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Austin Cove Baptist College is committed to the following principles as outlined in the College aims, motto and core values. The College Affirmation is an amalgamation of these principles.

COLLEGE AIMS

Austin Cove Baptist College seeks to achieve three foundational aims:

1. Excellence in Education

At Austin Cove Baptist College, we strive for Excellence in Education.

We believe that all students need to develop, produce and express themselves to the level of their potential, regardless of varying interests and abilities.

We will provide the framework, opportunities and motivation for students to be able to reach the peaks of their own personal success and to experience the joy that comes with being the best that they can be.

2. A safe, caring and respectful environment

Austin Cove Baptist College aims to offer a safe, caring and respectful environment which provides students with an opportunity to learn free from distractions and intimidation.

3. Awareness of God

Austin Cove Baptist College seeks to present excellence in education within a Christian context by providing opportunities for the school community to become aware of God and to grow in a Christian environment.

MOTTO

“Run with endurance” comes from a Bible verse, “Let us run with endurance the race that is set before us.” (Hebrews 12:1)

In the College context, this relates to the journey that students have to undertake during their school years. A race is not always a competition against others but a race does need to be completed. At Austin Cove Baptist College, we want to equip students to finish the race and be winners in their own lives. Parents, teachers and students are a team to help every student achieve this success.
CORE VALUES

The Core Values that surround the main principles of Austin Cove Baptist College are:

Courage
Persistence
Respect

CPR – Our Heartbeat

Courage has to do with our relationship with ourselves and our internal abilities, especially when times get tough. We need courage to build character in the midst of disappointment, failure and fear, as courage is not the absence of trials, but rather the conquest of it.

Persistence has to do with continuance of an action until the successful desired result is achieved. It’s a matter of not giving up.

Respect has to do with our relationship with each other. No matter what the situation is, each student, teacher, parent and community member needs to operate and be treated with respect.

<table>
<thead>
<tr>
<th>College Affirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a right to learn free from distraction.</td>
</tr>
<tr>
<td>I have a right to feel safe.</td>
</tr>
<tr>
<td>I always work to the best of my ability.</td>
</tr>
<tr>
<td>I treat everyone around me courteously and with respect.</td>
</tr>
<tr>
<td>I show courage when I attempt new things and I don’t give up easily.</td>
</tr>
<tr>
<td>I believe the best of myself and others.</td>
</tr>
<tr>
<td>I am the winner I was created to be.</td>
</tr>
</tbody>
</table>

Every student is expected to uphold the principles and expectations of Austin Cove Baptist College. All students are expected to take full responsibility for their appearance, behaviour and possessions.
SECONDARY SCHOOL TIMETABLE

The College day consists of seven teaching periods. The first bell rings at 8:25am for students to move to their classroom. The first fifteen minutes of the day are spent in the student’s Form class for general administration and daily notices. The first teaching session begins at 8:40am. The College teaching sessions finish at 3:00pm when students return to their Form class for the end-of-day administration and notices.

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25am</td>
<td>Welcome Bell</td>
<td></td>
</tr>
<tr>
<td>8:30am</td>
<td>Form/Administration</td>
<td>10</td>
</tr>
<tr>
<td>8:40am</td>
<td>Period 1</td>
<td>50</td>
</tr>
<tr>
<td>9:30am</td>
<td>Period 2</td>
<td>45</td>
</tr>
<tr>
<td>10:15am</td>
<td>Period 3</td>
<td>45</td>
</tr>
<tr>
<td>11:00am</td>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td>11:20am</td>
<td>Period 4</td>
<td>45</td>
</tr>
<tr>
<td>12:05pm</td>
<td>Period 5</td>
<td>45</td>
</tr>
<tr>
<td>12:50pm</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:25pm</td>
<td>Period 6</td>
<td>45</td>
</tr>
<tr>
<td>2:10pm</td>
<td>Period 7</td>
<td>50</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Form/Administration</td>
<td>5</td>
</tr>
<tr>
<td>3:05pm</td>
<td>End of Day</td>
<td></td>
</tr>
</tbody>
</table>
GENERAL INFORMATION
INTRODUCTION

This Information Booklet is designed to make the transition into Upper School as easy as possible, providing important and relevant information to assist in making informed decisions about education over this important period.

It is crucial that the information is read through very carefully, particularly regarding requirements for entrance into post-compulsory education beyond Austin Cove Baptist College so that students do not limit their chances or exclude themselves from any course of study.

In Year 11 and 12, students complete a Western Australian Certificate of Education (WACE). The WACE certificate demonstrates significant achievement over Years 11 and 12.

There are three groups of WACE courses:

**ATAR courses** – for students who are typically aiming to enrol in University directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and the results accepted by TISC for the purposes of university entrance.

**General courses** – for students who are typically aiming to enter further training or the workforce directly from school.

Each course has four units; each unit is typically completed in a semester. Units 1 and 2 (Year 11) are usually studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair. The complexity of the syllabus increases from Year 11 to Year 12. A student cannot enrol in Units 3 and 4 of a course in Year 11 and then complete Units 1 and 2 from the same course in Year 12.

**Vocational Education and Training packages:**

In school – each VET program is delivered as a 5 period per week school timetabled course.

Endorsed programs can be completed through the College. Endorsed programs also contribute to the achievement of the WACE. Students can enrol in the endorsed program of Workplace Learning through the College.

All students at Austin Cove Baptist College in Year 11 will study six courses in addition to Physical Education (2 periods), Form and ACE (2 periods).

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

Generally, students study the same six courses in Year 12 that they took in Year 11.

Students enrolling in Year 11 fall into three broad categories:

1. Students choosing a course leading to university
2. Students choosing a course leading to further education, typically through Vocational Training.
3. Students seeking employment.
Students need to be very clear about which category they come under before choosing courses.

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

It is unwise for a student intending to apply for TAFE to study difficult ATAR courses and achieve lower grades than he/she would in General courses. Past experience shows that students achieving grades of D in more difficult courses may miss out on both university entrance and vocational training (TAFE) entrance because:

1. Their TEA aggregates are too low for university entrance
2. They are beaten to vocational education places by students with higher grades often in easier courses.

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

A  Excellent Achievement
B  High Achievement
C  Sound Achievement
D  Limited Achievement
E  Inadequate Achievement

These grades appear on each student’s Western Australian Statement of Student Achievement (WASSA), issued by the School Curriculum and Standards Authority when the student finishes school. All completed Courses will show a level of achievement for each course undertaken. For Courses where the external exam is undertaken, the ATAR will be calculated based on 50% of the school mark and 50% of the external assessment after moderation, standardisation and scaling.

CERTIFICATE OF STUDENT ACHIEVEMENT

At the end of senior secondary schooling, all students who have satisfactorily completes any study that contributes toward a WACE will receive a folio of achievement. The folio will contain one or more of the following items:

- Western Australian Certificate of Education (WACE)
- Certificate of Distinction and Certificate of Merit
- Western Australian Statement of Student Achievement (WASSA)
- ATAR course report

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education, typically referred to as Graduation, is awarded to secondary students who satisfy its requirements. Generally students will achieve the WACE through their final two years of senior secondary study.

To qualify for the WACE, students must:
• Demonstrate a minimum standard of literacy and numeracy based on skills regarded as essential for individuals to meet the demands of everyday work and life in a knowledge-based economy

• Complete at least 20 units or equivalents, including at least 10 or equivalent in Year 12

• Complete four or more ATAR courses or complete a Certificate II or higher

• Achieve a C grade or better across the best 14 course units, or equivalent, from which at least six must be in Year 12

• Complete two Year 11 English units and a pair of English units in Year 12

• Complete at least one pair of units from each of List A (arts/languages/social science) and List B (mathematics/science/technology) in Year 12

**Note:** VET and Endorsed programs contribute to both completed units and reduce the required number of C grades. These are the ‘equivalent’ courses referred to above.

**WACE Breadth of Study**

Students will complete a minimum of 20 course units or the equivalent. This must include at least one course from each of the following lists:

<table>
<thead>
<tr>
<th>List A (Arts/Languages/Social Science)</th>
<th>List B (Mathematics/Science/Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE Career and Enterprise</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>FST Food Science and Technology</td>
</tr>
<tr>
<td>ENG English</td>
<td>HBS Human Biology</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>MAT Mathematics</td>
</tr>
<tr>
<td>MPA Media Production and Analysis</td>
<td></td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td></td>
</tr>
<tr>
<td>HIM Modern History</td>
<td></td>
</tr>
</tbody>
</table>

**MINIMUM LITERACY AND NUMERACY STANDARDS**

The minimum literacy and numeracy standards are described as the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.

A student meets this minimum standard through either NAPLAN or the Online Literacy and Numeracy Assessment (OLNA).

Through NAPLAN the minimum Literacy standard is Band 8 or higher in Reading and Writing. The minimum Numeracy standard is Band 8 or higher for Numeracy.

A student in Year 10, 11 or 12 who has not met the minimum standard through NAPLAN is required to sit the OLNA. Until the minimum standard is met a student will sit the OLNA in March and September in Year 10, repeating in Year 11 and 12 if required.

A student who is unable to meet the minimum standard of Literacy and Numeracy by March in Year 11 may qualify for the Foundation courses of Mathematics and English. Student enrolment in these courses is prescribed by the School Curriculum and Standards Authority (SCSA). Although a student
may choose not to enrol in the Foundation Course if they qualify, it is not possible to place a student in this course if they have met the minimum standard.

UNIVERSITY ENTRANCE

At the time of going to print, the following information was NOT confirmed. The information is based on requirements from many previous years.

To gain entrance to one of the four public universities* (Murdoch, Curtin, UWA or Edith Cowan), a student must satisfy all of the following conditions:

1. Achieve the Western Australian Certificate of Education (WACE)

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

2. Achieve Competency in English

For university admission purposes, usually a student demonstrates competence in English by achieving the prescribed one of the WACE ATAR English courses: English, Literature or English as an Additional Language or Dialect (ELD).

- Curtin University, Murdoch University and The University of Western Australia require a scaled mark of 50.
- Edith Cowan University requires a scaled mark of 50 or a letter grade of A, B or C in two units of English, Literature or English as an Additional Language or Dialect studied in Year 12.

3. Achieve a Sufficiently High ATAR

The following points concerning the determination of the ATAR have been agreed to by the four public Universities.

For a student’s Course to be used in the calculation of his/her ATAR, at least Units 3 and 4 need to be completed and the external examination needs to be undertaken.

The final Course Level of Achievement will be a 50:50 combination of internal and external assessment.

The highest four final Course scaled marks will be combined taking into account any unacceptable combinations to produce a Tertiary Entrance Aggregate (TEA).

The TEA is converted to an ATAR taking into account the number of students with a TEA and the total Year 12 School leaving age population in WA as is currently done.

4. Satisfy any prerequisites or special entrance requirements for entry to particular courses.

Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.

Generally a scaled mark of 50 or more in a WACE ATAR course is required for prerequisite purposes; however Mathematics prerequisites differ across university courses.
Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual university websites.

*Entrance to the University of Notre Dame (Australia) is made through private application and interview. None of the conditions already mentioned apply.

**COMPARISON OF TEA / ATAR**

Admission into university is competitive and the Australian Tertiary Admission Rank is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR.

The ATAR ranges between zero and 99.95. It reports student rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. For example, an ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. **Remember this is a rank not a percentage mark.**

**CALCULATION OF THE TEA / ATAR**

The ATAR is derived from the Tertiary Entrance Aggregate (TEA) which uses scaled marks in courses.

The TEA will be calculated by adding the best four scaled scores in courses. These may be in any combination of courses (except unacceptable combinations, see below). No course can be counted more than once and Stage 2 and Stage 3 of the same WACE course cannot both count.

In calculating the scaled score, equal weight is given to the final school score and the final examination mark except where courses are taken on a private basis.

**Possible Unacceptable Subject Combinations:**

The following course combinations cannot be used in calculating the TEA of a student. It may be possible to take both courses and for them to count toward the WACE, but the result in only one may be used to calculate the TEA/ATAR.

- Biology with Human Biology
- English with English as an Additional Language/Dialect
- English with Literature
- English as an Additional Language/Dialect with Literature

TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 School leaving age in the state. This table is constructed annually.
The following table gives an indication of the minimum Tertiary Entrance Aggregate (TEA) out of 400 required to achieve a particular ATAR for university entrance. The table is used to roughly check an ATAR calculation, the up to date ATAR calculator is available on the TISC website: [www.tisc.edu.au](http://www.tisc.edu.au).

The TEA will be calculated by adding the best four scaled scores. No course can be counted more than once. In calculating the scaled score, equal weight is given to the final school score and the final examination score. The TEA will be measured out of 400.

**Example – Four WACE ATAR Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>66</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78</td>
</tr>
<tr>
<td>Modern History</td>
<td>67</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>70</td>
</tr>
</tbody>
</table>

Four subject sum: $66 + 78 + 67 + 70 = 281$

**TEA = 281**

**Example – Six WACE ATAR Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>65</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78</td>
</tr>
<tr>
<td>French</td>
<td>66</td>
</tr>
<tr>
<td>Human Biological Science</td>
<td>72</td>
</tr>
<tr>
<td>Drama</td>
<td>55</td>
</tr>
<tr>
<td>Applied Information Technology</td>
<td>53</td>
</tr>
</tbody>
</table>

Best four course sum: $78 + 72 + 66 + 65 = 281$

**TEA = 281**
Example table:

<table>
<thead>
<tr>
<th>ATAR</th>
<th>Minimum TEA for ATAR</th>
<th>ATAR</th>
<th>Minimum TEA for ATAR</th>
<th>ATAR</th>
<th>Minimum TEA for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.00</td>
<td>132.9</td>
<td>78.00</td>
<td>244.8</td>
<td>92.00</td>
<td>286.7</td>
</tr>
<tr>
<td>40.00</td>
<td>155.0</td>
<td>79.00</td>
<td>247.2</td>
<td>93.00</td>
<td>291.2</td>
</tr>
<tr>
<td>50.00</td>
<td>177.4</td>
<td>80.00</td>
<td>249.4</td>
<td>94.00</td>
<td>295.7</td>
</tr>
<tr>
<td>55.00</td>
<td>189.0</td>
<td>81.00</td>
<td>252.1</td>
<td>95.00</td>
<td>301.0</td>
</tr>
<tr>
<td>60.00</td>
<td>201.2</td>
<td>82.00</td>
<td>254.7</td>
<td>96.00</td>
<td>307.3</td>
</tr>
<tr>
<td>65.00</td>
<td>213.2</td>
<td>83.00</td>
<td>257.5</td>
<td>97.00</td>
<td>315.2</td>
</tr>
<tr>
<td>70.00</td>
<td>225.4</td>
<td>84.00</td>
<td>260.3</td>
<td>98.00</td>
<td>324.2</td>
</tr>
<tr>
<td>71.00</td>
<td>227.5</td>
<td>85.00</td>
<td>263.2</td>
<td>98.50</td>
<td>331.0</td>
</tr>
<tr>
<td>72.00</td>
<td>230.0</td>
<td>86.00</td>
<td>266.1</td>
<td>99.00</td>
<td>339.3</td>
</tr>
<tr>
<td>73.00</td>
<td>232.2</td>
<td>87.00</td>
<td>269.1</td>
<td>99.50</td>
<td>353.9</td>
</tr>
<tr>
<td>74.00</td>
<td>234.6</td>
<td>88.00</td>
<td>272.3</td>
<td>99.70</td>
<td>364.3</td>
</tr>
<tr>
<td>75.00</td>
<td>237.1</td>
<td>89.00</td>
<td>275.3</td>
<td>99.90</td>
<td>377.6</td>
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<td>76.00</td>
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<td>90.00</td>
<td>278.8</td>
<td>99.95</td>
<td>385.0</td>
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<tr>
<td>77.00</td>
<td>242.3</td>
<td>91.00</td>
<td>282.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LOTE BONUS** Curtin University, University of Western Australia

As an incentive for WACE students to study a Language Other Than English (LOTE), Curtin University and The University of Western Australia provide a bonus to students who achieve a scaled score in a SCSA approved LOTE ATAR course. This results in a Selection Rank higher than your ATAR, if you have studied a LOTE course from 2011 onwards. This Selection Rank is then used, in place of the lower ATAR, for admission to Curtin and UWA courses.

To calculate your Selection Rank, your TEA will firstly be enhanced by 10% of your final scaled score in a LOTE course. Your Selection Rank will be calculated from the TEA/ATAR conversion table, using this enhanced TEA. If you complete more than one LOTE course, the bonus will be calculated using the LOTE course with the highest scaled score. Note that this LOTE bonus will only be applied for LOTE courses studied from 2011 onwards. You receive the LOTE bonus irrespective of whether your LOTE course was counted as one of the best four in your original TEA.

**EXTERNAL EXAMINATIONS**

Each ATAR course has an ATAR examination. All students who are enrolled in external examinations must make a genuine attempt in the examination.

Students who are enrolled in Year 12 ATAR course units are required to sit the ATAR examinations. There are practical and written examinations for some ATAR courses. A student who is deemed not to have made a genuine attempt will endanger their chances of achievement of the WACE. There are procedures for students who are sick or encounter a misadventure on the scheduled date of an examination.

External examinations are not conducted for General or Foundation WACE courses.
TAFE ENTRANCE

Entering into full-time study for most TAFE qualifications requires you to apply through the TAFE Admissions Centre. Their applications can be done online or by paper method.

For more information please contact TAFEWA Admissions:
Postal address: PO Box 7810, Cloisters Square, Perth, WA 6850
T: (08) 9238 2288

The TAFE Admissions Centre was established to provide a central point for receiving and processing applications for fulltime VET award courses in Western Australia and to ensure that all applicants are selected solely on the basis of merit for entry to TAFE full-time award qualifications.

Each qualification offered by TAFE is divided into two groups:

Non-competitive:
The first group of qualifications require applicants to address only the ‘Minimum Entry Requirements’ (MER). Qualifications that have ‘minimum entry requirements only’ are those where there are more places than applicants (approximately 70% of courses).

Applicants must include photocopies of:
- all academic records you have received since Year 9
- any graduation certificates (including TAFE awards) you have received
- any other results you want taken into account
- a Statement of Equivalence if your qualifications are from overseas and proof that you meet TAFE literacy requirements
- proof of Australian (or New Zealand) citizenship or proof of permanent Australian residency if you were not born in Australia.

Please note: Applications submitted without copies of appropriate documents will be returned.

Competitive:
The second group of qualifications where there are more applicants than places require applicants to address both ‘minimum entry requirements (MER) and selection criteria’.

Photocopies are required of:
- all the above
  PLUS
- work references, group certificates and other written proof of the completion of any workplace experience
VOCATIONAL EDUCATION AND TRAINING (VET) IN SCHOOL

Vocational education and training (VET)

In the senior school years engages students in work related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET can be undertaken as an integral part of the WACE and provides students with a broad range of post-school options and pathways. The successful completion of VET provides students with a nationally recognised VET qualification within the Australian Qualifications Framework (AQF).

Students who are not eligible to receive an ATAR must complete at least one Certificate II or higher qualification in order to meet the requirements for WACE achievement.

Typically the student is enrolled as a full time student who completes a VET program within school hours as part of the senior secondary program. Students, may at times, be enrolled in a VET course provided by an external provider and study on-line or be off-campus one to two days per week.

WORKPLACE LEARNING PROGRAM: WL

WL is a SCSA developed endorsed program that is managed by individual schools. To complete the program, a student works in one or more real workplaces to develop a set of transferable workplace skills. A student must record the number of completed hours and the tasks undertaken in the Authority’s Workplace Learning Logbook. A student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority’s Workplace Learning Skills Journal after each 55 hours in the workplace.

Unit equivalence for Workplace Learning endorsed program is based on one unit equivalent for each 55 hours completed in the workplace to a maximum of four units (220 hours). The total number of hours completed in the workplace is recorded on the student’s WASSA.

WL is recommended for students wishing to enter Vocational training, apprenticeships, traineeships and the workforce in general. Students wishing to participate in Workplace Learning will be out of the College for one day per week. Therefore WL places are limited and not available to students pursuing an ATAR pathway or students who are enrolled in an external VET course (unless WL is a requirement of the external provider).

Students selecting WL as one of their courses in Year 11 will be required to complete an application and interview.
A student selects one subject per grid line.
There are six lines – all students choose one subject from each line. A total of six subjects.

<table>
<thead>
<tr>
<th>ATAR</th>
<th>GENERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 1</td>
<td>English</td>
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AUSTIN COVE BAPTIST COLLEGE: YEAR 11 GRIDLINES 2015
<table>
<thead>
<tr>
<th>ATAR Courses</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Chemistry</td>
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</tr>
<tr>
<td>Drama</td>
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<tr>
<td>English</td>
<td>B Grade in Year 10 Advanced English</td>
</tr>
<tr>
<td>Geography</td>
<td>C Grade in Year 10 SOSE and strong marks in Geography topics</td>
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<tr>
<td>Health Studies</td>
<td>B Grade in Year 10 English</td>
</tr>
<tr>
<td>Human Biology</td>
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<tr>
<td>Mathematics Applications</td>
<td>B Grade in Year 10 Advanced Maths</td>
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<tr>
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<td>General Courses</td>
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<td>Career and Enterprise</td>
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<td>Dance</td>
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<tr>
<td>English</td>
<td>Nil</td>
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<tr>
<td>Food Science and Technology</td>
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<td>Mathematics Essential</td>
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<tr>
<td>Media Production and Analysis</td>
<td>Nil but Year 10 Broadcast Media advisable</td>
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<tr>
<td>Foundation Courses</td>
<td>Prerequisites</td>
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<td>English (Foundation)</td>
<td>Yet to meet minimum Literacy requirements AND sanctioned through OLNA results</td>
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<tr>
<td>Mathematics (Foundation)</td>
<td>Yet to meet minimum Numeracy requirements AND sanctioned through OLNA results</td>
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**Please Note:** Students will need to discuss their choices with the relevant Head of Learning Area if they fall outside these recommendations.
COURSE INFORMATION
(ATAR)
CHEMISTRY

Recommended Prerequisite: B Grade in Science and strong marks in Chemistry topics.

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

Unit 1: Chemical fundamentals: structure, properties and reactions

Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material’s structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials and how this structure influences properties and reactions. In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Unit 2 – Molecular interactions and reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts.
DRAMA

**Recommended Prerequisite:** B Grade in Year 10 English and Year 10 Drama advisable

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.

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their inter cultural understanding.

**Unit 1: Representational, realist drama**

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

**Unit 2: Presentational, non-realist drama**

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

Recommended Prerequisite: B Grade in Course 1 English

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

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

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.
GEOGRAPHY

**Recommended Prerequisite:** C Grade in Year 10 SOSE and strong marks in Geography topics

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.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

**Unit 1: Natural and ecological hazards**

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

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

**Unit 2: Global networks and interconnections**

This unit interconnected world. It provides students with an understanding of the economic and cultural transformations taking place focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a ‘shrinking’ of time and space. Of particular interest are the ways in which people adapt and respond to these changes.
HEALTH STUDIES

Recommended Prerequisite: B Grade in Year 10 English.

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:

The focus of this unit is the health of individuals and communities. Students learn about the significance of determinants and how these raise or lower the health of individuals and communities. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine personal and popular attitudes and beliefs and their impact on decision making, and develop self-management, interpersonal and key consumer health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health, through investigation and inquiry processes.

Unit 2:

The focus of this unit is the impact of a broad range of factors influencing the health of communities. Students are introduced to the concept of community development and the importance of strengthening communities through participative means where people are at the centre of health promotion action. Key health priority areas which commonly influence the health of communities and comprehensive approaches to achieving greater equity in health are studied. Students learn about measures of health, preventive strategies and examine a range of emerging ethical issues arising from contemporary health practices. The influence of beliefs, attitudes, values and norms on health behaviour is further explored, and students continue to extend their understanding of the impact of key issues influencing the health of communities through the development and application of investigative and inquiry approaches.
HUMAN BIOLOGY

**Recommended Prerequisite:** B Grade in year 10 Science and strong marks in Biological Sciences topics.

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

**Unit 1: The functioning human body**

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the coordinated interaction of the many components for obtaining the necessary requirements for life.

**Unit 2: Reproduction and inheritance**

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation and how interactions between genetics and the environment influence early development.
MATHEMATICS APPLICATIONS

Recommended Prerequisite: C Grade in Year 10 Mathematics

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

Unit 1
Contains the three topics:
- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. ‘Algebra and matrices’ continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2
Contains the three topics:
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

‘Univariate data analysis and the statistical investigation process’ develop students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.
MATHEMATICS METHODS

Recommended Prerequisite: B Grade in Course 1 Mathematics

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

Unit 1
Contains the three topics:
• Functions and graphs
• Trigonometric functions
• Counting and probability.

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

Unit 2
Contains the three topics:
• Exponential functions
• Arithmetic and geometric sequences and series
• Introduction to differential calculus.

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

Recommended Prerequisite: B Grade in Year 10 English and B grade in Year 10 SOSE (History)

The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

Unit 1 – Understanding the Modern World

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world.

Unit 2 – Movements for Change in the 20th Century

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

Recommended Prerequisite: Nil

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

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.

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.

Unit 1

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themself and others.

Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.
DANCE

**Recommended Prerequisite:** Nil but Year 10 Dance advisable

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects—the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

**Unit 1 – Exploring the components of Dance**

Within the broad focus of exploring the components of dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired.

The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

**Unit 2 – Dance as Entertainment**

Within the broad focus of dance as entertainment, teachers select learning contexts that relate to the interests of students and build upon the understandings that they have already acquired.

Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.

Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.
ENGLISH

Recommended Prerequisite: Nil

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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

Unit 1

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

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, 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

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.
ENGLISH (FOUNDATION)

Recommended Prerequisite: Eligibility Requirements described below

The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one’s sense of individual worth.

Unit 1 and Unit 2

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:
- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts
FOOD SCIENCE AND TECHNOLOGY

Recommended Prerequisite: Nil but Year 10 Food Technology advisable

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. 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.

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

Unit 2 – Food for Communities

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

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

Recommended Prerequisite: Nil

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

Unit 1
This unit includes the following four topics:
• Basic calculations, percentages and rates
• Using formulas for practical purposes
• Measurement
• Graphs

Unit 2
This unit includes the following four topics:
• Representing and comparing data
• Percentages
• Rates and ratios
• Time and motion

MATHEMATICS (FOUNDATION)

Recommended Prerequisite: Eligibility Requirements described below

Mathematics Foundation is a General course which 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.
MEDIA PRODUCTION AND ANALYSIS

Recommended Prerequisite: Nil but Year 10 Broadcast Media advisable

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. Students learn the languages of media communication and how a story is constructed using representations. 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.

Digital technologies have had an impact on and extended, the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students’ interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

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.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values.

Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

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.

Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.
COURSE INFORMATION
VOCATIONAL EDUCATION and TRAINING (VET)
Certificate II in Business

Recommended Prerequisite: Nil

The modern business world requires employees who are highly proficient in information technology and also can apply a broad range of practical business expertise to a given situation. Motivated individuals who have these abilities and also show initiative, creativity and a professional attitude are highly sought after by employers the world over.

You may be considering embarking upon a career in Business, or you may use this qualification as a stepping stone to further studies. The Certificate III in Business is particularly valuable as completion of this course will provide depth and substance to your resume and be complimentary to any further study you do. In delivering and assessing this course students are preparing to work in industry with limited supervision. The program will prepare students to be assessed to industry standards in order for them to receive certification.

Course Outcomes
The Certificate II in Business is designed to provide the practical skills required to gain employment in a modern business organisation in a broad range of business and clerical occupations. This nationally accredited training qualification will provide the practical skills and knowledge to undertake a range of administrative tasks in an office environment, including customer service, computing, accounts and record keeping.

The course comprises a total of 12 Units of Competency and will be completed over two years. Course content will include occupational health and safety, production of business documents, customer service, promotions and electronic marketing, advanced features of computer applications such as Microsoft Office and organising personal work priorities and development.

Assessment
There will be a range of assessment tasks that meet the learning needs of the students and also ensures coverage of all types of course outcomes and content. Students will be given multiple opportunities to display their competence of the requisite skills and concepts.

Students must be deemed competent in all units to achieve the full certificate.
Certificate II in Furniture Making (Visual Arts)

Recommended Prerequisite: Nil

This program will provide an introduction to making furniture and a pathway into an apprenticeship or the workplace. It is a project-based program delivered in a fully equipped workshop. Throughout the course students will learn how to read plans and follow specifications, the construction of timber joints and frames, the use of power tools and hand tools such as chisels, planes and saws. Students will develop and apply these skills and knowledge through the completion of practical projects, like a traditional piece of furniture made from solid timber and other items such as a table, chair and desk. All items made can be taken home.

On successful completion of the course students will receive the Certificate II in Furniture Making, which is highly valuable if you apply for an apprenticeship in cabinet or furniture making.

This is a 2 year course, upon successful acceptance into this course students will begin the course at the beginning of year 11 to be completed by the end of year 12. Under extenuating circumstances if a student it required to withdraw from the course prior to the completion of all necessary modules students may be eligible to apply for assessment at a Cert 1 Level.

Career Pathways

A Certificate II in Furnishing may lead to direct employment, a pre apprenticeship or apprenticeship or could be used to help prepare for other forms of future study.

Career opportunities

The career opportunities for are broad and industry offers a variety of employment positions within the workforce. Potential job opportunities may include:

- Cabinet making
- Wood machining
- Polishing
- Upholstery
- Picture framing
- Bed and mattress making
- Floor covering and furnishing
- Soft furnishing
Certificate II in Sport and Recreation

Recommended Prerequisite: Nil

Introduction

The VET industry specific Sport and Recreation course provides students with the opportunity to achieve national vocational qualifications.

The course is based on nationally endorsed training packages. It specifies the range of industry developed units of competency from the relevant training packages that is suitable for the WACE. To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in sport and recreation as well as skills, knowledge and experiences that are transferable to other industry areas.

This course encourages students to engage with senior secondary education, fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment.

This qualification provides skills in provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistant, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres.

Career opportunities

Students may wish to pursue further education in the Sport and Recreation field or they may seek to use these qualifications as a basis of employment. Potential job opportunities may include:
Recreation Assistant
Administration Officer
Grounds Assistant
Retail Assistant.

This qualification provides skills in provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistant, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres.
ASSESSMENT POLICY

Austin Cove Baptist College is committed to communication with parents regarding the academic progress of each student. The Academic Focus Flowchart (AFF) outlines the procedures followed for assessment at the College.

FORMAL AND INFORMAL ASSESSMENT

Assessment is a vital part of curriculum design and the teaching/learning process.

Informal testing which may take place in the classroom is designed to give students feedback on their progress in a particular unit of study as well as to help teachers determine whether learning is taking place as a result of their teaching strategies.

Formal assessment is used in reporting to parents via the Assessment Feedback Letters (AFLs) and end of Semester Reports. Formal assessment can take many forms including practical assessments, in-class tests, investigations, research assignments/reports and formal examinations.

Students receive an Assessment Feedback Letter (AFL) after each piece of formal assessment in their Core Subjects.

A formal Semester Report is given after the examination period at the end of each Semester. For students in streamed classes, the College is obliged to give an Australian Standards Report which compares students Australia-wide for Maths, English, Science and SOSE (Core Subjects). The comments on the Australian Standards Report are generic and line up with the subject grade. Elective subjects also given an Australian Standards Grade but have a personalised comment. The College Report identifies the course level, gives a school based Semester grade and a personalised comment for the Core Subjects. In some cases this grade will be the same as the Australian Standards Grade. In other cases, where the student does a streamed course in a subject, the grade may be different to the Australian Standards grade.

All assessment tasks should comply with the principles of assessment:

**VALID**  
Assessment should provide valid information on the actual ideas, processes and products expected of students.

**EDUCATIVE**  
Assessment should make a positive contribution to the student learning process.

**EXPLICIT**  
Assessment criteria should be explicit so that students are aware of the expectations of the assessment. These expectations should be clear and public.

**FAIR**  
Assessment should be fair to all students and not discriminate on grounds that may be irrelevant to a student’s achievement of the outcome.

**COMPREHENSIVE**  
Assessment types must be varied so that a judgement on student progress and achievement is based on multiple kinds and sources of evidence.
MISSED ASSESSMENTS

Students who are absent without a good reason, such as illness, on the day an assessment is to be undertaken may face a penalty. If there is an unavoidable absence on an assessment day, the student may be asked to complete the assessment task on their return to school. In some cases an alternative opportunity to demonstrate the assessment outcomes may be arranged. It is the student’s responsibility to contact the subject teacher to make arrangements regarding a missed assessment.

RETURN OF ASSESSMENTS AND ISSUE OF ASSESSMENT FEEDBACK LETTERS

Under normal circumstances, assessments will be returned to students with a mark and appropriate feedback within seven days of the assessment being collected. An Assessment Feedback Letter (AFL) will also be given to the student at this time. A stamp is placed in the student diary to inform parents of this. The AFL contains a section for parents to sign and return with the student to the class teacher. Parents/guardians may also wish to comment on the assessment in the space provided.

OVERDUE ASSESSMENTS

Students will receive an outline or overview of the unit of study for each of their courses. This overview will also be placed on the College website. Students will receive ample notification and explanation of each piece of assessment throughout the Semester. Students should use the College Diary to record the due date of assessments in their diary as well as record the date that the assessment was given out and when they plan to do the preparation or research for the assessment. In the case of a lengthy piece of work the preparation will be over a period of time.

Overdue assessments normally incur a penalty.

EXTENSIONS

Extension Request Forms are available from Students Services and must be completed by the student, signed by the student’s parent/guardian and the classroom teacher before being submitted to the Deputy Principal (Curriculum) for approval. Extensions are only granted in extreme circumstances. In most cases requests for extensions need to be made at least three days before the assessment is due. A letter from a parent on the day that an assessment is due is not acceptable.

Acceptable reasons for extensions or the submission of late assessments include:

i. Ongoing hospital treatment.
ii. Ongoing illness or injury.
iii. Doctor’s certificate submitted the day a student returns after a long absence.
iv. Family crisis – note on return or parent contact in advance.
v. Extended absence such as travel – already granted by the Principal with negotiation on the completion of assessments.
In these circumstances, students may be granted a reprieve from the assessment task (Years 7 – 10), however, if there is an ongoing problem with the submission of assessments by a student, alternative assessments may need to be agreed upon in order to judge the progress of the student.

**Students in Year 11 and 12 must complete all assessment tasks.** In the case of ongoing illness or injury, due dates may be negotiated accordingly.

**Unacceptable reasons** for not submitting tasks include:

i. Computer problems including the breakdown of printers or the absence of toner/ink.
ii. Saving work in the wrong format.
iii. Losing work on the computer.
iv. No access to the internet.
v. Social reason.
vi. Extra-curricular activities such as sport.

Students should be prepared to complete work at school during tuition sessions. Students are encouraged to make use of books and not rely solely on the internet for research. A USB is listed on the College booklist and should be used to back up all work completed both at home and at school. In the event of computer breakdown, a handwritten copy of the assessment or a copy saved on a USB may be acceptable. Please note that students will need to print their work from the USB from the printer provided in the College Library. Copies will be in Black and White only and may incur a printing cost.

If a student submits work late without an acceptable reason, there will be a percentage penalty. A stamp is placed in the diary notifying parents of the non-submission of work.

The following penalties apply for the late submission of assessments:

<table>
<thead>
<tr>
<th>Late Submission</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day late</td>
<td>10% deduction</td>
</tr>
<tr>
<td>Two days late</td>
<td>20% deduction</td>
</tr>
<tr>
<td>Three days late</td>
<td>30% deduction</td>
</tr>
<tr>
<td>On fourth Day</td>
<td>Zero marks but the student is still required to complete the task during a detention session.</td>
</tr>
</tbody>
</table>
SECONDARY SCHOOL ASSESSMENT POLICY FLOW CHART

Assignments in Workbooks / Handouts
Assignment given on allocated date and due date clearly understood

Students can apply for an extension prior to due date and this may be granted depending on circumstances
Assignment received by the due date
If no assignment is submitted on due date the student is sent to the Deputy Principal (Curriculum)

Mathematics, English, Science and SOSE
10% off per day of the value of the assignment applied by teacher in the first three days
After four days 0% if assignment submitted

All Other Subjects
10% off per day of the value of the assignment applied by teacher in the first three days
After four days 0% and an infringement if assignment is not submitted
After four days 0% if assignment submitted
Assessment Feedback Letter

Student Name: Annie Student  
Class: English  
Teacher: Mr Teacher

This report is to assist in the ongoing communication of your child's progress in this subject. Please sign and return the slip below to show that you have received this report and have discussed the results with your child.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Essay</td>
<td>(5%)</td>
<td>60%</td>
</tr>
<tr>
<td>Novel Study</td>
<td>(10%)</td>
<td>80%</td>
</tr>
<tr>
<td>Novel Essay</td>
<td>(20%)</td>
<td>65%</td>
</tr>
<tr>
<td>Advertisement Construction</td>
<td>(10%)</td>
<td></td>
</tr>
<tr>
<td>Advertising Report</td>
<td>(15%)</td>
<td></td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>(10%)</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>(10%)</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>(20%)</td>
<td></td>
</tr>
</tbody>
</table>

Please sign and return this slip to Mr Teacher (English) to show that you have received this report.

Student Name: Annie Student

Parent Comment: 

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45 | Year 11 Subject Information Booklet 2015
The following information is provided as a guide for Parents/Guardians and students.

Western Australian Certificate of Education (WACE)

WACE Information

Valuable information about the changes to the WACE 2015 is available on the School Curriculum and Standards Authority website:

http://www.scsa.wa.edu.au/

University and TAFE websites are an excellent source of more detailed information:

www.central.wa.edu.au
www.polytechnic.wa.edu.au
www.challenger.wa.edu.au
www.curtin.edu.au
www.choose.murdoch.edu.au
http://ecugreatcareers.com
http://admissions.uwa.edu.au
http://www.nd.edu.au

Other resources that may be useful

Australia’s career information and exploration service:
www.myfuture.edu.au

Centrelink Career Information Centre City Central Building Second Floor 166 Murray Street Mall
Perth Phone: (08) 9464 1305
e-mail: cic.per@centrelink.gov.au Opening Hours: Monday - Friday 8.30am - 5.00pm.
Centrelink provides information about employment and careers including:
• Facts about careers
• Entry requirements
• Education, training and experience
• Salary, employment conditions, and other benefits
• Present and future job prospects
• Local and interstate opportunities

The annual Job Guide is issued by the Commonwealth Department of Education, Employment and Workplace Relations. It is an A-Z guide which provides information about all kinds of jobs and is essential reading to investigate avenues of employment. It is available on the internet at:
www.jobguide.deewr.gov.au
TAFE ADMISSION

There are five metropolitan TAFE Centres:

Central Institute of Technology
A: 12, 19 and 25 Aberdeen Street, Perth WA 6000
T: 1300 300 822
E: enquiry@central.wa.edu.au
W: central.wa.edu.au

Challenger Institute of Technology
A: 1 Fleet Street, Fremantle, WA 6160
T: (08) 9239 8189 (course information)
T: (08) 9239 8200 (general information)
E: info@challenger.wa.edu.au
W: challenger.wa.edu.au

Challenger TAFE (Peel Campus)
A: Education Drive, Mandurah WA 6210
T: (08) 9586 7444 (course information)
T: (08) 9586 7400 (general information)
F: (08) 9581 9007
E: info@challenger.wa.edu.au
W: challenger.wa.edu.au

Polytechnic West
A: Lloyd Street, Midland WA 6056
T: (08) 9267 7500 (course information)
T: (08) 9267 7777 (general enquires)
W: polytechnic.wa.edu.au

West Coast Institute of Training
A: 35 Kendrew Crescent, Joondalup WA 6027
T: 1300 134 881
W: westcoasttafe.wa.edu.au

They all offer a varied and rich selection of courses and training for future careers. We suggest that you go online and explore the different courses offered. Please note that the course you may be interested in may be offered by one or more of these institutions.