topics: Youth issues, Social issues, and Australia/Indonesia relations, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Indonesian: General

G1IND; G2IND Year 11
G3IND; G4IND Year 12
Prerequisite: Nil

The Indonesian Second Language General course is designed to enable students to gain knowledge and an understanding of the culture and the language of Indonesian speaking communities. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalized society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning.

Application for enrolment in a language course
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, to ensure that students select the course best suited to their linguistic background and educational needs. Information about the process, including an application form, is sent to schools at the end of Term 2.

Unit 1
This unit focuses on Dunia remaja (The world of youth). Through the three topics: My world, your world, Lifestyles of Indonesian teenagers, and Trends and technology, students develop communication skills in Indonesian and gain an insight into the language and culture.

Unit 2
This unit focuses on Berjalan-jalan di Indonesia (Out and about in Indonesia). Through the three topics: Living in my community, Visiting Indonesia, and Tourism and travel, students develop communication skills in Indonesian and gain an insight into the language and culture.
Unit 3
This unit focuses on *Saat ini aku di sini* (Here and now). Through the three topics: Being teen, what does it mean?, Indonesian communities, and Staying connected, students continue to develop communication skills in Indonesian and gain further insight into the language and culture.

Unit 4
This unit focuses on *Bisa saya bantu?* (Can I help you?). Through the three topics: My country Australia, On exchange, and Careers and travel, students continue to develop communication skills in Indonesian and gain further insight into the language and culture.

**Integrated Science General**

G1ISC; G2ISC Year 11
G3ISC; G4ISC Year 12

**Prerequisite:** C grade Stream 2 Science in Year 10

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology.

**Unit 1**
The emphasis of this unit is on biological and Earth systems, focusing on the following topics:
- interrelationships between Earth systems
- structure and function of biological systems
- ecosystems and sustainability
- species continuity and change.

**Unit 2**
The emphasis of this unit is on physical and chemical systems, focusing on the following topics:
- atomic structure
- chemical reactions
- mixtures and solutions
- motion and forces
- energy.

**Unit 3**
The emphasis of this unit is on biological and Earth systems focusing on the following topics:
- interrelationships between Earth systems
- structure and function of biological systems
- ecosystems and sustainability
- species continuity and change.

**Unit 4**
The emphasis of this unit is on physical and chemical systems, focusing on the following topics:
- chemical reactions
- mixtures and solutions
- motion and forces
- energy.

**Literature ATAR**

A1LIT; A2LIT Year 11
A3LIT; A4LIT Year 12

**Prerequisite:** B grade Stream 1 English in Year 10

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 establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.
Unit 1
Unit 1 develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2
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.

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. 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.

Materials Design and Technology General

G1MDTW; G2MDTW Year 11
G3MDTW; G4MDTW Year 12

Prerequisite: Nil - However, Year 10 Materials & Mechanisms OR Year 10 Wood Technology is advisable.
The Materials Design and Technology General course is a practical course. Students work with wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practice skills that contribute to creating a physical product, while acquiring and appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management.

Unit 1
Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

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

Unit 2
Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

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

Unit 3
Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques.

Unit 4
Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.
Mathematics Applications
ATAR
A1MAA; A2MAA Year 11
A3MAA; A4MAA Year 12

Prerequisite: B grade Maths Stream 2 in Year 10

The Mathematics Applications ATAR course 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.

Unit 1
- 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 spreadsheets
- Algebra and matrices - The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.
- Shape and measurement - The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes

Unit 2
- Univariate data analysis and the statistical investigation process - develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.
- Applications of trigonometry - 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.

Unit 3
- 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. The content is to be taught within the framework of the statistical investigation process.
- 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. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time.
- Graphs and networks - 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
- Time series analysis: study of statistics by introducing them to the concepts and techniques of time series analysis.
- 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.

Mathematics Methods ATAR
A1MAM; A2MAM Year 11
MAM; A4MAM Year 12

Prerequisite: C grade Maths Stream 1 in Year 1 and discussion with Head of Mathematics.
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.

Unit 1

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. 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. 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

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’.

Unit 3

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 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.

Unit 4

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.

Mathematics Specialist ATAR

A1MAS; A2MAS Year 11
A3MAS; A4MAS Year 12

Prerequisite: B grade Maths Stream 1 in Year 10

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.

Unit 1

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 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

In Unit 2, Matrices provide 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.

Unit 3

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

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.

Mathematics Essential General

G1MAE; G2MAE Year 11
G3MAE; G3MAE Year 12

Prerequisite: Maths Stream 2 ‘C’ grade AND interview with HOLA Maths.
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.

Unit 1
- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2
- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Unit 3
- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

Mathematics Foundation
F1MAT; F2MAT Year 11
F3MAT; F4MAT Year 12

This course is for students who have not demonstrated the required numeracy standard in the OLNA.

Mathematics Foundation focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Unit 1
This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

Unit 2
This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

Unit 3
This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.

Unit 4
This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered
in personal, workplace and community contexts.

**Media Production and Analysis ATAR**

A1MPA; A2MPA Year 11
A3MPA; A4MPA Year 12

**Prerequisite:** C grade Media or Visual Communication OR C grade Stream 2 English in Year 10

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.

**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.

**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.

**Modern History ATAR**

A1HIM; A2HIM Year 11
A3HIM; A4HIM Year 12

**Prerequisite:** B grade Stream 2 Humanities in Year 10

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of
historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

**Unit 1 – Understanding the modern world**

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. Elective: The American Revolution (1763-1812)

**Unit 2 – Movements for change in the 20th century**

The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. Elective: Nazism in Germany.

**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.

**Unit 4 – The modern world since 1945**

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

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**Modern History General**

G1HIM; G2HIM Year 11  
G3HIM; G4HIM Year 12  

**Prerequisite:** Nil

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

**Unit 1 – People, place and time**

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative.

**Unit 2 – Power and authority**

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other.

**Unit 3 – Societies and change**

Students learn about the evolving nature of societies and the various forces for continuity and change that exist.

**Unit 4 – Historical trends and movements**

Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to historical trends and movements.
**Music ATAR**

A1MUS; A2MUS Year 11  
A3MUS; A4MUS Year 12

**Prerequisite:** Previous experience advisable

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts.

**Music General**

G1MUS; G2MUS  
G3MUS; G4MUS

**Prerequisite:** Previous experience advisable

The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively.

**Outdoor Education General**

G1OED; G2EOD  
G3OED; G4OED

**Prerequisite:**  
Grade A Physical Recreation Year 10

The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

**Unit 1 – Experiencing the outdoors**

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and ‘Leave No Trace’ principles are introduced.
**Unit 2 – Facing challenges in the outdoors**

This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

**Unit 3 – Building confidence in the outdoors**

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

**Unit 4 – Outdoor leadership**

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills, and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others’ leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

**Physics ATAR**

A1PHY; A2PHY Year 11
A3PHY; A4PHY Year 12

**Prerequisite:** C grade Stream 1 Maths & Science OR B grade Stream 2 Maths & Science in Year 10
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.

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.

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.

Politics and Law ATAR

A1PAL; A2PAL Year 11
A3PAL; A4PAL Year 12
Prerequisite: B grade Stream 2 Humanities in Year 10

The Politics and Law ATAR course provides a study of the processes of decision making concerning society’s collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practiced in Australia and makes comparisons with other political and legal systems.

Unit 1 – Democracy and the rule of law
This unit examines Australia’s democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 2 – Representation and justice
This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Unit 3 – Political and legal power
This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the
system, making reference to particular political and legal developments and issues.

Unit 4 – Accountability and rights
This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

Physical Education Studies ATAR

A1PES; A2PES Year 11
A3PES; A4PES Year 12

Prerequisite: B grade Stream 2 English OR B grade Stream 2 Science AND B grade Year 9 and 10 Junior Volleyball in Year 10

Physical Education Studies contributes to the development of students’ physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

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.

Unit 3
The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4
The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

Technical Graphics ATAR

A1DTG; A2DTG Year 11
A3DTG; A4DTG Year 12

The Design ATAR course gives students the opportunity to develop their 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 emphasis on the Design ATAR course is the ‘Scope of Design’ in professional industries. Each unit will include the following context:

- Design elements and principles
- Design process and methods
- Communication theories
- Stakeholders
- Production processes and methods
- Materials and technologies

Unit 1 – Product design
Students learn that the commercial world is comprised of companies, requiring consumer
products, services and brands for a particular audience.

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.

Unit 3 – Commercial design
Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.

Unit 4 – Influential design
Students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.

Technical Graphics General
G1DTG; G2DTG Year 11
G3DTG; G4DTG Year 12

Prerequisite: Nil – Up to Year 9 Technical graphics advisable.

Throughout the ‘Design General Course’, students will develop the necessary 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, analyze problems and devise innovative strategies through projects.

Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly 3D subjects, usually of an industrial nature. Each unit will include the following context:

- Design elements and principles
- Design process and methods
- Communication theories
- Stakeholders
- Production processes and methods
- Materials and technologies

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.

Unit 2 – 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.

Unit 3 – Product Design
Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

Unit 4 – 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.

Visual Arts ATAR

A1VAR; A2VAR Year 11
A3VAR; A4VAR Year 12

Prerequisite: B grade Art AND B grade Stream 2 English in Year 10

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.

Unit 1 – Differences
The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

Unit 2 – Identities
The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

Unit 3 – Commentaries
In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries.

Unit 4 – Points of view
In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.
WORK PLACE LEARNING PROGRAMME: (ADWPL)

Workplace Learning is a structured out-of-school learning programme that provides students with the opportunity to develop work skills, while continuing with school education. Students achieve graduation, industry recognition and links to further education and training.

Workplace Learning is recommended for students wishing to enter Institutes of Technology (TAFE), apprenticeships, traineeships and the workforce in general.

Students on the Workplace Learning programme are required to take Career & Enterprise.

- attend a work placement (one each semester) organised by the student and Workplace Learning Coordinator, this involves one day out of school each week

Enrolment Procedure
An application form must be filled in during Term 3 of Year 10 & 11. Interviews will be conducted in Term 4 of Year 10 or 11. Notification of acceptance will be given out in Term 4.

Not all applicants are accepted. Students must have a positive attitude towards school, and be motivated to learn from different situations. They will also need to display a mature attitude toward their work placement.

Please note it is the students’ responsibility to catch up on school work missed during their placement.

*** Further information may be obtained by contacting the Deputy of Curriculum or Career Development Teacher.
Assessment Policy

The following guidelines have been developed to allow students, parents and teachers at Mandurah Baptist College to have a clearly defined framework of the expectations and responsibilities in the assessment process.

- Students are to complete the prescribed work requirements of each subject by the due date.
- Teachers are to ensure that the assessment process is fair, comprehensive, valid and clearly communicated.
- Parents are able to be aware of assessment schedules through the student diary, course overviews or via the College website.

These guidelines are to be taken in conjunction with the accompanying flowcharts addressing late submission and non-completion of assessments.

Failure of a student to submit tasks by the due date:
Extension without penalty may be granted by gaining permission two days before the due date or as stipulated by the teacher.

Acceptable reasons for not submitting tasks:
- Ongoing hospital treatment - doctor’s certificate submitted on day of return
- Family crisis – note on return or parent contact in advance
- Illness – parent note required (doctor’s certificate required for Upper School)
- Travel – advised in advance

The student will be marked as absent and the task will not be considered part of the overall grade.

Unacceptable reasons for not submitting tasks:
- IT issues – drafts can be submitted on time
- Social reasons
- Extra-curricular activities

The steps outlined in the ‘Late Submission Flow Chart’ will be followed.

Plagiarism:
If a student has copied up to four lines then the student will be reminded that this needs to be quoted with appropriate referencing. There is no penalty in this case.

If larger amounts of work are copied from reference material the student will be asked to resubmit within one week with a penalty of 20% of the value of the assessment. Parents will be advised.

If this occurs again in the same subject the student receives 0% for the assessment and the Deputy Principal – Curriculum will arrange an interview with the student’s parents.

This does not apply to copying from another student’s work. This is covered by cheating and different consequences apply.
Cheating
Cheating in assessments and tests is very serious and, at the discretion of the Head of Learning Area, the student may be penalised with a lower mark, including 0%, and parents will be notified.

Procedures for considering evidence of cheating:
   i. Teacher advises HOLA
   ii. The student is interviewed
   iii. Evidence and observations are considered
   iv. Interview witnesses if necessary
   v. Records of the process are kept
   vi. Appropriate marks are awarded

Special Arrangements:
If a student is injured and unable to complete practical or written work, the student will be given alternative assessments if possible e.g. observations, use of a scribe
Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support for the student’s learning program.
Students with documented additional needs will be catered for in accordance with School Curriculum and Standards Authority guidelines. Appropriate strategies could be:
   • Pre-counselling as to course content, assessment, possible problems
   • Providing extra time for written assessments
   • Providing tests and exams with a larger font size or on coloured paper
   • Providing alternative seating and extra time allowance for hearing impaired students
   • Providing a scribe
   • Allowing the use of a computer / laptop
   • Allowing extensions of time if medical problems have interfered with the completion of work.
Upper School Assessment

Late Assessments
- Yellow form
- Email

Absent on Day
- Assignment
  - No Medical Certificate
- Test
  - Medical Certificate
  - No Medical Certificate

Poor Standard
- Resubmit by negotiation
- Within 1 week
  - 10% penalty

No penalty on return
0%
SENIOR SCHOOL COMPLAINTS POLICY

Mandurah Baptist College is a community and as such, there will be times when parents/guardians will wish to make suggestions, may have a complaint or raise a concern that needs addressing. Mandurah Baptist College takes these issues seriously and welcomes such feedback. The Complaints System is outlined briefly below to assist families should such a need occur. Please remember it is our policy that we wish to deal with issues sooner rather than later.

A complaint will be treated as an expression of genuine dissatisfaction that needs a response.

Mandurah Baptist College wishes to ensure that:

1.) Parents/Guardians have an understanding of how to make a complaint should the need or situation arise

2.) Mandurah Baptist College responds within a reasonable time frame and in a courteous and efficient manner

3.) Parents/Guardians understand that they are listened to and that complaints are viewed seriously

4.) Action is taken where appropriate

“How should I complain?”

When you raise a complaint, please be as clear as possible about what is troubling you. Staff members at the Mandurah Baptist College will be happy to help. It may be best to start with the person most closely concerned with the issue – for example, the relevant Coordinator. They may be able to sort things out quickly, with little fuss. A phone call is the quickest means of contact or a letter is also appropriate. However you may feel the issue needs to go to a senior staff member such as the Principal.

“I don’t want to complain as such, but there is something bothering me.”

Mandurah Baptist College staff are working towards the same purpose as yourself – the education and well-being of students. Staff want to hear your views and ideas. Contact a staff member, as above.

“I am not sure whether to complain or not.”

If you have a concern, as a parent/guardian you are entitled to raise it with the College. If in doubt, remember we are here to help. Sometimes it is reassuring just to talk your concerns through with someone.
“What will happen next?”

If you raise something on the phone or in person, it may be resolved immediately and to your satisfaction. If you forward a complaint or suggestion in writing, the College will contact you within 5 working days to respond to your concerns and explain how the matter will proceed. In many cases the person will need to discuss the matter with a colleague and will consider it further before responding. You will be given a date by which time you will be given a response. If a detailed explanation of the issue is needed, a letter or report will be sent to you as quickly as possible. This letter will inform you of the outcome of the complaint. It will explain the conclusion, the reasons for it and any action taken or proposed.

“What happens about confidentiality?”

Your complaint or concern will be treated as confidential and with respect. Knowledge of the issue will remain limited to the Principal and to those directly involved. The Chairman of the College Board may also need to be informed in some matters. It is a College policy that complaints made by parents/guardians should not rebound adversely on the student.

We cannot entirely rule out the need to make third parties outside the College aware of a complaint and possibly also the identities of those involved. This would only happen in a case where the student’s safety is at risk or where it became necessary to refer a matter to the police. As a parent/guardian, you would be fully informed.

“What if I am not satisfied with the outcome?”

We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

If you are not satisfied, the Principal will offer to refer the matter to the Chair of the School Governing Body. Alternatively, you may wish to write directly to the Chair. The Chair will call for a full report from the Principal, and will examine matters thoroughly before responding. This may result in a satisfactory solution, but if it does not, the Chair will invite you to a meeting. You may wish to be supported by a friend, but legal representation would not be appropriate at this stage.

If the meeting does not bring about a resolution, the matter would be referred to an independent arbiter. It is his/her task to look at the issues in an impartial and confidential manner. The Arbiter will invite you to a meeting. You will be asked if there are any papers you would like to have circulated beforehand. As with the Chair’s meeting, you will be invited to bring a friend with you.

The school recognises and acknowledges your entitlement to complain and we hope to work with you in the best interests of the children and young people in our care.
STUDENTS COMPLAINTS PROCEDURE

“How do I make a complaint?”
By talking about it or by writing it down if you find that easier.
You can do it by yourself, or through your parents.

“To Whom?”
To anyone on staff.

“Does it matter what the issue is?”
No, it can be a big problem or a small one. By discussing it, you may come up with some positive ideas.

“What will happen next?”
If possible, the staff member will deal with it in person. If not, he or she will go on your behalf to someone who can help.

“Do others have to know?”
If you are worried about confidentiality, tell the staff – they will understand.
Even if you find the issue hurtful or embarrassing, don’t worry – it will only be discussed by staff that can help you.
A complaint will be treated as an expression of genuine dissatisfaction that needs a response. All complaints are “Confidential”

Contact School (08 9583 7000)
Or lodge an online complaint
Be as clear as possible about what is troubling you, the nature of your complaint and what department is involved, e.g. Homework, Teacher, Uniform.
Response will be made within 5 days.

Complaint or concern regarding what is being taught / academic standards referred to Head of Learning Area
If required further follow up referred to Deputy of Curriculum
If required further follow up referred to Principal

Complaint or concern - Bullying / Student Pastoral care / behaviour management Referred to Head of Year
If required further follow up referred to Deputy of Pastoral Care
If required further follow up referred to Principal

Complaint or concern regarding particular Teacher - referred to Principal
If complaint is not resolved full report will be submitted to Chairman of the Board
If complaint remains unresolved, concern will be referred to an independent arbiter