

# Mandurah Baptist College



WACE 2020 Handbook

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# 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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**MANDURAH  
BAPTIST COLLEGE**

BE STRONG & COURAGEOUS



# Introduction

This handbook 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.

In Years 11 and 12 all students study towards the achievement of a Western Australian Certificate of Education (WACE); attainment of the WACE is considered to be successful completion of high school. All students, regardless of whether they achieve a WACE or not, will receive an official statement of results, called a WASSA, from the School Curriculum and Standards Authority. The WACE (and WASSA) are a certification of student results. More information about the WACE and WASSA is contained in this handbook.

In addition, some Year 11 and 12 students may also be studying towards direct university entrance by seeking to obtain an ATAR, which will allow them (if the ATAR is sufficient) direct entry into the university course of their choice. Alternative methods of entry to university, besides the ATAR, also exist. Further information about university entrance is also contained in this handbook.

In addition to information about the WACE and ATAR, this handbook contains a range of details in regards to Year 11 and 12 at Mandurah Baptist College, including courses offered and descriptions of each course, prerequisites for course study, the course selection process, examinations, study options, external studies and the College's Upper School Assessment Policy.

It is our hope that the information contained herein can assist in making informed course decisions for Years 11 and 12 that can lay the foundation for a successful future.

## MORE INFORMATION

More information about many of the subjects presented in this handbook can be found by accessing the links below;

### School Curriculum and Standards Authority

Main Page: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

Year 10 Handbook:

[http://www.scsa.wa.edu.au/Senior\\_Secondary/The\\_WACE/WACE\\_Requirements/Year\\_10\\_WACE\\_info](http://www.scsa.wa.edu.au/Senior_Secondary/The_WACE/WACE_Requirements/Year_10_WACE_info)

### Tertiary Institutions Service Centre

Main Page:

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

2019 University Admission Requirements:

<http://tisc.edu.au/static-fixed/guide/slar-2019.pdf>

*2020 Admission Requirements will be available on the TISC website soon.*

# Upper School Expectations

At Mandurah Baptist College, we seek to encourage and promote high standards of our students. As students in the senior years are the oldest students within the College, they are watched by the junior students as role models to follow. Accordingly, it is our expectation that senior students exemplify College standards such as:

## *Sound organisational skills*

By Upper School, students are expected to assume significantly increased responsibility for their learning. As a period of transition into a post-school world, it is the student's responsibility to ensure they understand and adhere to the requirements of the courses they are enrolled in. It is essential that students keep track of work due through efficient use of diaries and task lists rather than being dependent on continual reminders from their teachers.

## *Role model respectful and dignified behaviour*

Upper school students are expected to constructively partner with their teachers and the College to advance their learning and role model mature conduct to students in lower school years. Disruptive, uncooperative or unproductive conduct will not be ignored or treated lightly.

## *Excellent attendance record*

To achieve the very best academic results it is essential that students are present at school. Absences during school terms for family holidays are not wise for students in Year 11 and 12. Additionally, absences when an assignment is due or test conducted are considered very serious and limited flexibility is given. Generally if a student is absent on the day of an assessment, they require a valid reason to avoid academic penalty (loss of marks). More detail about this policy is provided in the Assessment Policy at the end of this booklet.

## *Contribute to the cultural life of the College*

By Upper School we expect students to start displaying maturity cognisant with preparing to be an active citizen in the adult world. To borrow from US President John F Kennedy when he urged "Ask not what your country can do for you, ask what you can do for your country", we encourage our Upper School students to begin being more focused on what they can offer, share and contribute to the life of the College.

## *Home learning and study*

As students get older, many find themselves juggling a range of time-consuming activities outside of school such as part time jobs, driving lessons, sporting commitments and so forth. In managing these commitments, it is important that enough time be kept aside for home learning and study. As a general guide, the following time requirements should be considered the minimum:

- For an ATAR course – 3 hours per week.
- For a General course – 1½ hours per week.

## *High standard of personal presentation and grooming*

Recognising that they are ambassadors for the College whenever in uniform, we expect our senior students to take pride and care in the appearance of their uniform and their personal grooming. Students are reminded that the reputation of the College is affected by their conduct whenever in uniform, and that that reputation will have a bearing on their employability for years to come.

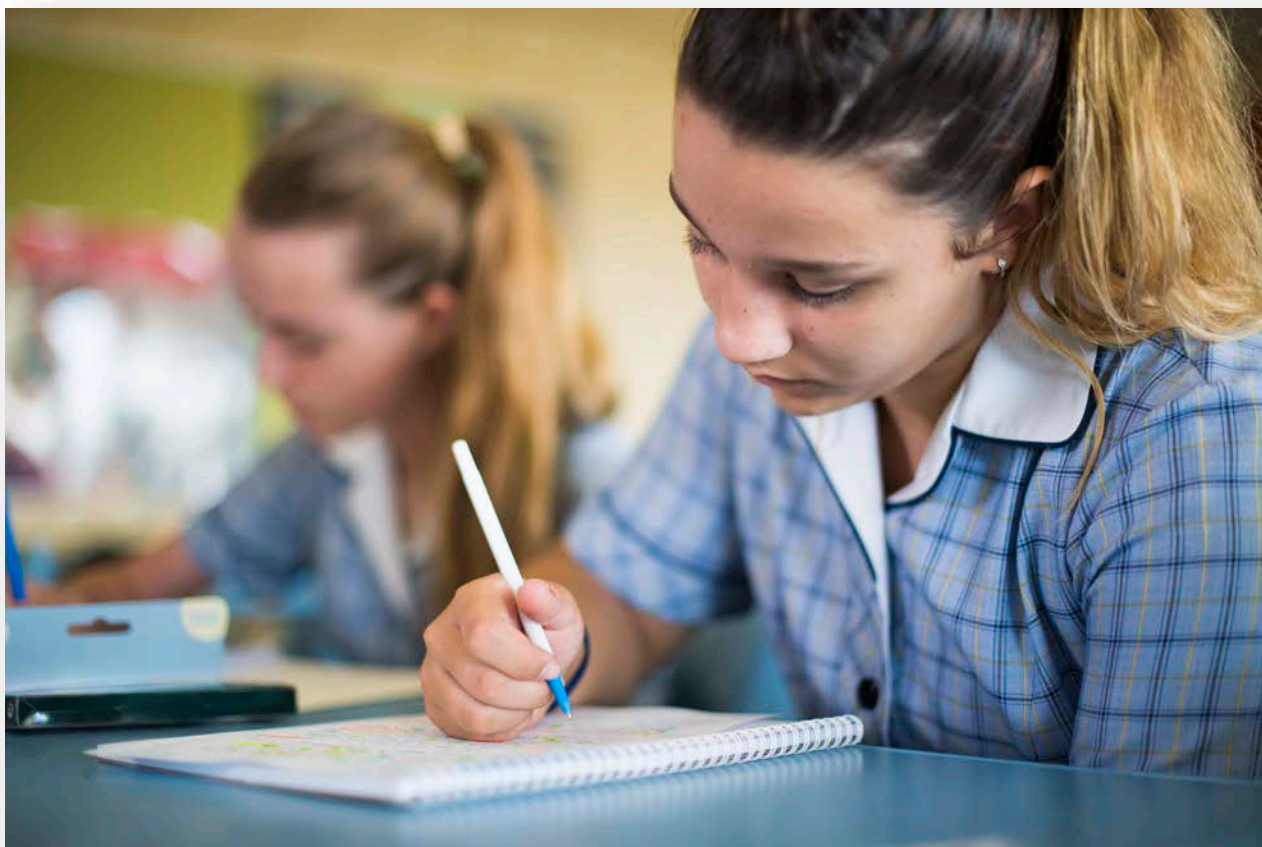
## Attendance

Students and parents of students need to be aware that attendance issues become more significant in Upper School. The College is bound to the regulations set by the School Curriculum & Standards Authority (SCSA).

One SCSA expectation is that students participate in a minimum of 55 hours of class time per course per semester. This minimum applies after allowing for medical and other absences. Should students fall below this 55 hour threshold, it may become difficult for the College to certify a student as having satisfied course completion requirements. This could result in a U (unfinished) grade being issued, which does not contribute towards WACE completion.

These attendance requirements become important when non-essential travel during the term, such as a family holiday, is considered. Non-essential trips are strongly discouraged and are not considered to be approved absences for the purposes of late submission of assessments.

Responsibility for meeting school deadlines and catching up on any work missed as a result of an absence rests with the student. To avoid academic penalty, if a student knows they are going to be absent they should discuss the absence with their teachers and ensure any work due is submitted prior to the absence.



# The Western Australian Certificate of Education (WACE)

## *Background and terminology*

The WACE (Western Australian Certificate of Education) is a certificate that demonstrates significant achievement over Years 11 and 12. Achievement of the WACE requirements signifies successful completion of Years 11 and 12.

## THE WACE REQUIREMENTS

To achieve a WACE, a student must satisfy the following:

### *General requirements*

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

### *Breadth and depth*

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

- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts/English/languages/social sciences) and List B (mathematics/ science/technology).

### *Achievement standard*

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

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

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

### *- VET qualifications*

- o Certificate I is equivalent to two Year 11 units
- o Certificate II is equivalent to two Year 11 and two Year 12 units
- o Certificate III or higher is equivalent to two Year 11 and four Year 12 units

- *Endorsed programs* – unit equivalence is identified on the Authority's approved list of endorsed programs (see below for more details)

## WACE COURSES

There are five types of courses developed by the Authority which contribute to the WACE; three of which are offered at Mandurah Baptist College.

1. **ATAR** course units for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. **General** course units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority, although they do involve an externally set task in Semester One of Year 12.
3. **Foundation** course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy. These are offered as deemed necessary in consultation with specific students and their families and the Learning Support team. **Foundation courses will not appear on the course selection grid.**

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 can be studied as a pair, Unit 3 and Unit 4 must be studied as a pair.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority (within the first four weeks of Term 1); or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. Please see the 'Course Change' section below for further detail about changing courses.

*A summary of WACE courses students may select from for Year 11 studies in 2019. Please note that this list is provisional and course offerings may change.*

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

\* Courses marked with an asterisk have both a written and a practical examination/component when studied at the ATAR level.

## VOCATIONAL EDUCATIONAL TRAINING (VET)

VET qualifications allow secondary school students to complete part or all of a nationally recognised vocational qualification while still studying towards their WACE. This means school students are able to achieve a WACE and at the same time units of competency towards or a whole vocational qualification.

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.



VET (Vocational Education and Training) is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. **If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.**

Please see the course description section for details of what courses are to be offered as VET programs next year at the College. These courses are delivered by the College in partnership with the stated RTO; students are enrolled with the RTO, but training and assessment is conducted by teachers at the College on behalf of the RTO.

In addition to internally-offered VET courses, Mandurah Baptist College also partners with several agencies to enable students to study vocational courses off campus; see the 'TAFE' section below for more details.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

### ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, performance in school productions and independently administered examinations in music, speech and drama.

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

More information about endorsed programs can be found at:

[http://senior-secondary.scsa.wa.edu.au/\\_\\_\\_data/assets/pdf\\_file/0007/76165/Endorsed\\_Programs\\_brochure\\_2016.pdf](http://senior-secondary.scsa.wa.edu.au/___data/assets/pdf_file/0007/76165/Endorsed_Programs_brochure_2016.pdf)

Endorsed Programs credit is administered by the VET and Workplace Learning Coordinator.

### LITERACY AND NUMERACY REQUIREMENTS

There are two parts to demonstrating competence in literacy and numeracy. Firstly, students are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

The minimum standard can be demonstrated -

- through the Authority's Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one 50-minute, 45-item multiple-choice of Reading
- one 50-minute, 45-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

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

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12. All students will receive a WASSA, whether they achieve the requirements of the WACE or not.

More information on the WASSA can be found at:

[http://www.scsa.wa.edu.au/\\_\\_\\_data/assets/pdf\\_file/0011/129917/WASSA-1.pdf](http://www.scsa.wa.edu.au/___data/assets/pdf_file/0011/129917/WASSA-1.pdf)

## University Entrance (ATAR)

The process for university entrance is separate to that which governs the WACE, though they are inter-related. The four public universities in Western Australia (UWA, Curtin, Murdoch, ECU) contract the Tertiary Admissions Service Centre (TISC) to oversee the process of offering places to school leavers.

School leaver entrance to university is built around the generation of an Australian Tertiary Admissions Rank, known as an ATAR. The ATAR places students in a percentile-based rank from 0 to 99.95. A student with an ATAR of 80 is considered to be academically achieving at or above 80% of their year group across the nation.

Besides gaining a sufficient ATAR, to be eligible for university entrance to a particular course students must also a) meet the requirements of the Western Australian Certificate of Education (WACE), achieve competence in English to the standard set by the university in which entrance is sought and satisfy any prerequisites that might exist.

The universities, through TISC, use the ATAR to determine which students will be offered a place into their undergraduate courses. The four public universities in Western Australia set minimum ATARs for acceptance (although specific courses may have a higher cutoff score); data on historical cut-off scores can be found at:

<http://www.tisc.edu.au/static/statistics/cutoff-rank/cutoff-index.tisc>:

To be eligible to receive an ATAR, a student must:

- Successfully complete Secondary Graduation (their WACE), and
- Be enrolled in at least four ATAR courses

The results that students achieve for their ATAR courses in Year 12 are used to produce their ATAR. An ATAR is calculated by using the top four "scaled scores" that a student has achieved these courses. The scaled score is derived 50% from a student's school based results and 50% from their achievement in the WACE examinations at the end of Year 12. Student results then undergo a statistical scaling process that is designed to achieve fairness and comparability for all students across the state irrespective of the courses studied, or school studied at.

More information about the ATAR, including links to the **University Admissions 2020** information handbook, can be found at: <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

Notre Dame University handles its own admissions process directly.

More information about each university is available at the links below:

### University of Western Australia

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

### Curtin

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

### Murdoch

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

### Edith Cowan University

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

### Notre Dame

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

***Please also note that each university has a range of 'alternative entry' options (which vary from university to university) which can enable flexible, alternative pathways to university study that do not require students to generate an ATAR.***

# Course Scaling

A common question is "Why scale marks? Doesn't that make it unfair?" The purpose behind scaling is actually to ensure fairness. It seeks to achieve a fair approach for comparing all students across the state regardless of school or courses studied. There are three main types of scaling that occurs:

- Scaling between schools – A process that ensures students are not unfairly advantaged or disadvantaged by having a teacher that may mark more strictly or generously compared to other teachers across the state.
- Scaling between years – This is a statistical process to ensure comparability over multiple years (so a score of 65 last year is equivalent to a 65 this year).
- Scaling between courses – Uses a process known as Average Marks Scaling to ensure comparability between courses (so a 65 in Drama is equivalent to a 65 in Physics). This is to recognise the reality that some courses are more challenging and demanding than others, and so rewards those students capable of taking these courses.

In brief, the process is as follows:

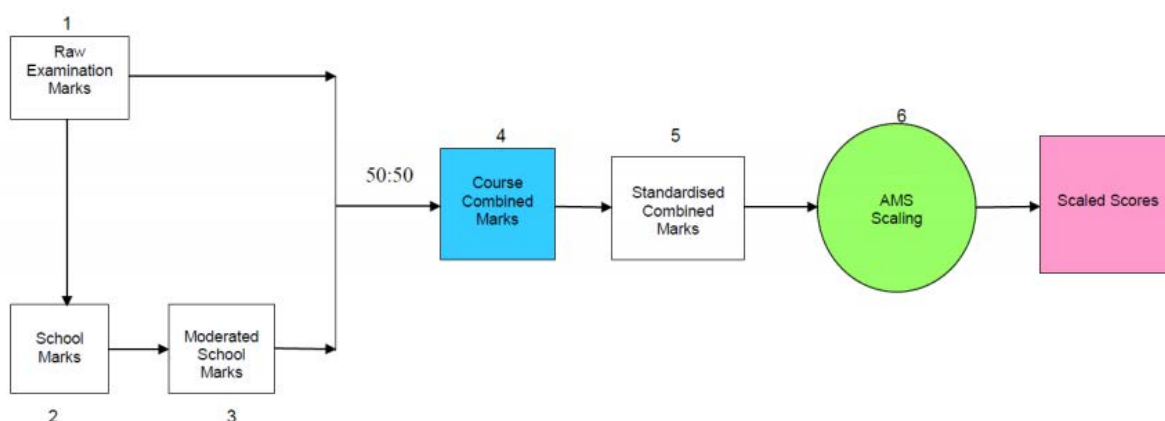
- Students sit their WACE exams.
- School results are moderated based upon the exam result (for scaling between schools).
- Exam results and school results are then combined 50:50
- Combined marks are then standardised
- "Average Marks Scaling" (AMS) is then used to scale between courses
- At this point, the top four scaled scores are then added to calculate a TEA (out of 400)
- The TEA is then used to determine the student's percentile rank, or ATAR.

One important point about scaling for students to understand is that although their school results theoretically contributes to 50% of their scaled scores, the reality is that the WACE exam counts for much more than that. Because the WACE exam is the only assessment that a student within a particular course has in common with every other student in that course across the state, it is used as the basis for scaling their school course results up or down.

SCSA and TISC have both published extensive material that documents how the scaling process occurs. For more technical detail on the statistical process used please visit their websites:

- [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)
- [www.tisc.edu.au](http://www.tisc.edu.au) (<http://www.tisc.edu.au/static-fixed/statistics/misc/marks-adjustment-process-2016.pdf>)

More detailed information is presented to students by the Head of Year 12 during Year 12 regarding scaling.



# TAFE and Apprenticeships

## TAFE

The TAFE application procedure is designed to cater for school students, adults in the workforce and adults returning to education. Therefore, the application process and requirements are quite general and not written just for school students.

All TAFE courses (from Certificate I through to Advanced Diploma level) specify minimum levels of English (and sometimes Mathematics). Courses which have competitive entry will also use selection criteria to determine which applicants are successful. In this process, applicants are awarded points based on school grades, VET Certificates completed (or partially completed), and employment history.

One crucial difference between TAFE and the universities is that when using your school marks to assess your application, TAFE are only interested in the letter grades you have obtained, assigning a 'points value' system to grades (based on course level). For this reason, students seeking TAFE entrance should carefully consider which courses they enrol in, making sure they choose courses that they have the best potential to succeed at a high level, and this attain high grades, in.

Students requiring further information about TAFE entry are encouraged to make an appointment to see the College's VET and Workplace Learning Coordinator and/or refer to the following web site:

- [www.trainingwa.wa.gov.au/trainingwa](http://www.trainingwa.wa.gov.au/trainingwa)

## STUDYING AT TAFE WHILE IN YEAR 11 & 12

Students studying an external TAFE course typically spend one day a week out of the College at the applicable TAFE. Please note that this means these students will miss class time and work; responsibility for catch up rests with the student. External TAFE students generally elect to have a study line in order to keep up with the remainder of their subjects.

## APPRENTICESHIPS AND TRAINEESHIPS

ApprentiCentre manages the apprenticeship and traineeship system in Western Australia. They help employers, apprentices and trainees through every stage of their apprenticeship/traineeship.

They also provide a host of information about apprenticeships and traineeships in Western Australia including more than 80 apprenticeships and 400 traineeships. The ApprentiCentre web site is also a portal by which employers can advertise for an apprentice/trainee on Jobs Board and those looking for an apprenticeship or traineeship can register with Jobs Board to be advised by email or SMS alerts of vacancies.

For more information please visit the ApprentiCentre website:

- [www.trainingwa.wa.gov.au/apprenticentre](http://www.trainingwa.wa.gov.au/apprenticentre)

For more information about these options, please see the VET and Workplace Learning Coordinator.



# Course Selection Process

It is understandable that students and parents entering Year 11 may feel somewhat daunted by the information that needs to be processed and decisions to be made regarding upper school course selection. The range of factors that should be taken into account when making selection decisions include:

- Academic strengths and weaknesses
- Course prerequisites
- Student interests
- Personal qualities and work ethic
- Career or future study goals

Students are encouraged to consider all these factors when they choose their courses. Care should be taken to not dismiss courses due to perceived scaling or workload differences; students should instead consider the factors above and consider how they can then maximise their achievement in the courses they select. Where they are uncertain about the requirements of a course, students and parents are encouraged to seek the advice of the relevant Head of Learning Area or subject teacher. Appointments with the Head of Year 10 and/or Deputy Principal - Curriculum can also be made to discuss the course selection process.

Course selection at Mandurah for Year 11 in 2019 will move through the following stages:

1. Year 10 Career Guidance - all students in Year 10 complete online career testing and take part in small group career counselling with the VET and Workplace Learning Coordinator.
2. Year Assemblies for current Year 10 students; Heads of Learning Area address students (Term 2; mid May)
3. Future Directions Evening (Term 2; mid June)
4. Course Selection - students will complete a course selection form at the beginning of Term 3; this will involve students having their choices 'signed off' by the relevant Head of Learning Area.
5. Further counselling - students meet individually with a senior staff member to review their course selections.
6. Final confirmation of courses for 2019 – individualised course confirmation is issued to students ahead of the Year 11 Pre-Start day at the end of Year 10.

At any point in the process above students and parents are encouraged to make an appointment with either the Head of Year 10, Deputy Principal-Curriculum or relevant Heads of Learning Area to discuss their options.

## PREREQUISITES / PROVISIONAL COURSE ENROLMENTS / ACHIEVEMENT POLICY

Students and parents should be aware that some courses, particularly those offered at the ATAR level, have prerequisites that students should meet if they are to enrol in that course. These prerequisites are set by Heads of Learning Area for courses overseen by their departments; they are generated by considering the prior knowledge and application that should be demonstrated by students in order to give them a realistic chance of success in courses that they are selecting.

Please note that inability to meet the prerequisites for a particular course does not necessarily preclude a student from enrolling in that course. Where students do not meet the prerequisites for a particular course but would still like to enrol in that course they will be provisionally enrolled in that course following the completion of a 'Provisional Enrolment' form. This form lists some steps suggested to help students who have not met the prerequisites for a course maximise their chance of success in that course. It will be handed to students by the relevant HOLA when they see them to have their selection form signed (point 4 above), and will be returned when they meet with a senior staff member for further counselling (point 5 above).

### CHANGING COURSE SELECTIONS AFTER YEAR 11 HAS COMMENCED

In Year 11, the deadline for student transfers is Friday of Week 4 in Term 1 for Semester 1. Students can also transfer at the end of Semester 1, where class numbers enable this to occur; these changes must be made before the conclusion of Term 2. Students studying a Foundation course can transfer to a General course after the OLNA results are received from the Authority.

Students in Year 11 can also transfer courses, in exceptional circumstances, beyond the usual course change deadlines. In such circumstances, valid and compelling reasons must be presented to the College, and the student and their parent/guardian will need to attend an interview with the Deputy Principal - Curriculum and complete a Late Course Transfer contract, which stipulates the conditions under which the course transfer will take place.

If a student in Year 11 wishes to change to a different course in Semester 2 late in Semester 1 and does not want to complete their Semester 1 unit, the student and their parent/guardian will need to attend an interview with the Deputy Principal - Curriculum and complete a Late Course Transfer - No Credit contract. They will not receive any credit for the Semester 1 unit they are transferring out of, and will only receive credit for the Semester 2 unit they are transferring in to.

In all cases above, where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.



## Overview of Pathways for Year 11 & 12

General information. Counselling provided on an individual basis.

### University

- 4-6 ATAR Subjects
- 1 - 2 General Subjects or VET course
- \*Alternative entry pathways also exist for many universities, some of which do not require students to generate and ATAR (i.e. they do not need to study at least 4 ATAR course)

### TAFE

- 4/5 General Subjects AND
  - VET - In school option OR
  - VET - Off Campus AND/OR
  - Workplace Learning (desirable)

### Apprenticeship

- 4 General Subjects AND
- Pre Apprenticeship (Certificate) OR
- School Based Traineeship (Certificate) AND/OR
- Workplace Learning

### Enter Workforce after completing Year 12

- 4/5 General Subjects AND
  - VET - In school option AND/OR
  - VET - Off Campus AND/OR
  - Workplace Learning (desirable)

## Examinations

While lower school examinations are held during class time towards the end of each semester, upper school students are scheduled outside the normal timetable. An examination schedule is released in the weeks leading up to the examination period, both in hard copy to students in form class and through the College's Skoolbag App.

While subject to change, the upper school examinations generally occur around the following times:

- Year 11 Semester 1 examinations – Week 7/8 of second term
- Year 11 Semester 2 examinations – Week 5/6 of fourth term
- Year 12 Semester 1 examinations – Week 4/5 of second term
- Year 12 Semester 2 examinations – Last week of October school holidays/Week 1 Term 4
- Year 12 WACE practical examinations – October school holidays
- Year 12 WACE written examinations – Spread over the month of November

During the examination period, the following protocols apply:

- Students should be off-campus except to attend their scheduled examinations or for pre-arranged tuition with a teacher. The College is unable to accommodate students for private study or library use during these times.
- Scheduled examinations are compulsory.
- You must bring the correct equipment you require for your exam. Discuss with your teacher prior to the exam if necessary. The College will not be in a position to 'loan' equipment to you on the day. All equipment (pens, pencils etc) must be in a clear plastic sheet or bag (ie: pencil cases are not permitted)
- Full uniform requirements apply to all examinations (including WACE examinations).

WACE examinations, conducted by SCSA, are likewise compulsory even where the student may not be seeking an ATAR score. Failure to attend the WACE examinations without an approved reason may render a student ineligible for WACE completion, as they may receive no unit credit if they do not complete the external exam.

- Further protocols are outlined on each semester's exam schedule

### SPECIAL ARRANGEMENTS

Special consideration may be granted to students having an underlying physical, medical, sensory, neurological or psychological condition of extended duration that would warrant special provisions to be made. Students will need to provide medical and/or psychological documentation to support their claim. This documentation will need to identify that the underlying condition will be ongoing for at least the duration of the school year and would be eligible for "Special Examination Arrangements" as per the criteria managed by the School Curriculum & Standards Authority.

These special arrangements may include provisions such as:

- Additional working time in an examination
- Non-working rest time in an examination
- Use of a scribe
- Specially formatted examination papers (font size, colour etc)
- Permission to take medications during an examination
- Use of specialist equipment or furniture



## SICKNESS & MISADVENTURE PROTOCOLS

If a student is physically capable of sitting scheduled examinations they should do so, even if feeling "a bit crook". No allowance will be as reliable as the student sitting their actual examination.

Where a medical issue makes it unavoidable for a student to miss an examination it is essential that proper certification from a medical professional is obtained. A regular medical certificate is generally not sufficient - an "Examination sickness / misadventure form" should be obtained from Student Services and completed by the medical professional. Failure to obtain proper certification will result in a zero being recorded for the examination.

If there is a non-medical reason for examination absence statutory declarations from independent witnesses verifying the circumstances must be provided. Please refer to the "Examination sickness / misadventure form" for further details.

It should be noted that submission of the form does not guarantee acceptance by the College. Claims accepted would still generally require the student to sit an alternative assessment.

# Study Periods and Course Load Policy

In Years 11 and 12 at Mandurah Baptist College, students are required to complete a certain number of courses in order to maintain their eligibility for a WACE (dependent on other factors as well). As such, it is imperative that the College ensure that students are enrolled in a sufficient number of courses, and gives students some flexibility in terms of the requirements of the WACE.

With this in mind, Mandurah Baptist College has adopted the following position in relation to course loading in Years 11 and 12 –

## **Year 11**

Students will study a full course load of six courses, plus Physical Education and Christian Education. Students will also have one study period per week. All students must select a full course load for the commencement of Year 11.

This load may be comprised of a mixture of WACE courses, internally delivered VET courses and externally delivered VET courses.

Where students are completing an external VET course that requires time out of the College, they have the opportunity to request a study line to help them to balance their workload in their other courses given their time out of the College.

Consideration may also be given to students completing a traineeship out of school time to take a study during school on order to balance workload commitments of the traineeship. This must be negotiated with and approved by the Deputy Principal – Curriculum.

As study periods are not an available option for Year 11s (except under exceptional circumstances; please see below), a student who is struggling with the workload of their courses should look at alternative measures such as:

- Seeking support and assistance to develop their organisational and study skills
- Seek or establish a support network for their courses (peer study groups etc)
- Reconsider the courses they are enrolled in such as possibly dropping an ATAR course to replace with a non-ATAR course.

## **Year 12**

In Year 12, the opportunity for study periods will only be extended to those who are most in need as determined by their academic course load. To this end, students who are studying ATAR courses are eligible to apply for one set of study periods (provided it doesn't negatively affect their WACE eligibility as assessed by the Head of Year 12 and/or Deputy Principal-Curriculum).

Year 12 students studying a General Pathway will generally not be permitted to take study periods, unless they are studying for vocational qualifications off-site.

## **Study Periods – Exceptional Circumstances**

In exceptional circumstances, students who are otherwise required to be completing six courses as per the scenarios described above may be able to receive a study line. This accommodation may be granted due to a number of factors including, but not limited to –

- Trauma
- Diagnosed Anxiety
- Other Significant Mental Health Concern
- Learning Support Considerations
- Elite Level Sport (at national level)

In the event that a student is seeking an exceptional course load in either Year 11 or Year 12, the student must apply for consideration using the 'Course Load Change Consideration Form', which will be supplied, on request, from the Deputy Principal: Curriculum. This form outlines the processes which must take place for an exceptional course load to be considered. These processes are:

1. Completion of initial application, outlining reasons for the application. This application is signed by the student's parents/guardians.
2. Initial meeting with Deputy Principal: Curriculum to discuss the process and the initial application. This may include parents/guardians as necessary.
3. Referral to a member of the College's Care or Learning Support team for further assessment.
4. Deliberation with the designated staff member in point (3) above and the Principal/Deputy Principal – Curriculum.
5. Meeting with the student (and parents/guardians as necessary) to discuss the result of the application.

## Workplace Learning Program: (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 WACE credit, industry recognition and links to further education and training.

Workplace Learning is recommended for students wishing to enter TAFE, apprenticeships, traineeships and the workforce in general.

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

## Year 11 – Prerequisites for 2019 Courses - At A Glance

Please note that courses listed below are an indication only of courses that *may* be offered at Mandurah Baptist College in 2019. Courses will only run dependent on sufficient enrolments. The College reserves the right to amend or alter the list of courses offered.

Course of Study	Unit	Prerequisites*
<b>Accounting and Finance ATAR</b>	Business Money Minds OR Year 10 Mathematics	B or higher WAC Grade – C or higher
<b>Applied Information Technology ATAR</b>	Year 10 Computing	WAC Grade – B or higher
<b>Applied Information Technology Foundation</b>	OLNA	Category 1 or 2 Numeracy
<b>Biology ATAR</b>	Year 10 Science	WAC Grade – B or higher
<b>Career &amp; Enterprise General</b>	Nil- Interview with relevant Teacher	
<b>Certificate II Business Management</b>	Nil	
<b>Certificate II Music</b>	Nil	Instrumental experience necessary
<b>Certificate II Sport &amp; Recreation</b>	Nil	
<b>Certificate II Visual Arts (Photography)</b>	Nil	
<b>Chemistry ATAR</b>	Year 10 Science Year 10 Mathematics	WAC Grade – B or higher WAC Grade – B or higher
<b>Children, Family &amp; Community General</b>	Nil but Year 10 Childcare / Food Technology advisable	C or higher
<b>Design Graphics General</b>	Year 10 Design Graphics	B or higher
<b>Drama ATAR</b>	Year 10 Drama AND Year 10 English	WAC Grade – B or higher WAC Grade – B or higher
<b>Drama General</b>	Year 10 Drama preferred	WAC Grade – C or higher
<b>Economics ATAR</b>	Year 10 Humanities Year 10 English	WAC Grade – B or higher WAC Grade – B or higher
<b>English ATAR</b>	Year 10 English OLNA	WAC Grade – B or higher Category 3 Reading & Writing
<b>English General</b>	Year 10 English	WAC Grade – C or higher
<b>English Foundation</b>	OLNA	Category 1 or 2 Reading & Writing
<b>Engineering Studies ATAR</b>	Year 10 Mechatronics	B
<b>Engineering Studies General</b>	Nil but Year 10 Mechatronics advisable	
<b>Food Science &amp; Technology ATAR</b>	Nil but Year 10 Food Technology advisable	C
<b>French: Second Language ATAR</b>	Year 10 French	B
<b>Geography ATAR</b>	Year 10 Humanities Year 10 English	WAC Grade – B or higher WAC Grade – B or higher
<b>Geography General</b>	Nil	
<b>Health Studies ATAR</b>	Year 10 English Year 10 Health	WAC Grade – B or higher WAC Grade – A
<b>Human Biology ATAR</b>	Year 10 Science	WAC Grade – B or higher
<b>Indonesian ATAR</b>	Year 10 Indonesian	B
<b>Indonesian General</b>	Nil	C
<b>Integrated Science General</b>	Year 10 Science	WAC Grade – C or higher
<b>Literature ATAR</b>	Year 10 English	WAC Grade – B or higher
<b>Materials, Design &amp; Technology General</b>	Nil - However, Year 10 Materials & Mechanisms OR Year 10 Wood Technology is advisable	



Course of Study	Unit	Prerequisites
<b>Mathematics Applications ATAR</b>	Year 10 Mathematics	WAC Grade – B or higher
<b>Mathematics Methods ATAR</b>	Year 10 Mathematics	WAC Grade – A
<b>Mathematics Specialist ATAR</b>	Year 10 Mathematics	WAC Grade – A
<b>Mathematics Essential General</b>	Year 10 Mathematics	WAC Grade – C
<b>Mathematics Foundation</b>	OLNA	Category 1 or 2 Numeracy
<b>Media Production &amp; Analysis ATAR</b>	Year 10 Media, OR Year 10 Visual Communication, AND Year 10 English	WAC Grade B B WAC Grade B
<b>Modern History ATAR</b>	Year 10 Humanities Year 10 English	WAC Grade – B or higher WAC Grade – B or higher
<b>Music ATAR</b>	Year 10 Music Instrumental Proficiency	WAC Grade B AMEB Grade 5
<b>Music General</b>	Previous experience advisable	
<b>Outdoor Education General</b>	Year 10 Physical Recreation	A
<b>Physical Education Studies ATAR</b>	Year 10 English, OR Year 10 Science, AND Year 9 and 10 Junior Volleyball	WAC Grade – B or higher WAC Grade – B or higher B
<b>Physics ATAR</b>	Year 10 Science Year 10 Mathematics	WAC Grade – B or higher WAC Grade – B or higher
<b>Politics &amp; Law ATAR</b>	Year 10 Humanities Year 10 English	WAC Grade – B or higher WAC Grade – B or higher
<b>Technical Graphics ATAR</b>	Year 10 Technical Graphics	B
<b>Technical Graphics General</b>	Nil – Up to Year 9 Technical graphics advisable	
<b>Visual Art ATAR</b>	Year 10 Visual Arts Stream 2 English	WAC Grade – B or higher WAC Grade – B or higher
<b>Workplace Learning</b>	Career & Enterprise Course and interview with Teacher	

# Courses



	ATAR
	General
	Foundation
	Certificate (VET)

Please note that courses detailed in the following section are an indication only of courses that may be offered at Mandurah Baptist College in 2019. Courses will only run dependent on sufficient enrolments. The College reserves the right to amend or alter the list of courses offered.

## Accounting & Finance ATAR

**A1ACF; A2ACF Year 11**  
**A3ACF, A4ACF Year 12**

**Prerequisite:** Grade of B or higher in Year 10 Business Money Minds OR WAC (Western Australian Curriculum) Grade of C or higher in Year 10 Mathematics.

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:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 Computing

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**

**Eligibility:** Band 1 or 2 in OLNA Numeracy.

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:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 Science

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:** Nil

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.

## Certificate II Financial Services / Certificate II Business Management

**Prerequisite:** Nil

*Certificate II Financial Services (FSN20115)*  
*Certificate II Business (BSB20115)*

The Certificate II Financial Services qualification is provided by the school in partnership with VETiS Consulting Services Pty Ltd RTO Code 52499.

VETiS Consulting Services Pty Ltd RTO Code 52499 is licensed under ASQA to deliver and assess these qualifications. A full list of approved qualifications that VCS is licensed for can be found at <https://training.gov.au/Organisation/Details/52499>.



The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed when they complete the student induction program using Podium.

Upon successful completion of all course requirements, the RTO will issue the certificate or statement of attainment.

For more information on this course VCS use the link above or visit the RTO's website at: [www.vetis.net.au](http://www.vetis.net.au)

The Certificate II Business qualification is provided by the school in partnership with Foundation Education RTO Code 22557. More information can be found at [www.foundationeducation.edu.au/](http://www.foundationeducation.edu.au/)



Students enrolled in this course complete a Certificate II in Business in Year 11 and 12, with the option of also completing a Certificate II in Financial Services in Year 12 if they are progressing well.

This course develops basic skills and knowledge to prepare for work. It may involve a range of simple tasks under close supervision. It is suitable for those beginning a career or participating in a vocational pathway.

### Cert II Business

- Work effectively in a business environment
- Use business technology
- Organise and complete daily work activities
- Deliver a service to customer
- Produce simple word processed documents
- Create and use spreadsheets
- Contribution to workplace innovation
- Contribute to health and safety of others
- Process and maintain workplace information
- Communicate Electronically
- Work effectively with others
- Participate in environmentally sustainable work practices

### Cert II Financial Services

- Work effectively in the financial service industry
- Develop and use a personal budget
- Develop understanding of taxation
- Use business equipment resources
- Develop a knowledge of a savings plan

## Certificate II Music

**Prerequisite:** Nil; instrumental experience necessary.

The College is currently investigating the possibility of offering a Certificate II Music. Details of the qualification offered, including Units of Competency, are yet to be finalised.

The Certificate II Music, if offered, will enable students to complete an industry-standard training course with a heavy emphasis on performance.

## Certificate II Sport and Recreation / Certificate II Sports Coaching

**Prerequisite:** Nil

*Certificate II Sport and Recreation (SIS20115)*

*Certificate II Sports Coaching (SIS20513)*

These qualifications are provided by the school in partnership with Australian YMCA Institute of Education and Training RTO Code 3979.



These qualifications allow individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry, and to enable them to apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge, as well as involvement in structured environments where that can use their knowledge from their sport specialisation.

Students complete a Certificate II in Sport and Recreation in Year 11 followed by a Certificate II in Sports Coaching in Year 12.

- Organise and complete daily work activities
- Provide first aid
- Participate in workplace health and safety
- Assist with activity sessions
- Provide a quality service
- Instruct strength and conditioning techniques
- Provide equipment for activities
- Respond to emergency situations
- Work effectively in sport, fitness and recreation environments

- Maintain sport, fitness and recreation industry knowledge
- Maintain equipment for activities
- Conduct basic warm-up and cool-down programs
- Implement sports injury prevention
- Coach beginner or novice participants to develop fundamental motor skills
- Communicate effectively with others in a sport environment
- Assist in preparing and conducting sport and recreation sessions
- Teach fundamental skills of athletics
- Plan and conduct sport and recreation sessions

## Certificate II Visual Arts (Photography)

### **Prerequisite:** Nil

*Certificate II Visual Arts CUA20715*

The partnership arrangements for this qualification are currently under review.

The Certificate II Visual Arts (Photography), run by the College in collaboration with its auspice partner (currently under review), offers students the opportunity to attain a nationally recognised qualification in the Visual Arts with a primary focus on the medium of photography. The program is delivered over two years and includes the units:

- Contribute to health and safety of self and others,
- Follow a Design process,
- Use basic drawing techniques,
- Develop digital imaging skills,
- Produce digital images,
- Make simple creative work,
- Source and use information relevant to own arts practice,
- Participate in planning work for proposed artwork sites,
- Store finished creative work.

The Certificate II Visual Arts (Photography) contributes to WACE graduation requirements for both General and ATAR courses. Importantly, work produced by

students undertaking the program can be used as the portfolio requirement required during the competitive interview phase for entrance to Tertiary level Art, Media and Photography courses in Australia.

There are no prerequisites for the Certificate II Visual Arts (Photography) program, nor do students need to purchase high-end cameras. It is, however, desirable that students either have an introductory knowledge of Photography or had undertaken the Visual Communication program offered by the College in Years Eight, Nine and Ten. Please note, as the program is equipment intensive, places are limited.

## Chemistry ATAR

**A1CHE; A2CHE Year 11**

**A3CHE; A4CHE Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in both Year 10 Science & Mathematics

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; Year 10 Childcare / Food Technology advisable; grade of C or higher.

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) General**

**G1GRA; G2GRA Year 11**

**G3GRA, G4GRA Year 12**

**Prerequisite:** A Grade of C or higher in Year 10 Design Graphics.

Note: Whilst only Design General is offered in Year 11, this course provides entry for BOTH Design ATAR and Design GENERAL in Year 12

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.

## **Design Graphics ATAR**

**ONLY AVAILABLE YEAR 12**

**A3DGR; A4SGR Year 12**

Prerequisite: A Grade of B or higher in Year 11 Design Graphics General

The Design (Graphics) ATAR course in Year 12 offers students the opportunity to further develop their understanding of Design as a tool for communicating through a visual format. A strong focus is put on brand identity and how this influences potential interpretations by the target audience. Students refine their ability to analyse and interpret these intentions and apply these skills to their own creative work.

### **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.

## **Design (Technical) ATAR**

**A1DTG; A2DTG      Year 11**  
**A3DTG; A4DTG      Year 12**

**Prerequisites:** A Grade of B or higher in Year 10 Technical Graphics.

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.

## Design (Technical) 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.

## Drama ATAR

**A1DRA; A2DRA Year 11**  
**A2DRA; A3DRA Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in both Year 10 Drama and Year 10 English.

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:** A WAC (Western Australian Curriculum) Grade of C or higher in 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.

***Pease 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:** A WAC (Western Australian Curriculum) Grade of B or higher in both Year 10 Humanities and English.

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:** A WAC (Western Australian Curriculum) Grade of B or higher 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.

## English General

**G1ENG; G2ENG Year 11**

**G3ENG; G4ENG Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of C or higher in Year 10 English.

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.

## English Foundation

**F1ENG; F2ENG Year 11**  
**F2ENG; F3ENG Year 12**

**Eligibility:** OLN Band 1 or 2 Writing and/or Reading.

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.

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
- How to discuss what has been learned about how texts work
- How texts can be interpreted in different ways

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

## Engineering Studies ATAR

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

**Prerequisite:** A Grade of B or higher for Year 10 Mechatronics.

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

### Unit 1

In the development of an engineering project, students study core engineering theory and their mechatronics theory. They develop an understanding of different forms of energy, the 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.

## 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, but not limited, 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:** Nil, Year 10 Food Technology advisable

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.

## French: Second Language ATAR

**A1FSL; A2FSL** Year 11  
**A3FSL; A4FSL** Year 12

**Prerequisite:** A grade of B or higher 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](http://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:** A WAC (Western Australian Curriculum) Grade of B or higher in both Year 10 Humanities and English.

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.

## **Geography General**

**G1GEO; G2GEO Year 11**  
**G3GEO; G4GEO Year 12**

**Prerequisite:** Nil

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

In the Geography General course, students investigate geographical issues and phenomena in a variety of scales and contexts. This may include: comparative studies at the same scale; studying the same issue or phenomenon at a range of scales; or seeking explanations at a different scale to the one being studied. The ability to perform multi-scale and hierarchical analysis is developed further in this syllabus.

### **Unit 1 – Geography of environments at risk**

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

### **Unit 2 – Geography of people and places**

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

### **Unit 3 – Natural and ecological hazards**

In this unit, students explore the management of hazards and the risks they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

### **Unit 4 – Global networks and interconnections**

In this unit, students explore the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences that will enable them to better understand the dynamic nature of the world in which they live.

## **Health Studies ATAR**

**A1HEA; A2HEA Year 11**  
**A3HEA; A4HEA Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 English and A in Year 10 Health.

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:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 Science.

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 support metabolism and how lifestyle choices affect 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 homonids.

## Indonesian: Second Language ATAR

**A1IND; A2IND Year 11**

**A3IND; A4IND Year 12**

**Prerequisite:** A B Grade or higher in 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](http://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:** A WAC (Western Australian Curriculum) Grade of C or higher in Year 10 Science.

The Integrated Science General course enables students to continue their study of Science in the context of the world around them. Students are provided with a hands-on approach to further develop their scientific skills of observation and the collection and analysis of evidence, in the areas of biology, chemistry and physics.

### Units 1 and 2

The theme for the year is "Sustainability". Students will learn about the importance of looking after our natural resources and how we as humans impact the environment. They will explore ways we can live that are better for the environment but still meet our needs. The students will be involved in developing practical skills in the areas of growing native plants, revegetation, worm farming, aquaponics and organic vegetable growing.

### Units 3 and 4

The theme for the year is "The Environment". Students will learn about the factors that affect ecosystems and the importance of protecting the environment. During this course, the students will visit local ecosystems and evaluate them. They will also undertake a major project to make a positive difference in a local environment.

## Literature ATAR

A1LIT; A2LIT Year 11  
A3LIT; A4LIT Year 12

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 English / Successful completion of Writing and Reading Components of Year 10 OLNA (or prequalification through Year 9 NAPLAN)

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 an appreciation 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

This unit predominately involved a client-based task, as 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

from various hand drawn and CAD images.

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. From this they also learn about the manufacturing and production skills and techniques required to create a high quality product.

## 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.



## A Note on Mathematics Courses

When considering Mathematics courses, a view to potential future pathways can be helpful. Methods and Specialist courses are geared towards students looking to study Engineering, Mathematics, or Physical and Chemical Science courses where a high level of Mathematical skill is involved. Applications is a mid range course for students who need some Mathematics content at university for their course, such as Biological Sciences, Economics etc. Students and parents are advised to check university prerequisites before deciding upon a Mathematics course for study in Year 11. **Students are encouraged to study the highest level Mathematics course of which they are capable.**

## Mathematics Applications ATAR

**A1MAA; A2MAA Year 11**  
**A3MAA; A4MAA Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 Mathematics.

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 spread sheets
- 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:** A WAC (Western Australian Curriculum) Grade of A in Year 10 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:** A WAC (Western Australian Curriculum) Grade of A in Year 10 Mathematics.

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:** A WAC (Western Australian Curriculum) Grade of C or higher in Year 11-12 Mathematics.

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:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 Media and Year 10 English OR A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 English and a course grade of B or higher in Year 10 Visual Communication.

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:** A WAC (Western Australian Curriculum) Grade of B or higher in both Year 10 Humanities and Year 10 English.

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.

### **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.

### **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.

## **Music ATAR**

**A1MUS; A2MUS Year 11**  
**A3MUS; A4MUS Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 Music / At least Grade 5 AMEB proficiency on chosen instrument

Context: Contemporary Music

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

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

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and audience members, both individually and collaboratively. Contemporary Music encompasses popular music from the 1950s to the present day. It is predominantly commercial in nature and is constantly evolving through the influence of youth culture and the emergence of new artists and styles.

The Contemporary Music areas of study (styles) are African-American, Country, Electronica, Folk, Pop & Rock.

Two areas of study are studied in both Year 11 and Year 12, with one compulsory area (Rock in Year 11, Pop in Year 12) and one elective area, chosen in consultation from the list above, for each year group.

Each area of study (style) has been assigned four designated works.

The course is weighted at 50% Practical and 50% Written.

## Music General

**G1MUS; G2MUS Year 11**  
**G3MUS; G4MUS Year 12**

**Prerequisite:** Previous experience advisable, students must be able to play an instrument or sing. A WAC (Western Australian Curriculum) Grade of C or higher in Year 10 Music is 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.

The course is weighted at 40% Practical and 60% Written.

## Outdoor Education General

**G1OED; G2OED Year 11**  
**G3OED; G4OED Year 12**

**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:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 Science and Mathematics.

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:** A WAC (Western Australian Curriculum) Grade of B or higher in both Year 10 Humanities and English.

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 the effectiveness of accountability in relation to the three branches of government in Australia. The unit also covers how rights and democratic principles are protected. It also explores how they can be undermined and challenged in Australia and in other countries.

## Physical Education Studies ATAR

**A1PES; A2PES Year 11**

**A3PES; A4PES Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in Year 10 English OR Science AND A course grade of B or higher in Year 9 or 10 Volleyball.

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.

## **Visual Arts ATAR**

**A1VAR; A2VAR Year 11**

**A3VAR; A4VAR Year 12**

**Prerequisite:** A WAC (Western Australian Curriculum) Grade of B or higher in both Year 10 Visual Arts and English.

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.

Students are encouraged to think creatively and explore new ideas and ways of communicating. They explore concepts related to the theme of the unit through visual investigation creating a folio demonstrating evolution of ideas through a range of imagery, before culminating in a studio piece. Students will come to an understanding of how other artists produce works, and what motivates them to work in this way. They will learn how to critically analyse artworks and investigate the practice of selected artists.



# Mandurah Baptist College

## Senior Secondary School Assessment Policy

This policy is provided to all senior secondary students at Mandurah Baptist College and is based on School Curriculum and Standards Authority (Authority) requirements.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General and Foundation. Some students are also gaining credit for the WACE by undertaking one of the Vocational Education and Training (VET) qualifications and/or one or more of the endorsed programs which are available at the College. VET qualifications are delivered and assessed in partnership with the relevant registered training organisation (RTO).

This policy applies to the assessment of all WACE courses. The Education Support Centre has a separate policy for the Preliminary courses.

### 1. Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school (see Section 9 below for details)
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment.

### 2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline (see Section 3 below for details)
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

### 3. Information provided to students

Before teaching starts the teacher will provide via Seqta the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
  - the content from the syllabus in the sequence in which it will be taught
  - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the pair of units that includes:
  - the number of tasks to be assessed
  - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
  - the weighting for each assessment task
  - the weighting for each assessment type, as specified in the assessment table of the syllabus
  - a general description of each assessment task
  - an indication of the content covered by each assessment task.

### 4. Assessing student achievement

At Mandurah Baptist College all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses (see Sections 5 and 6 below for details).

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Head of Learning Area responsible for the course.

## 5. School examinations

School examinations are included in the assessment outline for the pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations are typically 2 or 2.5 hours in duration.

In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination, which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students two weeks before the start of the exam period. The examination rules are printed in the College Diary and are re-distributed with examination timetables. Examination timetables are distributed in hard copy through form classes, and are also posted on the College's 'Skoolbag' App.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the College will:

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

All students are expected to be present for scheduled examination times in Years 11 and 12; no provision will be made for students who are absent for reasons other than sickness/misadventure.

Should a student be absent for an examination, they or their parents/guardians should contact the Deputy Principal: Curriculum as soon as possible to organise a Sickness/Misadventure form. This form must be completed and signed by students/parents and a doctor/witness (as applicable) and returned to the Deputy Principal: Curriculum as soon as possible; the College will determine whether the reason is acceptable (see Section 13 below for details).

Sickness/Misadventure applications will be considered on a case-by-case basis by the College. Should an application be approved, students will receive a *standardised mark* their examination. Should an application be rejected, students will receive a mark of '0' for their examination. Should it be feasible, students may also be able to still sit their examination at a later time (with either the examination result of the standardised mark being used at the College's discretion).

## 6. Externally set task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed during the Year 12 Semester 1 Examination block.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the College to submit the EST marks then the College will determine if the reason for non-completion is acceptable (see Section 13 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the college the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks.

## **7A. Cheating, collusion and plagiarism**

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

## **7B. Referencing**

Students are required to reference their work correctly in order to acknowledge sources and respect the intellectual property of others. The College's preferred referencing style is in-text, or APA, referencing.

Guidelines on referencing can be found in the College Student Diary.

Where work is not referenced correctly, academic penalties may apply (at the discretion of the teacher in consultation with the Head of Learning Area) and students' work may come under the plagiarism provisions as outlined in section 7A.

## **8. Security of assessment tasks**

Where there is more than one class studying the same pair of units at the college, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the

other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the college uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

## **9. Retention and disposal of student work**

Students are ultimately responsible for retaining all of their marked written assessment tasks, although the College will retain either a physical or electronic copy of written assessment tasks. The college will also retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, teachers may establish an assessment file for each student for each course/program. The file will hold all marked written assessment tasks. Students will have access to this file for revision purposes. The College will retain files until the marks have been accepted by the Authority. The written assessment tasks are available to students for collection after that time. All materials not collected by the end of the school year are securely disposed of by the College. All recorded evidence of performance for non-written assessment tasks is deleted/erased at the end of the school year. Teachers may also have students maintain their own assessment file.

Students should be aware that the responsibility for retention of their work is ultimately theirs; should materials be lost and SCSA require them for the purposes of grade confirmation or moderation, there is the possibility that student marks and grades will not be accepted by the Authority.

The college will not use the materials for any other purposes without the written permission of the student.

## **10. Modification of the assessment outline**

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be placed on SEQTA for student access.

Where a disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.

## **11. Students with a disability**

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.



## 12. Completion of a pair of units

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant head of learning area/teacher-in-charge who will provide a 'Submission of assessment task' slip.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The college will determine whether the reason is acceptable (see Section 13 below for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the college (see Section 13 below for details) the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date or is not submitted, and the student **does not** provide a reason, which is acceptable to the college (see Section 13 below for details), the following penalties apply:

- 10% reduction of the final mark if submitted one school day late (eg 70% reduced to 63%), **or**
- 50% reduction in the mark if submitted two school days late (eg 70% reduced to 35%), **or**
- a mark of zero (if submitted more than two school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the college (see Section 13 below for details) the student will receive a mark of zero. Work must still be completed and handed in order for students to complete the assessment program of the unit. Where work is not handed in, further penalties, including work completion suspensions, may be applied. Additionally, students in Year 11 and 12 who have outstanding work may be required to attend the College during the semester examination time when they are not in examinations in order to complete work.

## 13. Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the college. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- complete a 'late submission' form (available from Student Services) explaining the reason behind the late submission.

Where the student provides a reason, which **is acceptable** to the college for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the college ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the college examination timetable, students will be advised by the college of adjustments to the task requirements and/or the assessment outline.

#### **14. Transfer between courses and/or units**

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Mandurah Baptist College the deadline for student transfers in Year 12 is Friday of Week 4 in Term 1 as all courses are assessed as a pair of units.

In Year 11, the deadline for student transfers is Friday of Week 4 in Term 1 for Semester 1. Students can also transfer at the end of Semester 1, where class numbers enable this to occur; these changes must be made before the conclusion of Term 2. Students studying a Foundation course can transfer to a General course after the OLNA results are received from the Authority.

Students in Year 11 can also transfer courses, in exceptional circumstances, beyond the usual course change deadlines. In such circumstances, valid and compelling reasons must be presented to the College, and the student and their parent/guardian will need to attend an interview with the Deputy Principal - Curriculum and complete a Late Course Transfer contract, which stipulates the conditions under which the course transfer will take place.

If a student in Year 11 wishes to change to a different course in Semester 2 late in Semester 1 and does not want to complete their Semester 1 unit, the student and their parent/guardian will need to attend an interview with the Deputy Principal - Curriculum and complete a Late Course Transfer - No Credit contract. They will not receive any credit for the Semester 1 unit they are transferring out of, and will only receive credit for the Semester 2 unit they are transferring in to.

In all cases above, where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## **15. Transfer from another school**

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the college with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks.

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Mandurah Baptist College.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

## **16. Reporting student achievement**

The college reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade<sup>1</sup>
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark<sup>1</sup> (calculated from the weighted total mark).

1 The Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.

At the end of the year, students will be provided with a Mandurah Baptist College statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programs are also listed on the statement of achievement.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the college.

## **17. Reviewing marks and grades**

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the relevant head of learning area/teacher-in-charge responsible for the course.

The student or their parent/guardian can request, in writing, that the college conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the college's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the college will make any required adjustments to the student's mark and/or grade and where required the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

## 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.



# Mandurah Baptist College

## Complaints Procedure (Secondary)

