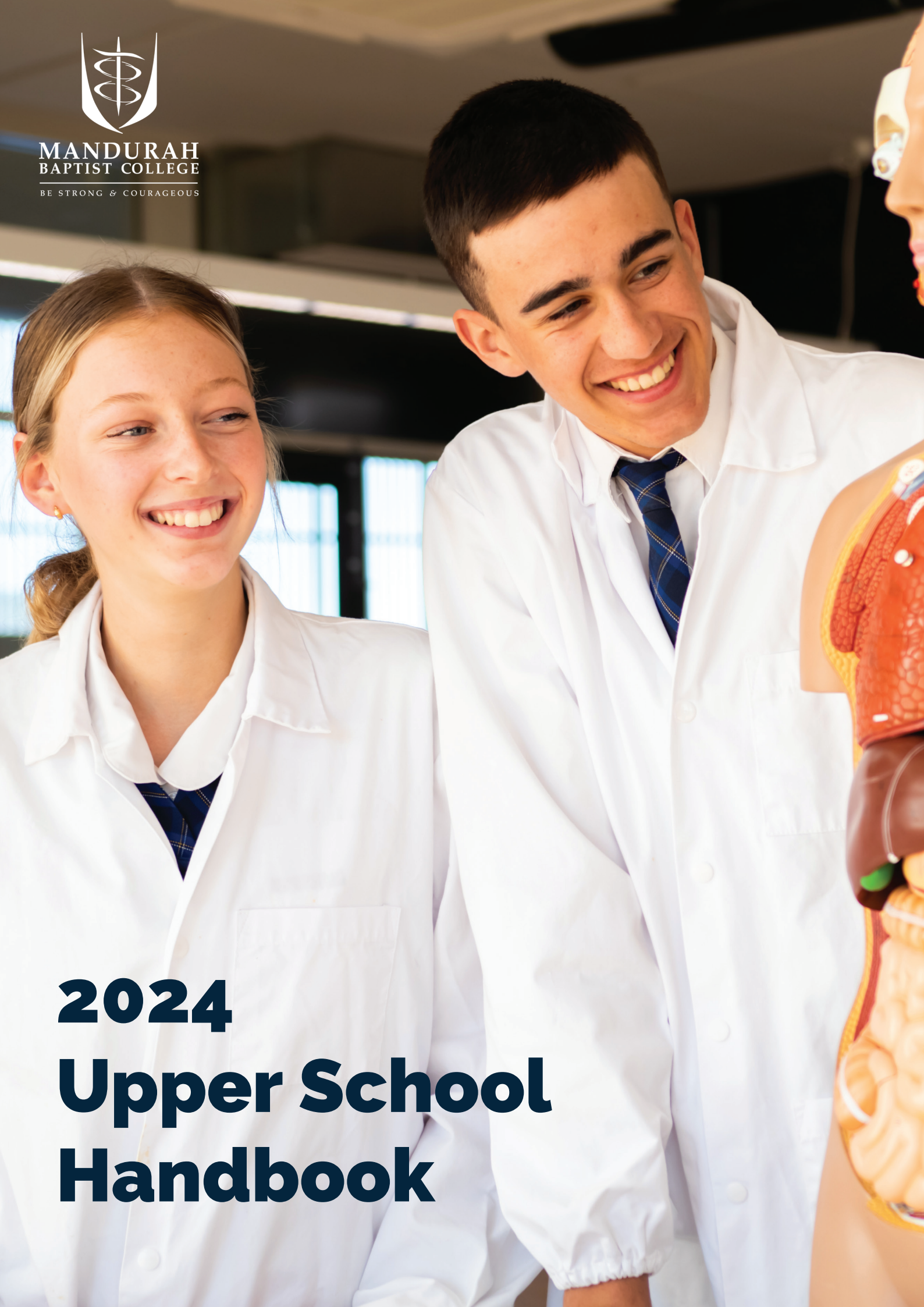
MANDURAH
BAPTIST COLLEGE
BE STRONG & COURAGEOUS



2024 Upper School Handbook

Contents

Please note that the College reserves the right to alter or amend the information contained in this handbook. Please check the College's website to ensure that you are viewing the latest version.

Introduction

This handbook is designed to make the transition into Upper School as easy as possible, providing the information required for students to make informed decisions about their education and future pathways. This handbook also serves as a key informational resource for Upper School students as it outlines important school policies and processes.

It is crucial that the information contained in this handbook is read very carefully so that students do not unnecessarily limit their future options.

In Years 11 and 12, all students study towards the achievement of a Western Australian Certificate of Education (WACE), which is a credential awarded by the School Curriculum and Standards Authority (SCSA) to students who meet its requirements. All students who complete Year 12, regardless of whether they achieve a WACE or not, will receive an official statement of results, called a Western Australian Statement of Student Achievement (WASSA), from SCSA. More information about the WACE and WASSA is contained in this handbook.

At Mandurah Baptist College, Upper School students will study along one of four available pathways – General, ATAR, Alternate University Entrance, or Vocational Education and Training (VET). Each of these pathways are explained in detail in this handbook.

General College Information

Mission
To provide an excellent education in a Christian context, developing life ready students who reflect the character of Jesus.

Vision
To be the school of choice in the Mandurah region, renowned for its excellent education and pastoral care in a Christian context.

Core Values
Our Core Values as a College are;

- **Faith**
  We are committed to becoming more like Christ in all we do.
- **Growth**
  We are committed to continuously learning, improving, innovating and striving to know and reach our potential.
- **Relationships**
  We are committed to each other, caring for and protecting the MBC community
- **Excellence**
  Excellence honours our calling and we are therefore committed to best practice and creating value for the MBC community.
- **Integrity**
  We are committed to knowing and doing what is right and behaving in a way that sets an example for the community around us.

College Aim
The aim of the College is to provide a comprehensive curriculum which caters for the individual needs of all students and that fosters a lifelong desire for learning and excellence. During their time with us, students are encouraged to develop:

- A love for learning and always striving to their maximum potential.
- Life skills and knowledge about 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
Mandurah Baptist College was founded by the Board of Directors in 2005 after the successful establishment of Winthrop and Somerville Baptist Colleges. At its commencement, the College comprised 86 students, five teachers, one administration staff member and three classrooms. The College now caters for students from Kindergarten to Year 12 with over 1300 students.

Motto
The College motto is "Be strong and courageous".

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WA 6180

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Website: www.mbc.wa.edu.au
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Postal: PO Box 4116
Mandurah North
WA 6210

The Western Australian Certificate of Education (WACE)

The WACE is a certificate awarded by SCSA that demonstrates significant achievement over Years 11 and 12. It is recognised nationally in the Australian Qualifications Framework (AQF), and by universities and other tertiary institutions, industry and training providers. Students must meet the requirements of the WACE (outlined below) to be awarded this credential.

If students are issued a WACE, they obtain their certificates via SCSA's online Student Portal in mid-January the year after their Year 12 year. Please note that copies are not sent to the College.

1. General Requirements

Students must:

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy
- Complete a minimum of 20 units or equivalents
- Complete:
  - At least four Year 12 ATAR courses OR
  - At least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses) or equivalent, OR
  - A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2. Literacy and Numeracy Standard

To demonstrate the WACE literacy and numeracy standard, students can:

- Pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests in Year 9 NAPLAN, OR
- Successfully complete the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3. Breadth and Depth Standard

Students must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or Endorsed Programs. To meet this requirement, students must complete at least:

- A minimum of ten Year 12 units, or the equivalent
- Four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- One pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4. Achievement Standard

Students must achieve at least 14 C grades or higher (or the equivalent) in Year 11 and Year 12 units, including at least six C grades (or equivalent) in Year 12 units.

Please note that whilst students should aim to attain their WACE in their final two years of senior secondary school, there is no specified time limit for completion. Study towards achievement of the WACE can be undertaken over a lifetime.

Study Options for the WACE

WACE Courses
There are five types of courses developed by SCSA which contribute to the WACE; three of these course types are offered at Mandurah Baptist College. Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Please note that Unit 3 and Unit 4 must be studied as a pair.

1. ATAR
ATAR courses are typically for students who are aiming to go to university directly from school. These courses are externally examined by SCSA at the end of Year 12 and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR), which is used to determine eligibility for university entrance.
2. General
General courses are for students who are typically aiming to enter vocationally based training or the workforce straight from school. These courses are not externally examined; however, they each have an externally set task (EST) which is set by SCSA in Year 12.
3. Foundation
Foundation courses are for students who need additional help in demonstrating the minimum standard of literacy and numeracy. These are offered as deemed necessary in consultation with specific students, their families, and the College's Learning Support team.

Unit Equivalents
Unit equivalents that contribute towards WACE requirements can be obtained through VET qualifications and/or Endorsed Programs. The maximum number of unit equivalents that can be attained through VET and Endorsed Programs is four Year 11 units and four Year 12 units, with a maximum of four units able to be obtained from Endorsed Programs in total (two in Year 11 and two in Year 12).

Endorsed Programs
Endorsed Programs provide access to areas of learning not covered by WACE or VET courses and can contribute towards WACE requirements as unit equivalents. Examples include workplace learning, participation in elite-level sports, and independently administered examinations in music, speech, dance, 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. More information about endorsed programs can be found here on SCSA's website.

Endorsed Programs credit is administered by the College's Pathways Coordinator (Michelle Lucas). Students who are interested in pursuing a program/receiving credit for a program should contact the Pathways Coordinator. Supporting a student in relation to an Endorsed Program is a College decision.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is essentially an academic transcript that is issued by SCSA to all Year 12 students at the completion of their secondary schooling. It provides a formal record of what students leaving in Year 12 have achieved and lists all courses and programs students have completed in Year 11 and 12, including VET qualifications and Endorsed Programs. All students who finish Year 12 will receive a WASSA, whether they achieve the requirements of the WACE or not.

Students can use the detail in their WASSA to support their applications for employment, further education, and training. Even if students do not achieve a WACE, the WASSA provides a statement that indicates how well students are prepared for further study, training, and employment.

Students obtain their WASSA via SCSA's online Student Portal in mid-January the year after their Year 12 year. Please note that copies are not sent to the College.

Pathways – Overview

Click on the pathway titles below to navigate to the relevant 'In Detail' section.

General Pathway	ATAR Pathway (Australian Tertiary Admissions Rank)	Alternate Pathways	VET Pathway
For students who are aiming to enter the workforce or pursue further education options such as TAFE post-school. Students study six General courses. Five days at school. Students may also complete an internally delivered VET qualification in place of one course. Some students may choose to study an ATAR course alongside their General courses (more than one is not recommended).	For university bound students. Students study at least four ATAR courses in combination with General or internally delivered VET courses. To pursue this pathway, students should be meeting the recommended course prerequisites in Year 10. Students sit school-based examinations in Year 11, and school-based and external examinations in Year 12. Students receive an ATAR based on their results at the end of Year 12; this ATAR facilitates university course applications. University prerequisites can be found on the TISC website. A scaled mark of at least 50% in Year 12 English ATAR or English Literature ATAR is required for entrance to most universities.	For students who wish to attend university but whose results are not at the desired level in Year 10 or Year 11. **Option 1: VET** Students study six courses in Year 11 (ATAR or General). In Year 12, students complete a Cert IV level VET qualification (e.g., Cert IV Education Support). Please note that Cert IVs are fee for service. A Certificate IV is considered the same as an ATAR of around 70 by many universities. Four days at school (General courses), one day at TAFE. **Option 2: Enabling Program** Students study six courses in Year 11 (ATAR or General). Students complete the Curtin UniReady course in Year 12 (at the College). On completion, students will have access to most courses that require a 70 ATAR at multiple universities. Five days at school.	For students seeking a trade, traineeship, work, or further education/training options such as TAFE. Students must be self-motivated and ready to take a step into the adult education space. Most VET students will attend the College three days per week and attend TAFE and complete work placement/training externally two days per week. Students study General courses (five courses with a study line). School Based Traineeships/ Apprenticeships are also an option.

Please note that the College also has a range of options for students with diverse learning needs who may need additional assistance in working towards achieving their Western Australian Certificate of Education.

2024 Courses – Overview

The courses and programs listed below are an indication of the courses that may be offered at Mandurah Baptist College in 2024. Courses will only run dependent on sufficient enrolments. The College reserves the right to amend or alter the list of courses offered. Please note that a full course load is six courses.

Detailed course/program descriptions can be found in the 'Pathways – More Detail' section of this handbook. Click on the course/program titles below to navigate to the course page.

WACE Courses

Course of Study	Recommended Prerequisites*	List A/B^
Accounting and Finance ATAR	Year 10 Business – B grade or higher OR Year 10 Mathematics and Humanities – WAC Grade C or higher	B
Ancient History General	Year 10 Humanities – WAC Grade C or higher	A
Biology ATAR	Year 10 Science – WAC Grade B or higher	B
Business Management & Enterprise General (linked to the Curtin University Entrepreneurship Pathway Program)	Year 10 Business – C grade or higher OR Year 10 Humanities or Mathematics – WAC Grade C or higher	A
Career & Enterprise General (Year 11) / Certificate II Workplace Skills (Year 12)	Nil	A (N/A for Cert II)
Chemistry ATAR	Year 10 Science and Mathematics – WAC Grade B or higher	B
Children, Family & Community General	Year 10 Childcare or Food Technology advisable	A
Computer Sciences General (available as an ATAR course in Year 12)	Year 10 Digital Technology advisable	B
Design Graphics General (available as an ATAR course in Year 12)[1]	Year 10 Design Graphics – C grade or higher	B
Design Photography General	Year 10 Photography – C grade or higher	B
Design Technical ATAR[1]	Year 10 Technical Graphics – B grade or higher	B
Design Technical General	Year 9 and/or Year 10 Technical Graphics advisable	B
Drama ATAR[1]	Year 10 Drama and English – WAC Grade B or higher	A
Drama General	Year 10 Drama advisable	A
Economics ATAR	Year 10 Humanities and English – WAC Grade B or higher	A
Engineering Studies ATAR	Year 10 Mechatronics – B grade or higher	B
Engineering Studies General	Year 10 Mechatronics advisable	B
English ATAR	Year 10 English – WAC Grade B or higher AND OLNA Reading & Writing Category 3	A
English Foundation	Students must be nominated	A
English General	Year 10 English – WAC Grade C or higher	A
Food Science & Technology General	Year 10 Food Technology advisable	B
French: Second Language ATAR[1]	Year 10 French – B grade or higher	A
Geography General	Year 10 Humanities – WAC Grade C or higher	A
Health Studies ATAR	Year 10 English – WAC Grade B or higher AND Year 10 Health – WAC Grade A	A

Human Biology ATAR	Year 10 Science – WAC Grade B or higher	B
Human Biology General	Year 10 Science – WAC Grade C or higher	B
Integrated Science General	Year 10 Science – WAC Grade C or higher	B
Literature ATAR	Year 10 English – WAC Grade B or higher OLNA Reading & Writing Category 3	A
Materials, Design & Technology: Wood General	Year 10 Wood Technology or Materials & Mechanisms advisable	B
Mathematics Applications ATAR	Year 10 Mathematics – WAC Grade B or higher	B
Mathematics Methods ATAR	Year 10 Mathematics – WAC Grade A	B
Mathematics Specialist ATAR	Year 10 Mathematics – WAC Grade A	B
Mathematics Essential General	Year 10 Mathematics – WAC Grade C or higher	B
Mathematics Foundation	Students must be nominated	B
Media Production & Analysis ATAR[1]	Year 10 English – WAC Grade B or higher AND Year 10 Media – WAC Grade B or higher OR Year 10 Photography – B grade or higher	A
Media Production & Analysis General	Year 10 Media – C grade or higher	A
Modern History ATAR	Year 10 Humanities and English – WAC Grade B or higher	A
Outdoor Education General	Year 10 Physical Recreation – A grade	B
Physical Education Studies ATAR[1]	Year 10 English – WAC Grade B or higher OR Year 10 Science – WAC Grade B or higher AND Year 9 and Year 10 Volleyball – B grade or higher	B
Physics ATAR	Year 10 Science and Mathematics – WAC Grade B or higher	B
Psychology ATAR	Year 10 English and Science – WAC Grade B or higher	B
Visual Art ATAR[1]	Year 10 Visual Arts and English – WAC Grade B or higher	A

*Please note the recommended prerequisites refer to student achievement in Semester 1, Year 10. The prerequisites do not preclude students from studying any course of their choice (i.e., they are not hard prerequisites); however, they are indicative of the rigour of courses and the level at which students should be achieving to have a solid prospect of academic success.

^All students must study at least one List A and one List B WACE course to meet minimum WACE requirements. Please refer to the WACE section of this handbook for further details.

[1] This course has both a written and a practical/production examination/component when studied at the ATAR level.

VET/Programs

The VET qualifications and programs listed below can be undertaken alongside students' WACE courses depending on the pathway students are studying along. While these qualifications and programs can contribute towards WACE requirements, there are limitations. Please refer to the Unit Equivalents section of this handbook for more information.

VET Qualification/Program	Mode	Pathway/s	Conditions
Certificate III Music – Musical Theatre OR Contemporary specialisation	Internal – VET qualification delivered at the College	General, ATAR, or Alternate Uni pathways Not generally suitable for students studying external VET qualifications[2]	Instrumental or vocal experience necessary

Certificate II Skills for Work & Vocational Pathways (Year 12 only)	Internal – VET qualifications delivered at the College	General, ATAR, Alternate Uni, or VET pathways	Year 11 Career & Enterprise General – C grade or higher
Certificate II Sport & Recreation (Year 11) / Certificate III Sport, Aquatic and Recreation (Year 12)	Internal – VET qualifications delivered at the College	General, ATAR, or Alternate Uni pathways Not generally suitable for students studying external VET qualifications[2]	Nil
UniReady – university entrance enabling program	Internal – program delivered at the College	Alternate Uni pathway	Interview with the Deputy Principal - Curriculum required
External VET qualification	External – the College partners with several agencies to enable students to study vocational courses off campus	VET pathway Students in Year 12 may complete a Certificate IV as an Alternate Uni entry pathway	Interview with the College's Pathways Coordinator required
Workplace Learning (SCSA Endorsed Program)[3]	External – facilitated by the College	General or VET pathways Alternate Uni entry pathway in some circumstances Not suitable for ATAR pathway students	Interview with the College's Pathways Coordinator required

[2] Students completing an external VET qualification may complete an internally delivered VET qualification at the College in some circumstances, but a discussion with the Deputy Principal – Curriculum or the Pathways Coordinator is required.

[3] The College may facilitate other Endorsed Programs (e.g., Elite Sports) in some circumstances. Please see the Endorsed Program section for further details.

Other Courses

As part of the broad program at the College, all Year 11 and 12 students take part in the following classes in addition to their main program of study.

Pastoral Care Group

Each day will begin with Pastoral Care, where students are informed of important notices and take part in a devotional program. Extended Pastoral Care Group time is held on Wednesday mornings, with the program in Years 11 and 12 covering a range of topics relevant to students at this stage of schooling, including information about post-school destinations and options.

Pastoral Care Group Study

All students have one period a week reserved for private study. Students are expected to come to this class prepared to engage in quiet, private study.

Christian Education

All students complete one period a week of a structured Christian Education program. Discussion and journaling are a key part of this course.

Physical Education

All students complete a double period of Physical Education each week.

OLNA Support Classes (if required)

Students yet to meet the standard in one or more components of the OLNA will be allocated a support class designed to improve their literacy/numeracy skills and prepare them to sit the OLNA.

Course Selection Process

When considering Upper School course selections and other pathway related decisions, students are encouraged to consider the factors below:

- Goals for Upper School
- Interests and passions
- Personal traits and work ethic
- Academic strengths and weaknesses
- Recommended course prerequisites
- Post-school pathway goals

The Upper School course selection process at the College occurs through the following stages in Year 10:

Stage 1 – Pathways Guidance

Throughout Semester 1, all students in Year 10 participate in pathways briefings and are exposed to a range of information and resources. Key events include:

- Future Directions careers expo – early Term 2
- WACE Information Evening – end of Term 2
- Year 10 Future Pathways Week – end of Term 2

Stage 2 – Course Selection

At the start of Term 3, students select their Upper School course preferences via an online portal. Later in the term, students meet individually with a senior staff member to review their selections. Students' course preferences are used to build the College timetable for the subsequent year.

Please note that initial applications for attending TAFE are due by mid-Term 3. Students should contact the College's Pathways Coordinator for guidance.

Stage 3 – Course Confirmations

Students will receive preliminary course confirmations once a draft College timetable has been created, which is usually in mid-Term 4. Final confirmations of courses are issued to students ahead of the Year 11 Pre-Start Day at the end of Year 10 in early December.

Students can change their choices regarding courses and pathways throughout the course selection process but must keep in mind relevant deadlines such as when the course preference selection portal closes and when TAFE applications are due.

Throughout this entire process, appointments with the Deputy Principal - Curriculum or Pathways Coordinator can be made should parents/students need further guidance after reviewing the information in this handbook.

Changing Courses/Pathways in Year 11 and Year 12

In Year 11, the deadline for initial course/pathway changes is the end of Week 4, Term 1. Students can also make course/pathway changes heading into Semester 2 where class numbers/curriculum requirements enable this to occur.

For Year 12, course/pathway changes can be made at the end of Year 11 with the final deadline being the end of Week 4, Term 1. No changes can be made in Year 12 following this deadline.

Upper School Expectations

At Mandurah Baptist College, we promote and expect high standards of our students. As students in Upper School are the oldest students within the College, they are looked up to by younger students as role models. Accordingly, it is our expectation that Upper School students exemplify College standards.

Respectful and dignified behaviour

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.

Contribute to the cultural life of the College

Students are expected to start displaying the traits of active citizens of the adult world, and as such they are strongly encouraged to focus on what they can offer, share, and contribute to the life of the College.

Self-management skills

Students assume increased responsibility over their learning in Upper School as a part of their transition to the post-school world. Students are therefore expected to independently manage their schedule, time, workload, and deadlines without relying on reminders from their parents or teachers.

Good attendance

Students and parents need to be aware that attendance issues become more significant in Upper School. Please refer to the Assessment Policy and Attendance Policy sections for more information.

Study and home learning routine

In Upper School, the following minimum at-home study time requirements should be considered as a general guide:

- For an ATAR pathway student – 3 hours per day
- For a General/Alternate Uni entry/VET pathway student – 1½ hours per day

Personal presentation

Recognising that they are ambassadors for the College whenever in uniform, we expect our Upper School students to take pride and care in the appearance of their uniform and their personal grooming.

Where to Find Pathway/ Career/Course Information

At the College

Pathways Coordinator (Mrs Michelle Lucas) – post-school options, pathways guidance, Endorsed Programs, VET.

Deputy Principal – Curriculum (Ms Joanne Meek) – Upper School curriculum requirements, pathways guidance.

Heads of Learning Area – course-specific information

Learning Area	Head of Learning Area	Contact
Head of English and Library	Anna Brown	annab@mbc.wa.edu.au
Head of Mathematics	Larey van der Walt	lareyv@mbc.wa.edu.au
Head of Science	Peter Crouch	peterc@mbc.wa.edu.au
Head of Humanities and Languages	Catherine Eppen-van der Aa	catherinee@mbc.wa.edu.au
Head of Arts	Robyn McCormick	robynm@mbc.wa.edu.au
Head of Technology & Enterprise	Rudi van der Westhuizen	rudiv@mbc.wa.edu.au
Head of Health and Physical Education	Jay Willcox	jayw@mbc.wa.edu.au
Head of Learning Support & Enrichment	Tina Phizacklea	tinap@mbc.wa.edu.au

MBC Careers Website (www.mandurahbaptistcollegecareers.com) – portal to information about careers and the workforce.

Useful Resources

Post-school Pathways/Careers Websites
www.myfuture.edu.au
www.youth.gov.au
www.jobsearch.gov.au
www.jobsandskills.wa.gov.au/career-exploration
www.fairwork.gov.au

School Curriculum and Standards Authority
Main Page: www.scsa.wa.edu.au (you can navigate from here to the student and parent portals)
Year 10 Handbook: www.scsa.wa.edu.au/publications/year-10-information

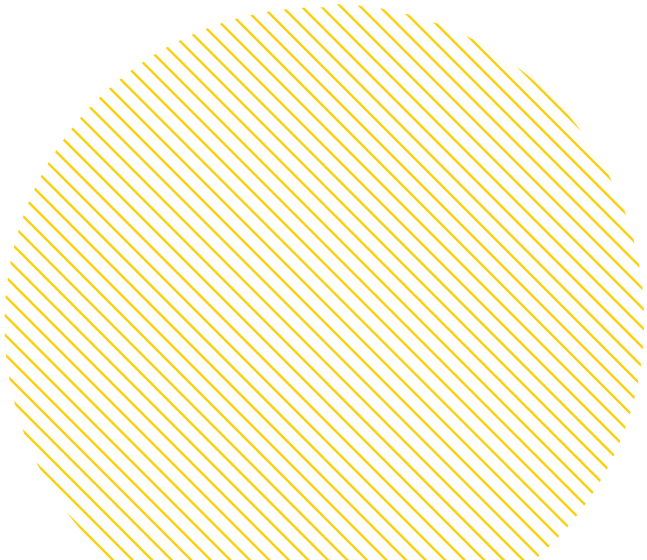
Jobs and Skills Centres (TAFE)
Divided into regions (South Metropolitan – Peel, Thornlie & Rockingham / North Metropolitan – Joondalup, Balga & Northbridge), each centre is staffed by people who can provide free professional and practical advice on training and employment opportunities.
Phone: 13 64 64
Website: www.jobsandskills.wa.gov.au

Australian Apprenticeships
Phone: 133 873
Website: www.australianapprenticeships.gov.au

Defence Force Recruiting Centre
Provides information on careers in the Navy, Air Force and Army
Address: Level 7, 66 St Georges Terrace, Perth 6000
Phone: 131 901
Website: www.defencejobs.gov.au

W.A. Police Force Recruiting | Police Recruitment Centre
Address: WA Police Academy, Administration Block, 81 Lakeside Drive, Joondalup
Phone: 9301 9607
Email: police.recruiting@police.wa.edu.au

University Resources
Tertiary Institutions Service Centre – University Admission Requirements
Australian Universities Guide
Curtin University
Edith Cowan University
Murdoch University
Notre Dame University
University of Western Australia



Pathways
More Detail

This section of the handbook looks at each pathway in more detail. Each pathway section begins with explanatory notes followed by course description pages. Click on the pathways and course titles below to navigate to the relevant section.

General Pathway

- Ancient History General
- Business Management & Enterprise General
- Career & Enterprise General
- Children, Family & Community General
- Computer Science General
- Design Graphics General
- Design Photography General
- Design Technical General
- Drama General
- Engineering Studies General
- English Foundation
- English General
- Food Science & Technology General
- Geography General
- Human Biology General
- Integrated Science General
- Materials, Design & Technology: Wood General
- Mathematics Essential General
- Mathematics Foundation
- Media Production & Analysis General
- Outdoor Education General

ATAR (Direct University Entrance) Pathway

- Accounting & Finance ATAR
- Biology ATAR
- Chemistry ATAR
- Computer Science ATAR (Year 12 only)
- Design Graphics ATAR (Year 12 only)
- Design Technical ATAR
- Drama ATAR
- Economics ATAR
- Engineering Studies ATAR
- English ATAR
- French: Second Language ATAR
- Health Studies ATAR
- Human Biology ATAR
- Literature ATAR
- Mathematics Applications ATAR
- Mathematics Methods ATAR
- Mathematics Specialist ATAR
- Media Production & Analysis ATAR
- Modern History ATAR
- Physical Education Studies ATAR
- Physics ATAR
- Psychology ATAR
- Visual Art ATAR

Alternate University Entry Pathways

- UniReady Program

Vocational Education and Training (VET) Pathway

- Certificate III Music
- Certificate II Skills for Work & Vocational Pathways (Year 12 only)
- Certificate II Sport & Recreation (Year 11) / Certificate III Sport, Aquatic & Recreation (Year 12)
- Workplace Learning

General Pathway

This pathway is for students who are aiming to enter the workforce or pursue further education options such as TAFE post-school. Students study a full course load of six General WACE courses and attend five days at the College. Please note that English General is a compulsory course.

Students may complete an internally delivered VET qualification in place of one course. Some students may also elect to study an ATAR course alongside their General courses to better prepare them for their post-school goals, but more than one is not recommended.

Studying on a General pathway in Year 11 allows students to transition to a VET (external qualification) or alternate university entry pathway in Year 12 and may be suitable for students who are unsure of what their goals are in Year 10.

Example General Pathway Study Programs

The examples below are intended as a general guide only. Students should tailor their study program to reflect their individual needs, goals, interests. and passions. Please also note that course combinations will be limited by the College timetable so the exact combinations depicted may not be possible.

Example 1 – a student who wants a well-rounded program of study and is interested in entrepreneurship.

Course 1	English General
Course 2	Mathematics Essentials General
Course 3	Business & Enterprise General
Course 4	Integrated Science General
Course 5	Geography General
Course 6	Outdoor Education General

Example 2 – a student who is passionate about music and the performing arts.

Course 1	English General
Course 2	Food Science Technology General
Course 3	Drama General
Course 4	Children, Family & Community General
Course 5	Ancient History General
Course 6	Certificate III Music

Example 3 – a student who enjoys STEM-related subjects and would like to transition to a VET qualification post-school where a higher level of mathematics knowledge is advantageous.

Course 1	English General
Course 2	Mathematics Applications ATAR
Course 3	Computer Science General
Course 4	Engineering Studies General
Course 5	Integrated Science General
Course 6	Design Technical General

ANCIENT HISTORY GENERAL

Course Units Year 11: G1HIA, G2HIA

Course Units Year 12: G3HIA, G4HIA

Recommended Course Prerequisites: WAC Grade of C or higher in Year 10 Humanities

Course Description
The study of ancient history is the process of making meaning of the distant past in order to understand our present. It provides an opportunity for students to study people from cultures and communities that no longer exist, and to investigate how these communities responded to the problems and challenges of their time. Ancient history allows students to explore the ancient historical narrative and to seek out evidence for this. The ancient civilizations that can be study include Egypt, Rome, China, Persia and Macedonia.

Unit 1 – Ancient civilisations and cultures
This unit enables students to investigate life in early civilisations, including the social, cultural, political, economic, religious, and military structures, and the significant values, beliefs, and traditions that existed. They discover how the world and its people have changed, as well as the significant legacies that exist into the present.

Unit 2 – Power in the ancient world
In this unit, students learn that in ancient societies key individuals have acted as agents of change, interacting with groups and institutions using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society.

Unit 3 - Societies and change
In this unit, students examine the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs and traditions are linked to the identity of a society. Students learn that in any period of change there are those individuals and/or groups that support change, but others that oppose it, and that there are different interpretations of the resultant society.

Unit 4 - Confrontation and resolution
In this unit, students learn that there are internal and external forces that result in confrontation and resolution within societies, and these have consequences for continuity and change. Students assess how power is used, how different groups and individuals respond, and whether there is the potential for greater confrontation or more effective resolution to conflict.

Humanities & Languages

BUSINESS MANAGEMENT & ENTERPRISE GENERAL

Course Units Year 11: G1BME, G2BME

Course Units Year 12: G3BME, G4BME

Recommended Course Prerequisites: Year 10 Business and Money Minds C grade or higher OR Year 10 Humanities or Mathematics WAC Grade of C or higher

The College is partnering with the Faculty of Business and Law from Curtin University to deliver the Entrepreneurship Pathway Program to students studying this course. The aim of this program is to develop and increase students' entrepreneurial vision and skills. The program content is embedded throughout the Business Management & Enterprise General course.

Course Description
The Business Management & Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative, and enterprise to operate effectively. In a constantly changing world, individuals, businesses, and nations must adapt their position in an increasingly global economy and generate wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative, and creative.

This course focuses on the development of these skills within the business cycle, including day-to-day running, continuing viability, and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise helps students to appreciate the significance of their role as both participants and consumers in the business world. The course also aims to prepare students for a future where they will need to identify possibilities and create opportunities within a business environment.

Unit 1 – Establishing a small business in Australia
The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, with students generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2 – Operating a small business in Australia
The focus of this unit is on operating a small business in Australia. The concepts of innovation, marketing and competitive advantage are introduced alongside the key factors that influence consumer decision making. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Unit 3 – Success in business at a national level
The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4 - Business growth and the challenges
The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

Other Information
The course content for all four units encompasses theoretical and practical aspects of business management and enterprise, and is divided into three content areas:

- Environments
- Management
- People

Humanities & Languages

CAREER & ENTERPRISE GENERAL

Course Units Year 11: G1CAE, G2CAE

Course Units Year 12: Not offered

Leads to: Certificate II Skills for Work and Vocational Training in Year 12

Recommended Course Prerequisites: Nil

Please note that this course is strongly recommended for General and VET pathway students, especially those completing Workplace Learning.

Course Description
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.

Other Information:
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.

In Year 12, students will transition into the Certificate II Skills for Wok & Vocational Pathways course.

CHILDREN, FAMILY & COMMUNITY GENERAL

Course Units Year 11: G1CFC, G2CFC

Course Units Year 12: G3CFC, G4CFC

Recommended Course Prerequisites: Year 10 Childcare or Food Technology advisable

Course Description
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 types of families and differences between them. The students examining their own growth and development affords the opportunity to connect with their own family history, roles and relationships. Decision making tools and the impact of good decisions on individuals, families and communities according to the services they need is another focus.

Unit 2 – Our community
This unit focuses on families, relationships and living in communities. Students explore how they can be involved in helping others in the community, both near and far away. A focus on the sustainability of our environment as it impacts family and community life is also investigated.

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 examine and evaluate the features of products, services and systems for individuals and families. They recognise and acknowledge cultural diversity, as well as inequity and injustice issues.

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. They explore contemporary Australian issues and trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills to recognise and enhance personal relationships enabling them to take active roles in society.

COMPUTER SCIENCE GENERAL

Course Units Year 11: G1CSC, G2CSC

Course Units Year 12: G3CSC, G4CSC

Recommended Course Prerequisites: Year 10 Digital Technology advisable

Leads to: Course available at an ATAR level in Year 12

Course Description
Note: Whilst only Computer Science General is offered in Year 11, this course provides entry for BOTH Computer Science ATAR and Computer Science General in Year 12

The Computer Science General course focuses on the fundamental principles, concepts and skills within the computing field, and provides students with opportunities to develop flexibility and adaptability in the application of these in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are examined. This course provides a sound understanding of computing to support students pursuing further studies in related fields.

Unit 1 – This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases.

Unit 2 – This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

Unit 3 – The focus for this unit is on developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context.

Unit 4 – The focus for this unit is on developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills.

DESIGN GRAPHICS GENERAL

Course Units Year 11: G1DESG, G2DESG

Course Units Year 12: G3DESG, G4DESG

Recommended Course Prerequisites: Year 10 Design Graphics – C grade or higher

Leads to: Course available at an ATAR level in Year 12

Please note that there are limitations on gaining WACE credit from multiple Design courses. Students can study a maximum of one ATAR and one General Design course.

Course Description
Note: Whilst only Design Graphics General is offered in Year 11, this course provides entry for BOTH Design Graphics ATAR and Design Graphics 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.

Arts

DESIGN PHOTOGRAPHY GENERAL

Course Units Year 11: G1DESP, G2DESP

Course Units Year 12: G3DESP, G4DESP

Recommended Course Prerequisites: Year 10 Photography – C grade or higher

Please note that there are limitations on gaining WACE credit from multiple Design courses. Students can study a maximum of one ATAR and one General Design course.

Course Description
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, analyse problems and devise innovative strategies through projects.
In the Photography context, design may use analogue, and/or digital photographic systems and/or digital 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 TECHNICAL GENERAL

Course Units Year 11: G1DEST, G2DEST

Course Units Year 12: G3DEST, G4DEST

Recommended Course Prerequisites: Year 9 or 10 Technical Graphics advisable

Please note that there are limitations on gaining WACE credit from multiple Design courses. Students can study a maximum of one ATAR and one General Design course.

Course Description
Throughout the Design Technical 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, analyse 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 aspects:

- 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.

Arts

DRAMA GENERAL

Course Units Year 11: G1DRA, G2DRA

Course Units Year 12: G3DRA, G4DRA

Recommended Course Prerequisites: Year 10 Drama advisable

Please note: The Youth on Health Festival Performance is a practical assessment for this course and occurs during Term 3. Rehearsals outside of school hours are compulsory for this Year 11 assessment.

Course Description
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.

ENGINEERING STUDIES GENERAL

Course Units Year 11: G1EST, G2EST

Course Units Year 12: G3EST, G4EST

Recommended Course Prerequisites: Year 10 Mechatronics advisable

Course Description
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.

English

ENGLISH FOUNDATION

Course Units Year 11: F1ENG, F2ENG

Course Units Year 12: F3ENG, F4ENG

Recommended Course Prerequisites: Students must be nominated for this course

Please note that this course is only suitable for students requiring a significant level of literacy support. Students will be nominated should the College consider this course to be necessary.

Course Description
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 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

ENGLISH GENERAL

Course Units Year 11: G1ENG, G2ENG

Course Units Year 12: G3ENG, G4ENG

Recommended Course Prerequisites: Year 10 English – WAC Grade C or higher

Course Description
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.

FOOD SCIENCE & TECHNOLOGY GENERAL

Course Units Year 11: G1FST, G2FST

Course Units Year 12: G3FST, G4FST

Recommended Course Prerequisites: Year 10 Food Technology advisable

Course Description
In the Food Science and Technology General course, students develop their interests and skills through the design, production, and management of food-related tasks. They extend their knowledge of the sensory, physical, chemical, and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development, and marketing of a range of products, services, and systems.

Unit 1 – Food Choices and Health
This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Unit 2 – Food for Communities
This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Unit 3 – Food Science
This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Unit 4 – The Undercover Story
This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled, and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

GEOGRAPHY GENERAL

Course Units Year 11: G1GEO, G2GEO

Course Units Year 12: G3GEO, G4GEO

Recommended Course Prerequisites: Year 10 Humanities – WAC Grade C or higher

Course Description
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 multiscale 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.

HUMAN BIOLOGY GENERAL

Course Units Year 11: G1HBY, G2HBY

Course Units Year 12: G3HBY, G4HBY

Recommended Course Prerequisites: Year 10 Science – WAC Grade C or higher

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

Unit 1 – Healthy Body
This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

Unit 2 – Reproduction
This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely.

Unit 3 – Coordination
This unit explores bones, muscles, nerves, and hormones and how they maintain the body to act in a coordinated manner.

Unit 3 – Infectious Diseases
This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways.

Science

INTEGRATED SCIENCE GENERAL

Course Units Year 11: G1ISC, G2ISC

Course Units Year 12: G3ISC, G4ISC

Recommended Course Prerequisites: Year 10 Science – WAC Grade C or higher

Course Description
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 composting, 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 by working in a native plant nursery and being involved in revegetation.

MATERIALS, DESIGN & TECHNOLOGY: WOOD GENERAL

Course Units Year 11: G1MDTW, G2MDTW

Course Units Year 12: G3MDTW, G4MDTW

Recommended Course Prerequisites: Year 10 Wood Technology or Materials & Mechanisms advisable

Course Description
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.

MATHEMATICS ESSENTIAL GENERAL

Course Units Year 11: G1MAE, G2MAE

Course Units Year 12: G3MAE, G4MAE

Recommended Course Prerequisites: Year 10 Mathematics – WAC Grade C or higher

Course Description
Mathematics Essential General is a 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

Course Units Year 11: F1MAT, F2MAT

Course Units Year 12: F3MAT, F4MAT

Recommended Course Prerequisites: Students must be nominated for this course

Please note that this course is only suitable for students requiring a significant level of literacy and numeracy support. Students will be nominated should the College consider this course to be necessary.

Course Description
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 & ANALYSIS GENERAL

Course Units Year 11: G1MPA, G2MPA

Course Units Year 12: G3MPA, G4MPA

Recommended Course Prerequisites: Year 10 Media – C grade or higher

Course Description
The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge, and understandings to tell their own stories and interpret others' stories.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills, and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production, and post-production phases.

Unit 1 – Mass Media
The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2 – Point of View
The focus for this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Unit 3 – Entertainment
The focus for this unit is on entertainment. Within this broad focus, teachers select learning contexts interesting to students and build upon the informal understandings they have already acquired.

Unit 4 – Representation & Reality
The focus for this unit is on representation and reality. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work.

OUTDOOR EDUCATION GENERAL

Course Units Year 11: G1OED, G2OED

Course Units Year 12: G3OED, G4OED

Recommended Course Prerequisites: Year 10 Physical Recreation – A grade

Course Description
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.

ATAR Pathway
Direct University Entrance

This pathway is for students who want to go to university straight out of school. ATAR courses introduce students to the rigour of academic study required to be successful at university and help to prepare students for the world of tertiary study.

Students must study a minimum of four ATAR subjects and may study General or internally delivered VET qualifications alongside their ATAR courses to make up a full course load of six subjects. Students who have good academic standing may elect to drop one course for a study line in Year 12.

Examinations make up a large proportion of the assessment of ATAR courses. Students sit school-based examinations at the end of each unit of study i.e., the end of Semester 1 and Semester 2 in Year 11 and 12. Finally, at the end of Year 12, students then sit externally set ATAR examinations which are run by SCSA.

Please note that an ATAR level English course is required to meet the minimum English requirements of most universities.

Example ATAR Pathway Study Programs

The examples below are intended as a general guide only. Students should tailor their study program to reflect their individual needs, goals, interests. and passions. Please also note that course combinations will be limited by the College timetable so the exact combinations depicted may not be possible.

Example 1 – a student who enjoys humanities and arts subjects and is interested in maybe studying education, law or business at university but is unsure of exactly what they want to do at this stage.

Course 1	English ATAR
Course 2	Modern History ATAR
Course 3	Economics ATAR
Course 4	Drama ATAR
Course 5	Visual Art ATAR
Course 6	Business Management & Enterprise General

Example 2 – a student who has an analytical mind and is passionate about STEM, and who wants to go into a STEM-related degree at university post-school.

Course 1	Literature ATAR
Course 2	Mathematics Methods ATAR
Course 3	Mathematics Specialist ATAR
Course 4	Physics ATAR
Course 5	Chemistry ATAR
Course 6	Computer Science General (may switch to ATAR in Year 12)

Example 3 – a student who is interested in health and sport, and who wants to go into medicine via a post-graduate pathway after studying a sports science degree at university.

Course 1	English ATAR
Course 2	Human Biology ATAR
Course 3	Health Studies ATAR
Course 4	Mathematics Applications ATAR
Course 5	Chemistry ATAR
Course 6	Outdoor Education General

University Entrance

Though they are inter-related, the process for university entrance is separate to that which governs the WACE. The five major universities in Western Australia (Curtin, ECU, Murdoch, Notre Dame, and UWA) 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. For example, a student with an ATAR of 80 is considered to be academically achieving at or above 80% of their year group across the nation. Students must study at least four ATAR courses to generate an ATAR.

Besides gaining a sufficient ATAR, to be eligible for university entrance to a particular course students must also meet the requirements of the 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 five universities in Western Australia set minimum ATARs for acceptance (although specific courses may have a higher cut-off score); data on historical cut-off scores can be found **here.**

Some universities handle their own admissions process directly. Please check individual university websites for information regarding what admissions processes are applicable.

The ATAR

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 in these courses. The scaled score is derived 50% from a student's school-based results and 50% from their achievement in the SCSA ATAR examinations at the end of Year 12.

In the process of calculating an ATAR, student results undergo a moderation and statistical scaling process. It is important to understand that marks adjustment/scaling is done to make the ATAR system fair for all students across the state. There are three main types of marks adjustment that occurs:

1. Adjustment to account for differences 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.
2. Adjustment to account for differences 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).
3. 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.

One crucial point about scaling for students to understand is that although their school results theoretically contribute 50% of their scaled scores, the reality is that the ATAR exam counts for much more than that. As the ATAR 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 moderating and scaling their school course results up or down.

In brief, the whole ATAR calculation process is as follows:

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

More information about the ATAR, including links to the university admissions information handbook, can be found **here.**

For more technical detail on the statistical processes used in calculating an ATAR, please visit the SCSA and TISC websites.

Examinations

While Lower School examinations are held during class time towards the end of each year, Upper School examinations are scheduled outside the normal timetable each semester. An examination schedule is released in the weeks leading up to the examination period.

While subject to change, the Upper School examinations generally occur around the following times:

Year 11 Semester 1 examinations – Week 7/8 of Term 2
Year 11 Semester 2 examinations – Week 5/6 of Term 4
Year 12 Semester 1 examinations – Week 5/6 of Term 2
Year 12 Semester 2 examinations – Week 2 of October school holidays/Week 1 of Term 4
Year 12 ATAR practical examinations – October school holidays
Year 12 ATAR 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.
- Students not undertaking examinations may be asked to attend the College in order to catch up or complete work in General, Foundation and Certificate courses.
- Scheduled examinations are compulsory.
- Students must bring the correct equipment they require for their exam. Students should discuss requirements with their teacher prior to the exam. 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 (i.e., pencil cases are not permitted).
- Full uniform requirements apply to all examinations (including ATAR examinations).
- ATAR examinations, conducted by SCSA, are likewise compulsory even where the student may not be seeking an ATAR score. *Failure to attend the ATAR 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.*

Special Arrangements

Special consideration may be granted to students having an underlying physical, medical, sensory, neurological, or psychological conditions 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 Equitable Access Adjustments as per the criteria managed by SCSA. Adjustments 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

Adjustment considerations are handled through the College's Deputy Principal – Curriculum, Psychologist, and Head of Learning Support & Enrichment. Parents/guardians are advised to make contact if they have enquiries in relation to exam adjustments.

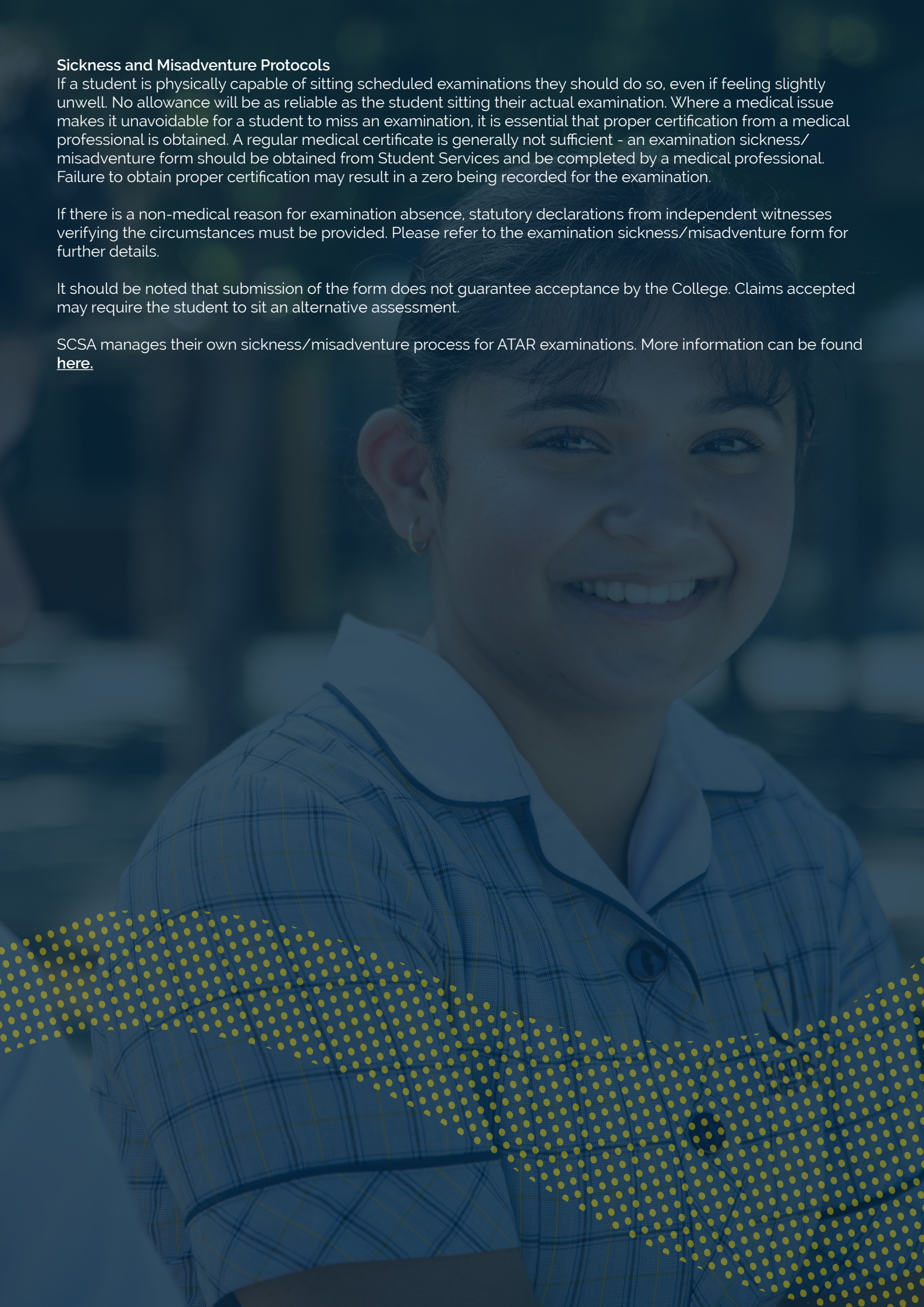
Sickness and Misadventure Protocols

If a student is physically capable of sitting scheduled examinations they should do so, even if feeling slightly unwell. 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 be completed by a medical professional. Failure to obtain proper certification may 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 may require the student to sit an alternative assessment.

SCSA manages their own sickness/misadventure process for ATAR examinations. More information can be found here.



ACCOUNTING & FINANCE ATAR

Course Units Year 11: A1ACF, A2ACF

Course Units Year 12: A3ACF, A4ACF

Recommended Course Prerequisites: Year 10 Business – B grade or higher OR Year 10 Mathematics and HASS – WAC Grade C or higher

Course Description
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 Conceptual Framework for Financial Reporting and the Accounting Standards are used in the preparation of the financial statements for a reporting entity.

Science

BIOLOGY ATAR

Course Units Year 11: A1BLY, A2BLY

Course Units Year 12: A3BLY, A4BLY

Recommended Course Prerequisites: Year 10 Science – WAC Grade B or higher

Course Description
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.

Science

CHEMISTRY ATAR

Course Units Year 11: A1CHE, A2CHE

Course Units Year 12: A3CHE, A4CHE

Recommended Course Prerequisites: Year 10 Science and Mathematics – WAC Grade B or higher

Course Description
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.

COMPUTER SCIENCE ATAR

Course Units Year 11: Not offered

Course Units Year 12: A3CSC, A4CSC

Recommended Course Prerequisites: Computer Science General in Year 11 – B grade or higher

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

Unit 3 – In this unit, students understand the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

Unit 4 – In this unit, students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the Software Development Cycle.

DESIGN GRAPHICS ATAR

Course Units Year 11: Not offered

Course Units Year 12: A3DES, A4DES

Recommended Course Prerequisites: Design Graphics/Photography General in Year 11 – B grade or higher

Please note that there are limitations on gaining WACE credit from multiple Design courses. Students can study a maximum of one ATAR and one General Design course.

Course Description
The Design Graphics ATAR course in Year 12 allows students to further develop their understanding of Design as a tool for communicating through a visual format. Students develop an ability to identify and explore open-ended design challenges and propose various potential outcomes, considering social, cultural, historical, environmental, and economic factors. Students refine their ability to analyse and interpret these intentions and apply these skills to their creative work.

Unit 3 – Responsible Design
Students become aware of the legal, ethical, and environmental responsibilities of a designer as they focus on the development of useful, sustainable and/or ethical design forms.

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

DESIGN TECHNICAL ATAR

Course Units Year 11: A1DES, A2DES

Course Units Year 12: A3DES, A4DES

Recommended Course Prerequisites: Year 10 Technical Graphics – B grade or higher

Please note that there are limitations on gaining WACE credit from multiple Design courses. Students can study a maximum of one ATAR and one General Design course.

Course Description
The Design Technical 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 in the Design ATAR course is the 'Scope of Design' in professional industries. Each unit will include the following aspects:

- 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.

Arts

DRAMA ATAR

Course Units Year 11: A1DRA, A2DRA

Course Units Year 12: A3DRA, A4DRA

Recommended Course Prerequisites: Year 10 Drama and English – WAC Grade B or higher

Please note: The Year 12 production for this course is in early Term 2 and forms part of the course practical assessments. Attendance at rehearsals outside school hours is compulsory for this assessment and will be held after school on a day to be determined at the end of Year 11

Course Description
The Drama ATAR course focuses on drama in practice. and enables students to:

- use elements of drama to develop and present ideas and explore personal and cultural issues.
- engage in drama processes (e.g., improvisation and text interpretation) to create drama.
- interpret a range of both Australian and world texts.
- demonstrate skills in performance as well as production and design (sets, costumes, props, sound, lighting) and multimedia in theatre.
- create drama for a range of purposes, audiences, and contexts.
- understand the contextual relationships of drama.
- make informed judgements of drama using appropriate terminology to analyse, interpret and evaluate drama in performance.
- develop transferable 21st century skills of creative problem solving, collaboration, innovation, flexibility, social skills, self-regulation, and leadership.

While some students in the Drama ATAR course intend to pursue a career in drama and related fields, they also participate in the course for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. The units are divided into three content areas:
1. drama language (elements of drama and drama processes)
2. contextual knowledge (drama conventions)
3. production and performance (spaces of performance and design and technologies)

Unit 1 – Representational, realist drama
This unit focuses on realism and representational drama. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama. Within this focus, students will investigate the approach of theatre practitioner Konstantin Stanislavski. including his background, ideology, and the application of his techniques in rehearsal and/or performance. Students also learn about types of stages (proscenium arch and end stage) as well as production roles.

Unit 2 – Presentational, non-realist drama
This unit focuses on non-realism and presentational drama. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama. Within this focus, students will investigate the approach of German playwright and theatre practitioner Bertolt Brecht, including his background, ideology, and the application of his Epic Theatre conventions in rehearsal and performance.

Unit 3 – Realisation of drama text, forms, and styles
This unit focuses on the realisation of drama text, context, forms and styles through the application of practitioner Uta Hagen's psychological approach to acting, including her background, ideology and application of her processes in rehearsal and performance.

Unit 4 – Interpretation of Drama texts, forms, and styles
This unit focuses the approach to and interpretation of drama texts, contexts forms and styles. Students will investigate the techniques of physical theatre practitioners Frantic Assembly, including their background, ideology, and the application of their processes in rehearsal and performance.

ECONOMICS ATAR

Course Units Year 11: A1ECO, A2ECO

Course Units Year 12: A3ECO, A4ECO

Recommended Course Prerequisites: Year 10 Humanities and English – WAC Grade B or higher

Course Description
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.

ENGINEERING STUDIES ATAR

Course Units Year 11: A1ECO, A2ECO
Course Units Year 11: A1EST, A2EST

Course Units Year 12: A3EST, A4EST

Recommended Course Prerequisites: Year 10 Mechatronics – B grade or higher

Course Description
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.

ENGLISH ATAR

Course Units Year 11: A1ENG, A2ENG

Course Units Year 12: A3ENG, A4ENG

Recommended Course Prerequisites: Year 10 English – WAC Grade B or higher AND OLNA Reading & Writing Category 3

Course Description
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.

FRENCH: SECOND LANGUAGE ATAR

Course Units Year 11: A1FSL, A2FSL

Course Units Year 12: A3FSL, A4FSL

Recommended Course Prerequisites: Year 10 French – B grade or higher

Course Description
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 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 becomes available at the end of Term 2. Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au

Unit 1 – This unit focuses on C'est la vie! (That's life!). Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2 – This unit focuses on Voyages (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

Unit 3 – This unit focuses on Les médias (The media). Through the three topics: Technology and me, Film and music, and in the media, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Unit 4 – This unit focuses on Le monde qui nous entoure (The world around us). Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Health & Physical Education

HEALTH STUDIES ATAR

Course Units Year 11: A1HEA, A2HEA

Course Units Year 12: A3HEA, A4HEA

Recommended Course Prerequisites: Year 10 Health Studies – A grade AND Year 10 English – WAC Grade B or higher

Course Description
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.

Science

HUMAN BIOLOGY ATAR

Course Units Year 11: A1HBY, A2HBY

Course Units Year 12: A3HBY, A4HBY

Recommended Course Prerequisites: Year 10 Science – WAC Grade B or higher

Course Description
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 hominids.

English

LITERATURE ATAR

Course Units Year 11: A1LIT, A2LIT

Course Units Year 12: A3LIT, A4LIT

Recommended Course Prerequisites: Year 10 English – WAC Grade B or higher AND OLNA Reading & Writing Category 3

Course Description
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 – This unit 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 – this unit 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 – this unit 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 – this unit 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.

MATHEMATICS APPLICATIONS ATAR

Course Units Year 11: A1MAA, A2MAA

Course Units Year 12: A3MAA, A4MAA

Recommended Course Prerequisites: Year 10 Mathematics – WAC Grade B or higher

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.

Course Description
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 shape.

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

Course Units Year 11: A1MAM, A2MAM

Course Units Year 12: A3MAM, A4MAM

Recommended Course Prerequisites: Year 10 Mathematics – WAC Grade A

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.

Course Description
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 – this unit 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 this unit, 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

Course Units Year 11: A1MAS, A2MAS

Course Units Year 12: A3MAS, A4MAS

Recommended Course Prerequisites: Year 10 Mathematics – WAC Grade A

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.

Course Description
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 this unit, 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.

Arts

MEDIA PRODUCTION & ANALYSIS ATAR

Course Units Year 11: A1MPA, A2MPA

Course Units Year 12: A3MPA, A4MPA

Recommended Course Prerequisites: Year 10 English – WAC Grade B or higher AND Year 10 Media WAC Grade B or higher OR Year 10 Photography – grade B or higher

Course Description
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.

Humanities & Languages

MODERN HISTORY ATAR

Course Units Year 11: A1HIM, A2HIM

Course Units Year 12: A3HIM, A4HIM

Recommended Course Prerequisites: Year 10 Humanities and English – WAC Grade B or higher

Course Description
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.

Health & Physical Education

PHYSICAL EDUCATION STUDIES ATAR

Course Units Year 11: A1PES, A2PES

Course Units Year 12: A3PES, A4PES

Recommended Course Prerequisites: Year 10 English – WAC Grade B or higher OR Year 10 Science AND Year 9 and 10 Volleyball – B grade or higher

Course Description
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. Practical sessions will focus on developing high level individual volleyball skills as well as building team cohesion within a competitive environment.

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.

Science

PHYSICS ATAR

Course Units Year 11: A1PHY, A2PHY

Course Units Year 12: A3PHY, A4PHY

Recommended Course Prerequisites: Year 10 Science and Mathematics – WAC Grade B or higher

Course Description
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.

Humanities & Languages

PSYCHOLOGY ATAR

Course Units Year 11: A1PSY, A2PSY

Course Units Year 12: A3PSY, A4PSY

Recommended Course Prerequisites: Year 10 English and Science – WAC Grade B or higher

Course Description
Psychology is the scientific study of how people think, feel, and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought.

This course introduces students to the principles of scientific inquiry and their application to planning, designing, and conducting psychological investigations using appropriate procedures and practices. Students have the opportunity to collect, process, evaluate, and critically interpret information from a range of scientific sources, and to evaluate the credibility of these resources. Students will develop an understanding of ethical guidelines and their importance to psychological practice.

Unit 1 – Biological and lifespan psychology
This unit introduces psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies, and models, which develop and change over time, to explain human emotion, cognition, and behaviour. There is a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviours.

Unit 2 – Attitudes, stereotypes, and social influence
This unit focuses on the influence of others on human behaviour, cognition, and emotion. Students explore theories of cognitive dissonance, social identity, and attribution with reference to relevant psychological studies and apply these theories to real-world experiences. The unit also introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice, and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours.

Unit 3 – Memory and learning
Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research. Students learn the roles of sensation, perception, and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting. Students apply learning theories in behaviour modification to real-world contexts.

Unit 4 – Psychology of motivation, wellbeing, and health
A key concern in psychology is developing the understanding of human cognition, emotion, and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing and apply this to the development of effective strategies related to stress and sleep. This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep, and wellbeing.

VISUAL ART ATAR

Course Units Year 11: A1VAR, A2VAR

Course Units Year 12: A3VAR, A4VAR

Recommended Course Prerequisites: Year 10 Visual Art and English – WAC Grade B or higher

Course Description
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.

Alternate University Pathways

While the ATAR pathway is excellent at preparing students for the rigours of tertiary study and it is the traditional way for school leavers to get into university, it is not suitable for all students who aspire to go to university after finishing high school. The are various alternate pathways that students can take to gain university entrance, and the College offers two options that students can undertake during Year 12.

Option 1: VET
In Year 11, students study six ATAR and/or General courses. In Year 12, students drop one WACE course (retaining five and gaining a study line) and complete an externally delivered Certificate IV qualification such as a Certificate IV in Preparation for Health and Nursing Studies. Certificate IVs are generally recognised as the equivalent of a 70 ATAR by most universities. While completing the qualification, students will be at the College for four days a week and attend TAFE or another registered training organisation one day a week.

Please note that Certificate IVs are fee for service, meaning that the qualification has to be paid for separately to College fees. Students interested in this pathway should contact the College's Pathways Coordinator.

Option 2: Curtin UniReady
In Year 11, students study six ATAR and/or General courses. In Year 12, students drop one WACE course (retaining five and gaining a study line) and complete the UniReady course. The UniReady course is a university enabling program that is delivered on campus at the College that gives students the equivalent of a 70 ATAR at most Western Australian universities.

Applications for the UniReady course open in Term 4 of Year 11. The College holds an information evening for the course in early Term 3.

CURTIN UNIREADY

Recommended Course Prerequisites: Year 11 English General – B grade or higher OR Year 11 English ATAR or Literature ATAR – C grade or higher

Each unit of the UniReady course is the equivalent of one WACE credit that goes towards students' WACE requirements. It is important to note that the UniReady course will only run if minimum numbers are reached.

Course Description
UniReady is a rigorous university enabling program. It provides an alternative entry pathway to university for students studying a non-ATAR pathway. Enabling programs are normally accessed by students when they finish Year 12, however, the UniReady program is able to be completed by students alongside their Year 12 studies, allowing them to commence university at the same time as their ATAR pathway peers.

In the UniReady course, students develop transferable study and communication skills needed for university. Students study four units (two core and two optional) and upon successful completion of the course, are awarded a notional ATAR of 70 and English competency. This will provide entry into several of Curtin University's minimum entry requirement courses and can be used to apply at other WA universities.

Core Units
- Fundamentals of Academic Writing
- Foundations of Communication

Optional Units
- Introduction to Commerce
- Introduction to Humanities

Each unit has 11-12 topics that students study. Units have 3-4 assessments during the teaching period, which can include a final online examination. The units are structured like an undergraduate university unit as UniReady follows the same policies as all other courses at Curtin University. Delivery is a combination of lecture and tutorial, and students can be expected to work an additional 4 to 5 hours on top of the time spent in class each week. Students will need to work through the term breaks to complete the course.

Vocational Education and Training (VET) Pathway

This pathway is for students seeking a trade, traineeship, work, or further education/training options such as TAFE post-school. VET qualifications allow secondary school students to complete part or all of a nationally recognised, industry recognised (AQF) vocational qualification while still studying towards their WACE. This means school students are able to achieve a WACE and at the same time complete units of competency towards or a whole vocational qualification. To be successful on this pathway, students must be self-motivated and ready to take a step into the adult education space.

VET Delivered at the College
These courses are delivered by the College in partnership with a registered training organisation (RTO); students are enrolled with the RTO, but training and assessment is conducted by teachers at the College on behalf of the RTO. Students studying an internally delivered VET qualification attend the College five days per week. They may have one day offsite if they are also completing Workplace Learning. Students will study five WACE courses alongside their qualification. These will mainly be General courses, but with this option students may also study an ATAR course if it supports their future pathway.

Externally Delivered VET Courses
In addition to internally offered VET courses, the College also partners with several agencies to enable students to study vocational courses off campus. Students studying a qualification externally will generally attend the College three days per week and attend TAFE and complete work placement/training externally two days per week. Please note that this means these students will miss class time and work; responsibility for catch up rests with the student. Students will study five General courses and generally cannot study ATAR courses with this option. Students should also be aware that courses with a large practical component (e.g., Outdoor Education General) may not be compatible with this option.

USI Numbers

Students enrolling in a VET qualification must have a Unique Student Identifier (USI). USIs can be created online (via an Australian Government portal) **here.**

Example VET Pathway Study Programs

The examples below are intended as a general guide only. Students should tailor their study program to reflect their individual needs, goals, interests. and passions. Please also note that course combinations will be limited by the College timetable so the exact combinations depicted may not be possible.

Example 1 – student studying an internally delivered VET course – sport focus

Course 1	English General
Course 2	Certificate II Sport & Recreation (Year 11) / Certificate III Sport, Aquatic and Recreation (Year 12)
Course 3	Physical Education Studies ATAR
Course 4	Mathematics Essentials General
Course 5	Business Management & Enterprise General
Course 6	Materials, Design & Technology: Wood General

Student is on campus five days per week.

Example 2 – student completing a Certificate II in Electrotechnology (Career Start - Electrotechnology Pre-apprenticeship) at TAFE

Course 1	English General
Course 2	Mathematics Essential General
Course 3	Geography General
Course 4	Design Technical General
Course 5	Engineering Studies General
Course 6	Study line

Student is offsite at TAFE/the workplace two days per week and at the College for the remaining three. The student has a study line to help them stay up to date with their courses and catch up on work missed whilst offsite.

TAFE

Please note that TAFE applications are usually due by mid-August in the year prior to the qualification being studied. Students should contact the College's Pathways Coordinator if they would like to apply for 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 point 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 maintain good Year 10 grades and/or carefully consider which Upper School courses they enrol in, making sure they choose courses that they have the best potential to succeed at a high level, and thus attain high grades, in.

School-based Apprenticeships/Traineeships

The School Based Traineeship Program provides students entering Year 11 with the opportunity to get paid, gain on the job experience, and build a range of workplace skills. The College may facilitate school-based apprenticeships/traineeships in some circumstances; however, the decision to facilitate this arrangement is a College decision.

Students who would like further information about school-based apprenticeships/traineeships should make an appointment to see the College's **Pathways Coordinator**.

Arts

CERTIFICATE III MUSIC

The Certificate III in Music qualification is provided by the College in partnership with COSAMP College of Sound and Music Production PKY Media PTD LTD RTO 41549.

COLLEGE OF SOUND
AND MUSIC PRODUCTION

Course Code: CUA30920

Recommended Course Prerequisites: Instrumental or vocal experience necessary

Course Description
This course will allow each student to build and develop excellent practical skills in music with a focus on either contemporary or musical theatre. Students will study elective units which focus on performance; for instance, developing and applying musical ideas and listening skills, applying knowledge of music culture to music making, incorporate music technology into performance, developing ensemble skills for playing or singing music, performing music from written notation, creating compositions using current digital and technological processes and more.

The College of Sound and Music Production (COSAMP) is a Registered Training Organization (RTO 41549) and online resource and training provider. They provide contemporary music technology teaching resources and support services to secondary school music departments (over 160 in 2018) and music teachers across Australia.

Units
- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Perform simple repertoire in ensembles
- Prepare for musical performances
- Perform music as part of a group
- Create simple musical compositions
- Contribute to backup accompaniment as part of a group
- Incorporate music technology into performances
- Develop musical notation skills
- Develop technical skills for music performance

The College will enrol the students who have selected this course 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 the COSAMP student online site. Upon successful completion of all course requirements, the RTO will issue the certificate to the students via the College.

Humanities & Languages

CERTIFICATE II SKILLS FOR WORK & VOCATIONAL PATHWAYS

This qualification is provided by the College in partnership with IVET Institute RTO Code 40548.

Course Code: FSK20119

Course Prerequisites: Year 11 Career & Enterprise General – C grade or higher

Course Description
Students will develop a range of broad-based business skills that are applicable to almost all industries, including a range of some of the most common digital technologies and applications used across businesses today, as well as the required knowledge and skills to underpin their individual performance once they are in a workplace setting – fundamentals such as planning, prioritising, problem-solving, communication, teamwork and more.

The Certificate II level program prepares students for positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

Topics covered include:
- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies
- Common business applications
- Safe and sustainable work practices
- Communication skills
- Critical thinking and basic problem solving

IVET Institute RTO Code 40548 is licensed under ASQA to deliver and assess this qualification. The College will enrol the students who have selected this course 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. Upon successful completion of all course requirements, the RTO will issue the certificate to the students via the College

Health & Physical Education

CERTIFICATE II SPORT & RECREATION / CERTIFICATE III SPORT, AQUATIC & RECREATION

These qualifications are provided by the College in partnership with IVET Institute RTO Code 40548.

Course Code: SIS20122 / SIS30122

Recommended Course Prerequisites: Nil

Course Description
Students complete a Certificate II Sport and Recreation in Year 11 followed by the Certificate III Sport, Aquatic and Recreation in Year 12. These qualifications allow students to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry and enable them to apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Students will become competent in a range of administrative activities and functions within a team and under supervision. Students will be involved in routine tasks using practical skills and basic sport and recreation industry knowledge, as well as be involved in structured environments where they can use their knowledge from their sport specialisation.

Units
Year 1:
- Participate in workplace health and safety
- Select and use technology for sport, fitness and recreation work
- Participate in conditioning for sport
- Provide first aid
- Respond to emergency situations
- Maintain sport, fitness and recreation industry knowledge
- Provide quality service
- Continuously improve officiating skills and knowledge

Year 2:
- Participate in WHS hazard identification, risk assessment and risk control processes
- Maintain activity equipment
- Conduct sport coaching sessions with foundation level participants
- Respond to interpersonal conflict
- Facilitate groups
- Work with diverse people

IVET Institute RTO Code 40548 is licensed under ASQA to deliver and assess these qualifications. The College 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. Upon successful completion of all course requirements, the RTO will issue the certificates to the students via the College.

WORKPLACE LEARNING

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 program attend a work placement organised by the student and the Pathways Coordinator; this involves one day out of school each week. Please note it is the student's responsibility to catch up on schoolwork missed during their placement.

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.

Further information may be obtained by contacting the Pathways Coordinator.

Parents As Partners in Learning

At Mandurah Baptist College, we understand that parents are the most significant determinant of success in their child's learning journey. The attitudes parents share about learning, about school and the value they place on their children's engagement with the learning program will influence their child's approach throughout their time with us.

We know to assist your child to gain the most they can from their learning, and to assist them into the future they desire, we have to work together – home and school must be a partnership.

Our values of growth, integrity, faith, excellence, and relationships are a strong framework for your child and, we believe, establishes a strong platform for their future, whether that be into academic pursuits, or for life in general. We want our students to be 'life ready' as it says in our mission statement – empowered to engage positively with the world they are year by year stepping into.

Naturally these formative years are important as we set our students on a course for a move into an adult world. High standards of behaviour, social and emotional development and care for their community are key to their future success and we see these years, including mistakes, as part of learning. In partnering with us, parents and students agree to abide by the Codes of Conduct. Sometimes we do have to engage in difficult parts of the journey, but it is important that students learn lessons (even hard ones) now and ideally not when they are out of the school environment.

Communication will be key to partnering with us. We seek to empower parents with access to information via a transparent SEQTA system. It is vital that as parents you monitor your child's progress so you can congratulate them on their successes and help them identify when they need to address issues. Teachers are available to you and are keen to assist. Given secondary teachers see between 150-350 students per week (depending on their subject area) please feel free to leave a phone message or email and when they are available, they will be in contact.

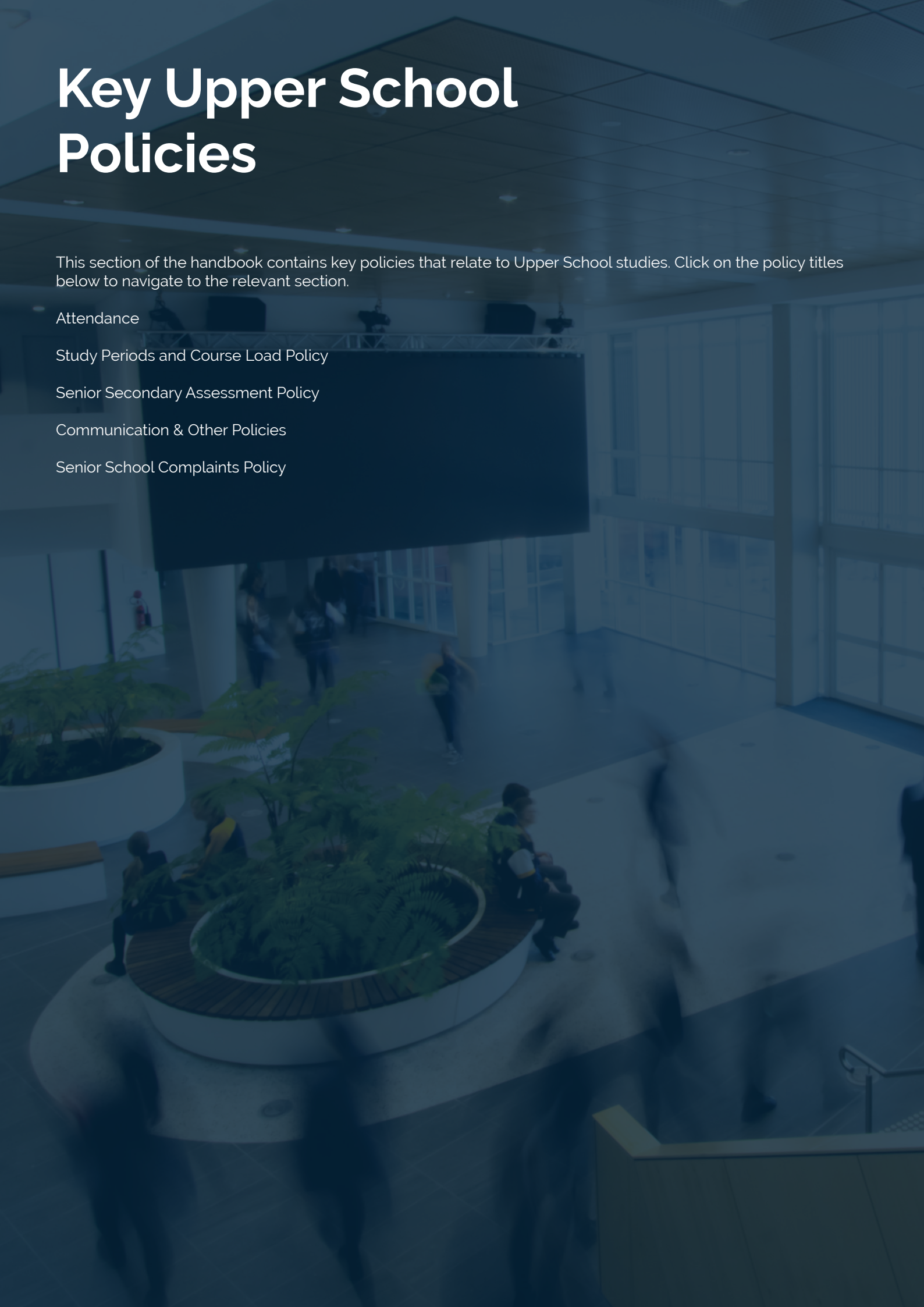
We consider it a privilege to be in the work of education, to see each student as created by God and to be part of their journey of growth and development, partnering with parents and families to best prepare students for a future filled with hope and potential.

How to Help Your Child Succeed in Upper School

- Start each day smoothly and peacefully
- Send your child to school with a good breakfast
- Make sure they get plenty of sleep
- Use non-aggressive conflict resolution strategies
- Place a high value on good manners and respect
- Model and teach time management
- Talk often with your child
- Set up a great study venue
- Limit social media – it can set them up for a gossip-fuelled day
- Show your love of learning
- Talk with respect about teachers
- Encourage your child to take responsibility
- Sport or exercise works wonders
- Be tough when you know a decision is in their best interest
- Encourage your child to use all the supports at their disposal
- Let your child know every day how much you love and value them

Key Upper School Policies

This section of the handbook contains key policies that relate to Upper School studies. Click on the policy titles below to navigate to the relevant section.



Attendance

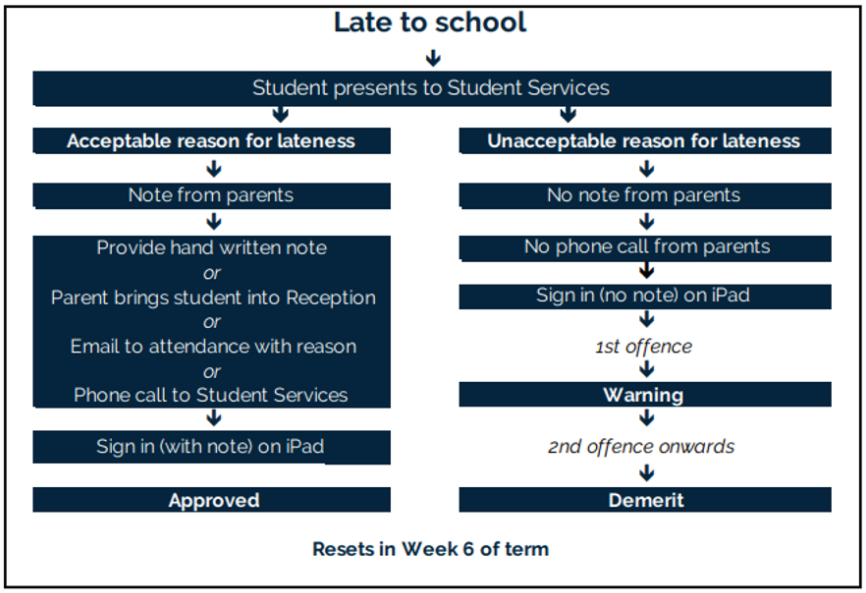
Students and parents of students need to be aware that attendance issues become more significant in Upper School. The College is bound to the regulations set by SCSA.

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 approved 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 students being unenrolled from courses and thus endanger WACE attainment.

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.

Please note that student absence, including late arrival to campus, will require written confirmation from parents/guardians.



The College will endeavour to support students whose school attendance is impacted by chronic illness or other extenuating circumstances.

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 ensures 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/or 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 does not negatively affect their WACE eligibility as assessed by the 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 state or national level) or another equivalent Endorsed Program

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.

Senior Secondary 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 courses. Some students may also gain credit towards 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/facilitated by 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.

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); assessments may be stored electronically
- 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 using the College's feedback protocols
- maintain accurate records of student achievement
- meet College and external timelines for assessment and reporting
- inform students and parents/guardians of academic progress, as appropriate, including but not limited to direct contact where academic concerns exist

3. Information Provided to Students
Before teaching starts the teacher will provide via SEQTA (on the program overview page) 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, or single units as appropriate. In each unit and/or pair of units, a number of assessment tasks occur during the year including end of semester examinations 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 in ATAR courses. Some courses, particularly at the General or Foundation level, may include tasks that are completed out-of-class (in which case, student achievement will be validated to ensure authenticity as required).

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

In Year 11 written examinations may range from 2 to 3 hours in length.

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 and mathematics examinations which have a duration of 2.5 hours. All written examinations also have reading time in addition to the times listed.

The examination timetable is issued to students two weeks before the start of the examination period. The examination rules are printed with examination timetables. Examination timetables are distributed in hard copy through form classes and are also posted on SEQTA via the Documents repository.

If an examination contains an error or questions are based on content that is outside the syllabus the College will remove the question containing the error or based on content outside the syllabus.

If there is a breach of examination security, the College will either set a new examination if there is a breach of security that affects all students, or penalise the student/s 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/guardians 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 Tasks
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 time required by SCSA in Term 2 of each year.

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 issue a standardised mark, or
- have the student sit the EST, if it is deemed that the task is still valid and secure

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. parent/guardian, student, teacher, tutor or expert)
- generated or written by Artificial Intelligence (AI)
- 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 will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised based on the professional judgment of the teacher in consultation with their Head of Learning Area, 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, including the application of a demerit by the relevant Head of Learning Area.

In exceptional circumstances, students may be granted the opportunity to resubmit an assessment where part of the work is not the student's own. This provision would only be extended once during the academic year across all of a student's courses.

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 referencing, using the APA referencing system.

Guidelines on referencing can be found on the SEQTA homepage.

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 Assessments
Where there is more than one class studying the same pair of units at the College, all 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 Equitable Access to Assessment Policy, 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.

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 parent/guardian will be notified and informed of the possible impact of the penalty on the student's grade.

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 (e.g., 70% reduced to 63%), **or**
- 50% reduction in the mark if submitted two school days late (e.g., 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, in consultation with the student, may be required to:

- 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, in consultation with their Head of Learning Area:

- 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 Head of Year 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 Week 1, Term 3. 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 (subject to Authority parameters). 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 grade[1]
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark1 (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 Year 12, 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.

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 School 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.

18. Vocational Education and Training Late Assessments
Should an assessment for a Certificate course be incomplete on the due date, a 'Late Assessment (VET)' notification will be issued. The notification will give details of the assessment, and a warning that a Demerit may be issued should the assessment task not be completed. Students and parents/guardians are reminded that, for a certificate qualification to be finished, all tasks must be completed and deemed competent in order to attain the certification.

Communication & Other Policies

Communication
The lines of communication change in high school as your child has a greater number of teachers, who see between 150 and 400 students per week, and the students move between specialist facilities. All staff are keen to help, but to make things simple, your first point of contact for initial or minor matters is either:

- Head of Year
- Pastoral Care Group Teacher
- A subject Teacher

The College has a voicemail system that allows parents to record messages, should the teacher be unavailable at the time they ring. Alternatively, staff can be emailed via admin@mbc.wa.edu.au or directly through SEQTA Engage. Staff will endeavour to return the communication as soon as possible around their teaching, meeting and extra-curricular schedules. We would ask that parents ring to make any appointments (so as not to be disappointed should a staff member be unavailable) and enter the College via the front office. We ask that parents give an indication of the nature of the meeting at time of booking so that staff can bring any necessary information to assist in the matter. For matters of curriculum the contact is the Deputy of Curriculum. For discipline and pastoral matters the contact is the Deputy of Pastoral Care. For any matters parents are welcome to contact the Principal.

Interim Reports are completed in Term 1 and Semester Reports are completed at the end of Terms 2 and 4. They are available via SEQTA Engage as soon as posted and remain there for your convenience. A Parent Teacher afternoon is held in early Term 2 where parents can make appointments to see staff, although parents are encouraged to make contact at any time should they feel concerned. Parents and staff are welcome to email as a quick means of communication. Notifications in regard to non-performance or behaviour are sent from the College as needed via either SEQTA/email or telephone.

Pastoral Care Policies
Please see the College website for policies including –

- Discipline Policy
- Bullying Prevention Policy
- Kindergarten to Year 12 Uniform Policy
- Mandurah Baptist College Privacy Policy
- Parent Code of Conduct
- Student Code of Conduct
- Student Safety and Wellbeing

Exclusions from the College
Discipline in school is all about learning. Most behaviours are followed up as part of correction, learning for future scenarios and increasing self-regulation, and importantly, as part of being **life ready** students.

There are, however, some issues that will result in immediate exclusion from the College. Every year these are highlighted to students in assemblies and Pastoral Care Group classes and are available in school policies on a number of platforms.

Whilst we would not like to see any child leave the school, due to the high risks associated, exclusion will be invoked for issues including:

- Drugs use, selling or distribution – any form of drug; bringing drug paraphernalia to school
- Violence e.g., assaulting or threatening a teacher inside or outside of the College; any extreme violence may result in review of enrolment
- Illegal or malicious activity e.g., distribution of pornography; concealed weapons; grooming
- Dangerous social trends that impact the life of the College. Please note, the College reserves the right to take immediate action on a trend that may present significant risk/harm.

Please note that exclusion for some of these categories may affect subsequent enrolment opportunities at other schools.

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.

Mandurah Baptist College Complaints Policy and Procedure can be found here on the College website here.