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About the College

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:

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.

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.

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.

College Affirmation

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

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 Year 12 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 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 Year 12 students complete Courses of Study. Each Course of Study is divided into Stages and Units; each student completes a pair of units for each course. Generally units are named 1A & 1B, 2A & 2B, 3A & 3B, although some courses have C & D units as well. Each pair of units becomes progressively harder. Students planning to use a Course of Study for University entrance would generally study units in Stage 2 e.g. 2A and 2B in Year 11, followed by Stage 3 e.g. 3A and 3B in Year 12.

Students wanting to use their courses for TAFE admission would generally, where possible, choose units 1A and 1B in Year 11 and 1C and 1D or 2A and 2B in Year 12. There will be separate external examinations for all Stage 2 and Stage 3 units and these exams are compulsory for any students studying a Stage 3 unit in Year 12. All students must sit the examinations in order to count their courses towards their Graduation (WACE). These examinations can be combined to give a student an ATAR (Australian Tertiary Admission Rank) which is used for University admission.

All students at Austin Cove Baptist College in Year 12 will choose their courses from 6 gridlines. Subjects are studied for 5 periods. In addition to this, each student will also have lessons in Applied Christian Education (1 period), Physical Education (2 periods) and Form (1 Period) plus a Private Study session (1 period).

Students applying for university entrance must take at least four Stage 2 or Stage 3 courses in Year 12, in which they must take the external examination, so that there are four subjects that can be used to calculate an ATAR (Australian Tertiary Admission Rank). However, the College strongly advises that students choosing to go to University take at least five Stage 3 Courses in Year 12. Students not applying for University entrance are not required to take Stage 2 or Stage 3 courses.

Generally students take the same six courses in Year 12 that they took in Year 11. Only students choosing 4 or more Courses of Study with an external exam in Year 12 will have the option of choosing study on one grid line.

Changes of Courses from Year 11 to Year 12 may not be permitted if class sizes prevent additional students joining a class.

Therefore students must choose carefully.
GENERAL INFORMATION

**University Admission 2015 Admission Requirements for School Leavers** should be available before the end of Term 2, 2015 on the Tertiary Institutions Service Centre website [www.tisc.edu.au](http://www.tisc.edu.au). It also provides detailed information on:
- Requirements for University Admission
- Course Prerequisites
- Contact Information for the various university campuses

It is usually updated by the end of June each year.

**Year 12 Information Guide 2015.** In Year 12 (2015) you will receive the Year 12 Information Guide 2015 which will guide you through all the School Curriculum and Standards Authority (previously the Curriculum Council) matters pertinent to Year 12.

**2015 TAFEWA courses & careers guide.** This information will be made available to all Year 12 students during 2015.

University and TAFE websites are an excellent source of more detailed information:
- [www.central.wa.edu.au](http://www.central.wa.edu.au)
- [www.polytechnic.wa.edu.au](http://www.polytechnic.wa.edu.au)
- [www.challenger.wa.edu.au](http://www.challenger.wa.edu.au)
- [www.curtin.edu.au](http://www.curtin.edu.au)
- [www.choose.murdoch.edu.au](http://www.choose.murdoch.edu.au)
- [http://ecugreatcareers.com](http://ecugreatcareers.com)
- [http://admissions.uwa.edu.au](http://admissions.uwa.edu.au)
- [http://www.nd.edu.au](http://www.nd.edu.au)

**Other resources that may be useful**

**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. Limited copies will be available in the College Library. It is also available on the internet, [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)
ASSESSMENT GUIDELINES

In Years 11 and 12 the SCSA moderates grades by visiting selected schools or by bringing teachers of individual courses together to come to a consensus over the requirements and cut-off points for grades. All schools, courses and students are part of this moderation process and are required to follow the SCSA’s policy documents. The school in its turn enlarges on some aspects of the guidelines to give students a clearer view of the processes, possibilities and outcomes of the assessment and grading process.

Students enrolling for Year 12 fall into three broad pathways or categories:

1. Students choosing a course leading to university.

2. Students choosing a course leading to TAFE.

3. Students Seeking Employment or Entrance to a Vocational College after Year 12

Students need to be very clear about which pathway or category they fall into before choosing their courses of study.

The College will be available to advise students on their selection of courses. Entrance to the four public universities is based on the ATAR (Australian Tertiary Admission Rank) determined from the student’s Tertiary Entrance Aggregate (TEA).

It is unwise for a student intending to apply for TAFE entrance to tackle difficult Stage 2 & Stage 3 courses and achieve lower grades than he/she would in Stage 1 courses. Experience shows that students achieving grades of D in more difficult courses may miss out on BOTH university entrance and TAFE entrance because:

i. their TEA aggregates are too low for university entrance
ii. they are beaten to TAFE places by students with higher grades in easier courses

With the exception of the compulsory subjects, all of the other subjects are governed by the syllabus and assessment structures determined by the School Curriculum and Standards Authority. In accordance with their guidelines, students will be awarded a grade in all Courses at the conclusion of Year 11.

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

These grades appear on the student’s Statement of Results, issued by the School Curriculum and Standards Authority (SCSA) when the student finishes school. Courses of study 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.
Western Australian Certificate of Education (WACE)

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

To qualify for the WACE, students must:

- Complete at least 20 units, of which at least 10 must be from WACE courses.
- Achieve an average C grade or better across the best 16 course units of which at least eight must be completed in Year 12.
- **Language competence Standard**: Achieve a **C grade or better in any Stage 1** or higher course unit from English or Literature and/or Achieve a **C grade or better in any Stage 2 or Stage 3** from English as an Additional Language/Dialect OR pass the Council English Language Competence Test.
- Complete at least one pair of units from each of **List A (Arts/Humanities/Languages)** and **List B (Mathematics/Science/Technology)** in Year 12.
- Sit for WACE examinations, unless exempt. Examinations are not compulsory for students enrolled in stage 1 units.

WACE Breadth of Study: For a student to achieve a WACE they must complete, in Year 12, at least one course from List A and List B. The following courses will be available at Austin Cove Baptist College for Year 12 in 2015.

<table>
<thead>
<tr>
<th>LIST A (Arts/Humanities/Languages)</th>
<th>LIST B (Mathematics/Science/Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG English 1C/1D</td>
<td>MAT Maths 1D/1E</td>
</tr>
<tr>
<td>ENG English 2C/2D</td>
<td>MAT Maths 2C/2D</td>
</tr>
<tr>
<td>ENG English 3A/3B</td>
<td>MAT Maths 3A/3B</td>
</tr>
<tr>
<td>BME Business Management and Enterprise 3A/3B</td>
<td>CHE Chemistry 3A/3B</td>
</tr>
<tr>
<td>HIM Modern History 3A/3B</td>
<td>PES Physical Education Studies 1C/1D</td>
</tr>
<tr>
<td>GEO Geography 3A/3B</td>
<td>PES Physical Education Studies 3A/3B</td>
</tr>
<tr>
<td>DRA Drama 2A/2B</td>
<td>ISC Integrated Science 1C/1D</td>
</tr>
<tr>
<td>DRA Drama 3A/3B</td>
<td>HBS Human Biological Science 3A/3B</td>
</tr>
<tr>
<td>CAE Career and Enterprise 1C/1D</td>
<td>DEST Design: Technical Graphics 1C/1D</td>
</tr>
<tr>
<td>MPA Media Production and Analysis 1C/1D</td>
<td>FST Food Science and Technology 1C/1D</td>
</tr>
<tr>
<td>MPA Media Production and Analysis 3A/3B</td>
<td>Certificate II Visual Arts (Furniture)</td>
</tr>
<tr>
<td>Certificate II Business</td>
<td>Certificate II Sport and Recreation</td>
</tr>
</tbody>
</table>

**Note:** VET specific courses can fall into either list. The list in which they appear is dependent on the context of the course.

Students can repeat course units. However, those course units that have the same code, e.g. 2CMAT, and are repeated do not contribute to the WACE requirements more than once. If the course unit is repeated, the highest grade recorded for the unit will be used when calculating the C grade average.

The unit will count only once towards meeting the breadth and depth requirement.
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.

Applying to TAFE
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:

1. **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.

2. **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

Another excellent website which combines all the above websites, explains the steps to proceed and has links to individual TAFE centres is: [www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au)
UNIVERSITY ADMISSION

Do you want to go to University? Why? Which one? To do what?

These are some of the questions you should try and answer before you enter Year 12.

There are four public and one private University in Western Australia, many of which have a number of campuses spread throughout the state.

PUBLIC:

The University of Western Australia
35 Stirling Highway
Crawley WA 6009
Telephone: +61 (08) 6488 2477
Email: general.enquiries@uwa.edu.au

Curtin University of Technology
Kent Street
Bentley WA 6102
Telephone: (08) 9266 9266

Murdoch University
South Street
Murdoch WA 6150
Telephone: (08) 9360 6000
Email: study@murdoch.edu.au

Edith Cowan University
270 Joondalup Drive
Joondalup WA 6027
Telephone: (08) 6304 0000
Email: enquiries@ecu.edu.au

PRIVATE:

The University of Notre Dame (Australia)
19 Mouat Street
(PO Box 1225)
Fremantle WA 6959
Telephone: (08) 9433 0555
Email: enquiries@nd.edu.au

If you know what you are interested in: You should explore the websites for all the universities, however, you may like to get started by looking at: www.year12whatnext.gov.au
It will direct you to looking at where courses are held in Western Australia and the rest of the country.

If you know you want to go to University but have no idea what you want to be . . . YOU need to start looking!!
There are hundreds of courses out there that lead to thousands of careers.

You will find lists of all the Public University courses available in Western Australia and their prerequisites.

Write down 5 courses that sound interesting and have prerequisites which are within your ability to complete.

Secondly: Go to the individual University sites for a full description of the course. If you are still interested, try to make sure you do the profile of courses in Year 11 & 12 that enable you to do all the future university courses that have taken your interest.

University Entrance through TISC

The process for University entrance may be quite complicated, as outlined below.

In short, if you wish to go to university after Year 12, you must achieve your WACE, be doing at least 4 pairs of Stage 3 units in Year 12 (these can be Stage 2 but you forfeit the increment as outlined below in the section “scaling and increments”) and get high enough marks in the correct courses to be accepted into the University degree you desire.

A more thorough explanation is given below.

Entrance to Public Universities

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

i. Achieve the WACE (West Australian Certificate of Education)

ii. Achieve Competency in English as prescribed by the individual Universities

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in a course from the English Learning Area: English, Literature or English as an Additional Language/Dialect (EALD).

- Curtin University, Murdoch University and The University of Western Australia require a scaled mark of 50 in Stage 2 or Stage 3.
- Edith Cowan University requires a scaled mark of 50 or a letter grade of A, B or C in two units (2A, 2B, 2C, 2D, 3A or 3B) studied in Year 12.
- English/Literature sat as a private candidate can meet University Entrance. In this case, you must achieve a scaled score of at least 50 in Stage 2 or Stage 3.

iii. Satisfy any prerequisites or special entrance requirements.

Make sure that you satisfy the prerequisites for admission to the university course of your choice. 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 Stage 3 of a WACE course or in a past TEE subject is required for prerequisite purposes; however Mathematics prerequisites differ across university courses. (See individual university course entries for details.) Note that where a prerequisite is listed as ‘At least Mathematics 2C/2D’, Mathematics 3A/3B or Mathematics 3C/3D will also be accepted. 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.

iv. Achieve a Sufficiently High ATAR

The Australian Tertiary Admission Rank (ATAR) is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR. The ATAR is calculated using scaled marks in courses.

The ATAR ranges between zero and 99.95. It reports your 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.**

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

**Calculation of the TEA**

All Stage 2 and Stage 3 Courses of study are eligible for use in determining the TEA

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.

If you wish to sit WACE courses on a private basis you must enrol with the SCSA. It is possible that not all courses will be available to private candidates. Your scaled score in courses you sit privately will be based on your course examination score only. You will not be able to use results from courses sat privately to meet the WACE requirement.

**Unacceptable Subject Combinations:**
You cannot use the following course combinations in calculating your TEA. 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 your TEA.

- Biological Sciences with Human Biological Science
- English with English as an Additional Language/Dialect
- English with Literature
- English as an Additional Language/Dialect with Literature
Calculation of the ATAR

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

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.

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 Courses (Stage 2 or Stage 3)

<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  \[\text{TEA} = 281\]

Example – Six WACE Courses (Stage 2 or Stage 3)

<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  \[\text{TEA} = 281\]
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>
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<td>269.1</td>
<td>99.50</td>
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<tr>
<td>74.00</td>
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<td>364.3</td>
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<tr>
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<td>237.1</td>
<td>89.00</td>
<td>275.3</td>
<td>99.90</td>
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<td>76.00</td>
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<td>99.95</td>
<td>385.0</td>
</tr>
<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 Curriculum Council approved LOTE 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.

**WACE courses except Mathematics and Mathematics Specialist**

An increment will be applied to Stage 3 marks as an incentive for students to study courses at this more demanding stage if they are capable of doing so. After standardisation and statistical moderation has occurred, the combined unscaled marks at Stage 3 will be increased by 15 marks per course relative to the combined unscaled marks at Stage 2. After this, the marks in both stages are merged and scaled using Average Marks Scaling (AMS). For a more complete explanation on this process, go to [www.tisc.edu.au](http://www.tisc.edu.au) and see Marks Adjustment process for University Admission.

**Mathematics and Mathematics Specialist**

Mathematics (with four unit pairs: 2A/2B; 2C/2D; 3A/3B and 3C/3D) and Mathematics Specialist (with two unit pairs 3A/3B and 3C/3D) have six possible examinations. The following increments will be applied before scaling to encourage students to attempt the highest level of Mathematics of which they are capable.
Mathematics

Combined unscaled marks for 2A/2B - no increment
Combined unscaled marks for 2C/2D + 10
Combined unscaled marks for 3A/3B + 20
Combined unscaled marks for 3C/3D + 30

Mathematics: Specialist

Combined unscaled marks for 3A/3B - no increment
Combined unscaled marks for 3C/3D + 15

Scaling and Increments
All course results will be scaled to ensure fairness to all students.

External Examinations
There will be separate examinations for stage 2 and stage 3 paired units.
In their final year, students studying at least one stage 3 (e.g. 3A/3B) unit pair will sit an examination for the course.
Each exam will assess the content, knowledge and skills described in the syllabus for the unit pair studied.
Practical and performance examinations will be held for some courses

Scheduling of Stage 2 and Stage 3 Examinations
Stage 2 and Stage 3 examinations will be held concurrently. This means students who enrol in both Stage 2 and Stage 3 unit pairs (e.g. English 2A, 2B, 3A and 3B) will only be able to sit a single examination. The School Curriculum and Standards Authority automatically enrol a student in the examination of the highest unit pair. Students may apply (early) to the School Curriculum and Standards Authority to change the examination enrolment.
Other Information

Edith Cowan University offers an additional pathway for entry by school leaver students. Students will need to satisfy ECU’s competence in English requirement and achieve a certain number of points determined by their school assessed results for courses. Applications will be partially assessed prior to release of final results based on experience and results achieved to date. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

In addition to the requirements outlined above, Murdoch University often offers a portfolio pathway for admission to Bachelor Degrees in Communications or Media or Digital Media. For more information see www.murdoch.edu.au

University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August. Application will be via TISC’s website. In order to apply for these universities through TISC you must be an Australian/New Zealand citizen or a permanent resident. If you are neither you must apply directly to the Universities as an overseas student. The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Entrance to the University of Notre Dame (Australia) is made through private application and interview. The university determines the conditions for acceptance.
# Year 12 Courses

<table>
<thead>
<tr>
<th>Line</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maths 3A/3B</td>
<td>Maths 2C/2D</td>
<td>Maths 1D/1E</td>
<td>STUDY**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>English 3A/3B</td>
<td>English 2C/2D</td>
<td>English 1C/0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Geography 3A/3B</td>
<td>Physical Education Studies 3A/3B</td>
<td>Physical Education Studies 1C/1D</td>
<td>Career and Enterprise 1C/1D</td>
<td>STUDY**</td>
<td>Work Place Learning*</td>
</tr>
<tr>
<td>4</td>
<td>Modern History 3A/3B</td>
<td>Media Production and Analysis 3A/3B</td>
<td>Business 3A/3B</td>
<td>Media Production and Analysis 1C/1D</td>
<td>Integrated Science 1C/1D</td>
<td>STUDY**</td>
</tr>
<tr>
<td>5</td>
<td>Chemistry 3A/3B</td>
<td>Drama 3A/3B</td>
<td>Drama 2A/2B</td>
<td>Design (Technical Graphics) 1C/1D</td>
<td>Cert II Sport and Recreation</td>
<td>STUDY**</td>
</tr>
<tr>
<td>6</td>
<td>Human Biological Science 3A/3B</td>
<td>Food Technology 3A/3B</td>
<td>Food Technology 1C/1D</td>
<td>Cert II Furniture Design</td>
<td>STUDY**</td>
<td>Work Place Learning*</td>
</tr>
</tbody>
</table>

**Students MUST:**

1) Select **English** on **one Grid Line**
2) Select **ONE Course** from the other **five Grid Lines**
3) Students will only be able to select a maximum of **TWO VET Courses**
4) Work Place Learning* may be chosen on **ONE line ONLY and is only available to students studying non-ATAR subjects.**
5) Study** may only be chosen on **ONE line ONLY and is only available to students studying FOUR or more ATAR subjects.**

*Students must check the prerequisites for courses under the individual subject headings*
COLLEGE ASSESSMENT POLICY
COLLEGE 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:

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALID</td>
<td>Assessment should provide valid information on the actual ideas, processes and products expected of students.</td>
</tr>
<tr>
<td>EDUCATIVE</td>
<td>Assessment should make a positive contribution to the student learning process.</td>
</tr>
<tr>
<td>EXPLICIT</td>
<td>Assessment criteria should be explicit so that students are aware of the expectations of the assessment. These expectations should be clear and public.</td>
</tr>
<tr>
<td>FAIR</td>
<td>Assessment should be fair to all students and not discriminate on grounds that may be irrelevant to a student’s achievement of the outcome.</td>
</tr>
<tr>
<td>COMPREHENSIVE</td>
<td>Assessment types must be varied so that a judgement on student progress and achievement is based on multiple kinds and sources of evidence.</td>
</tr>
</tbody>
</table>
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.

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. Home Learning classes are also available at lunchtime three days a week in a Computing room for students who may require extra assistance or in the event of computer problems at home. 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:

- **One day late**: 10% deduction
- **Two days late**: 20% deduction
- **Three days late**: 30% deduction
- **On fourth Day**: Zero marks but the student is still required to complete the task during a detention session.
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

After four days 0% and an infringement if assignment is not 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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Annie Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>English</td>
</tr>
<tr>
<td>Teacher</td>
<td>Mr Teacher</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Annie Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Comment</td>
<td></td>
</tr>
</tbody>
</table>
WORK PLACE LEARNING PROGRAM: (WL)

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

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

Students on the WL programme should:
- Study Career & Enterprise.
- Attend two work placements (one each semester) organised by the student and the Head of Year 12. This involves one day out of school each week.
- Be enrolled in non-ATAR subjects.

The 1st placement takes place in Semester 1, the 2nd placement will take place in Semester 2.

Enrolment Procedure

i. An application form must be filled in during Term 4 of Year 11.
ii. Notification of acceptance will be given out in Term 1, 2015.
iii. 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.
iv. Please note it is the students’ responsibility to catch up on school work missed during their placement.

STUDY

Year 12 Students will all be given ONE Private Study lesson per week in which they can catch up on class work, study or work on assignments.

Students with FOUR or more ATAR subjects can choose another Study session on one of the Grid Lines. This will give students five extra Private Study sessions per week.

Please Note: Study is not available on Line 2 (English) as English is a compulsory subject.

Students are expected to use these Study sessions to full advantage on school work and not participate in time-wasting behaviour during these sessions.
BUSINESS MANAGEMENT and ENTERPRISE

The course helps students to develop practical skills as well as knowledge and understanding of business activity by focussing on innovation, initiative and entrepreneurship. Course content ranges from the many facets of business to opportunities and issues faced by national and international business. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills.

**Unit 3A**

**Entry Level:** Year 12  
**Minimum Recommendation:** Successful completion of Unit 2A/B

The focus of this unit is on **strategic international business growth**. Students understand motivational theories, change management theories and the need for business to manage change to grow in the international arena. They consider the value of strategic alliances and the factors that drive international business development.

**Entry Level:** Year 12  
**Minimum Recommendation:** Successful completion of Unit 3A

The focus of this unit is on **global business operations**. Students consider how businesses operate strategically and examine the features and traits of successful management. They understand the significance of strategic planning and competitive advantage.

**Careers**  
The study of Business Management and Enterprise can lead to a variety of fields. Possible vocations are Commerce, Management, Marketing and Occupational Health & Safety.
CAREER AND ENTERPRISE

As the world of work changes, students need to be aware of these changes to enhance their future job opportunities. Career and Enterprise exposes students to the issues that affect individuals when they encounter the world of work.

Unit 1C  Personal Career Management

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1A/B

The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The concepts of lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed.

The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

Unit 1D  Personal Independent Career Development

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1C

This focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for becoming successful employees.

This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities embedded in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces.

Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career development options. Special emphasis on job application procedures, resume writing, interviewing skills and preparation, actual interviewing and securing employment is learnt in this course.
CHEMISTRY

The Chemistry Course of Study equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

Unit 3A

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2A/B

Students describe the intermolecular forces in hydrogen bonds, dipole-dipole forces, ion dipole forces and dispersion forces. They refer to intermolecular forces when explaining properties of substances, including melting and boiling points, their relative solubilities in various solvents and their ability to act as solvents. Students perform multi-step stoichiometric calculations in the context of industrial processes. They are aware of relationships between chemical processes and products and responsible management and use of products and waste products.

Students explore an important industrial, environmental or biological process associated with the context or contexts. This study is multi-faceted, and includes laboratory work as well as students exploring ways that chemists assist in monitoring and controlling processes in the environment, highlighting links to the importance of chemistry to society.

Unit 3B

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 3A

Students learn about organic chemistry, acid/base theories and oxidation/reduction processes. They examine reversible reactions in physical systems and predict the properties of materials using aids such as a chemical data tables. Ionic compounds are synthesized when students experiment with chemical reactions, such as acid/base, precipitation, redox and organic reactions such as combustion addition and substitution. They create solutions and measure properties such as pH, concentration and conductivity. They use the mole as a unifying concept in multi-step stoichiometric calculations including limiting reagents, concentration, mass and volumes.

Careers

Chemistry is relevant (and often essential) for tertiary bound students who wish to follow scientific, engineering or health vocations such as: Agriculture, Dentistry, Medicine, Science, Chemistry, Environmental Health, Geology, Medical Technology, Nursing, Metallurgy, Nutrition and Food Science, Occupational Therapy, Pharmacy, Physics, Physiotherapy and Teaching.
DESIGN (Technical Graphics)

Technical Graphics provides students with the opportunity to present their work in a range of technical drawing contexts and formats used in industry. Some of the software formats offered include AutoCAD, Inventor and Revit.

Unit 1C

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1A/1B

The focus for this unit is plane geometry, orthogonal, isometric, oblique and rendering for personal design. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments.

Unit 1D

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1C

The focus for this unit is architecture and social design. Students become aware of modern, local building designs for housing and other community projects. They will focus on the design of particular types of areas of space within these local architectural designs. Students become aware that society is made up of different groups of people that share common values, beliefs, behaviour and needs. Using these concepts they will be required to design a small dwelling.
DRAMA

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.

Upper School Drama consists of three areas of assessment:

i. **Performance and Production**: Students learn various acting styles and theatre techniques. They will perform plays and participate in a production. They will also learn about and develop production roles. Performances will be to peers, parents and the public.

ii. **Response**: Students will demonstrate reflection and evaluation skills through maintaining a folio, viewing theatre performances and sitting a written exam (Stage 2A/2B only).

iii. **Investigation**: Students will demonstrate research skills through various tasks.

Whilst students will develop and work on tasks in class, it is important that they also rehearse and complete some assessments out of school time.

The Drama syllabus offers students a worthwhile opportunity to study drama in depth and is a solid foundation for the Year 12 Drama Units 3A/3B. This course emphasises the development of skills in improvisation, play building, performance, verbal and non-verbal communication, creating, shaping, interpreting and evaluating drama.

The Year 11 course requires students to work towards higher order skills. There is an emphasis on the theoretical and historical contexts of drama and a demand for critical awareness of performance and language. There is a higher expectation of complexity and sophistication of ideas and levels of skill and understanding in the requirements of the outcomes.

The students will complete two written exams and a practical exam. Students will attend a number of Theatre performances during the year.

**Unit 2A**

**Entry Level**: Year 12  
**Minimum Recommendation**: Grade B in 1A/B Drama is advisable.

The focus for this unit is **dramatic action**. This unit covers representational and/or realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others who followed.

**Unit 2B**

**Entry Level**: Year 12  
**Minimum Recommendation**: Successful completion of Drama Unit 2A.

The focus for this unit is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity and how drama can provide a commentary or critique that may challenge conventional thinking. They extend their knowledge of drama forms and styles and learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realist drama.
Unit 3A

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2A/B

The focus for this unit is text and style. In this unit students perform and produce a published drama work incorporating in-depth study and interpretation of text, subtext, context and style.

Students refine their skills in voice and movement and develop techniques for control of vocal delivery in performance. They learn about different approaches to dramaturgy, directing and rehearsing a drama text. They consider ways that drama can be funded and learn about the components of production budgets, stage managing and planning production schedules; and working responsibly to create a safe working environment.

Students learn about different theoretical approaches to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.

Unit 3B

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 3A

The focus for this unit is drama perspectives. Students apply conventions and techniques of drama forms and styles to develop original works that may be either celebratory and/or critical in their perspective. They show their understanding of how a range of practical and theoretical approaches manipulates the elements of drama.

Students apply voice and movement skills appropriate to their drama work and incorporate new technologies, and may use elements of other art forms in their presentation. They research recent developments in world drama, critically evaluate the way that drama is valued in Australian culture and make predictions about its future.

Students fulfil design and/or production roles that may include stage manager, director or producer. They work independently to devise and perform an original work.

CAREERS
Acting, Arts Management, Design and Teaching It also prepares students for entrance into WAAPA in conjunction with an acceptable ATAR and University entrance requirements.
ENGLISH

In this course students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. The course recognises the diversity of the student population and values and builds on their backgrounds, skills and aspirations and extends the range of language skills and understandings available to them.

All students are required to study a pair of English Units in Year 11 & 12.

Whilst there is no reason why students cannot study more than one pair of English units in a year and students can use both pairs of English units for graduation points, if students are aiming for University, only one pair of units can be used to calculate the ATAR.

Recommended course pathways:
The following Units are typically taken by students who are heading for the workforce or TAFE at the completion of their schooling.

Unit 1C

Entry Level: Year 12
Minimum Recommendation: Successful completion of Units 1A/1B

The focus for this unit is language and self. Students learn to use language to present their experiences, ideas, opinions and responses more effectively, exploring how language can be used differently in different situations. They develop the ability to express responses to texts by exploring how language is used to convey personal information, opinions and experiences. They develop the skills and knowledge needed to expand the range of texts and types of language used for communication and in mass media texts. Students study workplace documents, mass media texts and popular culture texts.

Unit 1D

Entry Level: Year 12
Minimum Recommendation: Successful completion of Units 1C

The focus for this unit is language and society. Students explore and develop language skills to assist their participation in work and society, such as finding, accessing, using and evaluating information. They also develop skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating mass media, popular culture and literature texts, identifying ideas, attitudes and opinions in such texts and discussing their responses and those of other people. Students study more complex workplace documents as well as mass media texts, popular culture texts and less complex literary texts.
The following Units are typically taken by students who are heading to TAFE or University at the completion of schooling:

Unit 2C

**Entry Level:** Year 12  
**Minimum Recommendation:** Successful completion of Unit 2A/2B in Year 11.

The focus for this unit is **language and communities.** Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, sporting groups, interest groups, professions, political groups, religious groups etc.) to transmit understandings, create identities, establish power and operate effectively. Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

Unit 2D

**Entry Level:** Year 12  
**Minimum Recommendation:** Successful completion of Unit 2C.

The focus for this unit is **language as representation.** Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures. They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations. Students will use language to explore how purpose, context and audience may influence the representations offered in texts.

Unit 3A

**Entry Level:** Year 12  
**Minimum Recommendation:** Upper Grade C in Units 2A & 2B in Year 11

The focus for this unit is **language and identity.** Students examine constructions of identity, for example, those associated with age, gender, class, ethnicity, religion and occupation that are intimately related to social, cultural, political and linguistic contexts. Students study the way in which identities are expressed, constructed, represented and critiqued through language. They examine the relationships between people’s sense of identity and the way in which they use language and view themselves, other people and the world in which they live. Students learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other.

Unit 3B

**Entry Level:** Year 12  
**Minimum Recommendation:** Successful completion of Unit 3A

The focus for this unit is **language and ideas.** Students explore the way language is used to present ideas and how this varies among particular fields, genres and discourses. They examine the discursive and generic conventions, approaches to interpretation and presentation associated with selected fields, vocations and/or discourses and the ways in which these differ from each other. Students learn how the use of language, the presentation of knowledge and the representation of
ideas vary across particular fields, genres and/or discourses. Students consider the possible assumptions underlying the way in which language is used, in which knowledge is presented and in which ideas are represented. They consider the possible attitudes, values and ideologies associated with those assumptions. Choice of language might imply particular attitudes; the way knowledge is presented might be the product of particular values; and the way an idea is represented in a text might have been influenced by a particular ideology. Students learn to use their understanding of the ways in which language is used, knowledge is presented and ideas are represented to create their own texts in various fields, genres and discourses. Students learn that their own texts promote and are influenced by particular attitudes, values and ideologies.
FOOD SCIENCE AND TECHNOLOGY

The aim of this course is to develop skills and knowledge to design and make good quality food products.

Unit 1C

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1A/1B

The focus for this unit is food and my life. Choosing and using food is fundamental to life. In this unit, students investigate where food comes from, exploring the primary food production systems and practices and the secondary food processing techniques. They further develop concepts related to the sensory and physical properties of food through practical food preparation skills. Students consider how food and beverage labelling, packaging and advertising requirements in Australia protect consumers and enable the supply of safe, quality foods. Students explore how social factors and trends influence adolescent food choices. They recognise the importance of food selection models and a balanced diet. Students work with a variety of raw and processed foods and adapt basic recipes and methods by applying the technology process to design and produce food products. Students demonstrate a variety of essential safe workplace procedures and food handling practices in all practical work. They evaluate their work and suggest improvements about their products and designs.

Unit 1D

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1C

The focus for this unit is food for communities. Students investigate factors that affect the supply of staple foods of selected communities and social considerations individuals consider when purchasing food such as their culture. In this unit, students extend their experience of food and how it is processed to meet the requirements and preferences of a community group. Students recognise factors that affect the sensory and physical properties of staple foods when safely developing products. They explore nutrition-related health conditions and investigate the reasons for specialised diets to meet requirements of individuals or community groups. Students use the technology process to investigate, devise, produce and evaluate food products to achieve the specific dietary requirements of self or others. Students demonstrate a variety of safe workplace procedures, processing techniques and food handling practices in all practical work.

Unit 3A

Entry Level: Year 12
Minimum Recommendation: Successful completion of Units 2A/B

The unit description provides the focus for teaching the specific unit content. The focus for this unit is food diversity and equity. Students learn about relationships between food science and technology by examining issues of food diversity and equity in Australian society. Students investigate the food consumption patterns in Australian society to identify diversity and equity issues. They consider the development of the Australian Dietary Guidelines and the role of the national health priorities in response to current social factors and trends. They evaluate how the Nutrient Reference Values, including the Recommended Daily Intakes (RDI's) are used to identify nutritional needs of a specific demographic group. Students examine the way biotechnology has influenced the development and production of functional foods, food products, services or systems. Students analyse social,
economic, environmental and political factors that influence the food consumption patterns in Australia. They research, collect, interpret and analyse data related to the development of food and food products, services or systems for demographic groups. Using the technology process, students trial and modify recipes, methods or products and develop food orders and workflow or production plans. They produce safe, quality and palatable food products, services or systems. Students evaluate and analyse their work, justifying choices made.

Unit 3B

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 3A

The unit description provides the focus for teaching the specific unit content. The focus for this unit is food innovation and the future. Students explore how primary and secondary food production systems facilitate the sustainable supply of food for future world populations. They examine the influence that current innovations in food products, services and systems have on the nutritional value of food for specific demographic groups. Students analyse factors that affect food selection and consumption. They explore the importance of how the controlling factors impact on the properties and performance of food. Students explore technologies that create innovative food products. Students examine the role and responsibility of the organisations that control foods imported into Australia and the advertising and marketing laws related to food and beverage products, services and systems. Using the technology process, students trial and modify recipes, methods or products and develop food orders and workflow or production plans. They produce safe, quality and palatable food products, services or systems. Students evaluate and analyse their work, justifying choices made.

Further Study and Careers:
The successful completion of the above units provides the opportunity for further study in Year 12, TAFE and via an exam, at university level. Attaining all the requirements in this subject will assist students with career prospects in areas such as: Hospitality and Tourism, Food Technologist, Dietician, or Food Process work.
GEOGRAPHY

Geography is a field of inquiry that brings together the human and physical dimensions of the world in the study of people, places and environments. This includes the study of the relationship between natural and built environments and some of the problems that result from this interaction. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places.

Unit 3A

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2A/2B

The focus of this unit is the geography of planning cities. Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected megacity.

Unit 3B

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 3A

The focus of this unit is the geography of climate change over geological time. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

Further Study and Careers:
Geography leads to a vast range of career opportunities, some of the career areas that might be entered are: Environmental Geography, Tourism & Recreation, Cartography & Geographic Information Systems (GIS), Urban & Regional Planning, Research and Education.
HUMAN BIOLOGICAL SCIENCE

Unit 3A

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2A/2B

The focus for this unit is human regulation. The body works to maintain a constant internal environment despite changes in the external environment. Normal body activities require constant feedback of blood sugar, temperature, gas and body fluid concentrations. Both the endocrine and nervous systems are involved in this maintenance. Malfunctions can be caused by genetics, behaviour or disease, and some can be controlled by medical intervention. Genes can be affected by the environment and/or chance events. The range of variation seen in humans today is not always the result of simple genetics and may involve more complicated models of inheritance. The environment can determine what lives or dies. This is a struggle for survival that has been recorded over millions of years in fossils. Natural selection leading to evolution is supported by evidence from comparative anatomy and biochemical studies. Throughout a human’s lifetime there are medical treatments and procedures that can influence the quality of life.

Unit 3B

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 3A

The focus for this unit is the future of humans. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. The role of DNA is vitally important and recent advances in knowledge and bio-techniques have led to new ways of diagnosing and treating disease. If the body becomes damaged or infected, modern medical technology can be used to enhance trauma recovery, to deal with specific pathogens or alleviate the impact of ageing. Humans can trace their origins back for millions of years to the first primates. Throughout history there are a number of trends that can be followed through primates and hominines to the features of modern humans.

Further Study and Careers:
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.
INTEGRATED SCIENCE

Entry Level: Year 12
Minimum Recommendation: Grade C in Year 10 Science

In each of the stage 1 units, the focus for learning is the practice of science, the knowledge of content from the biological, physical and environmental/earth science disciplines and an understanding of the impact of science on the world in which students live.

Unit 1C & 1D in Year 12

In each of these units, the focus for learning is the practice of science, general knowledge of factual content in biological, physical and earth/environmental science and an understanding of the impact of science on the world in which students live. An emphasis is on practical science activities and experiments.

Further Study and Careers:
The Integrated Science course is inclusive of all students whose final destinations will be wide and varied. However Integrated Science is also useful for those students aiming at many TAFE courses such as Laboratory Assistant and Technician, Child Care, Dental Assistant and employment in the Horticulture Industry.
MATHEMATICS

Units 1D/E

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1B/C

In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras’s theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer-technologies where appropriate.

In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer technologies where appropriate.

Unit 2C

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2A/2B

In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

Unit 2D

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2C

In this unit, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three-stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

Unit 3A
**Entry Level:** Year 11/12  
**Minimum Recommendation:** Successful completion of Unit 2C/2D

In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

**Unit 3B**

**Entry Level:** Year 11/12  
**Minimum Recommendation:** Successful completion of Unit 3A

In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.
MEDIA PRODUCTION AND ANALYSIS

Unit 1C

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1A/1B

The focus for this unit is entertainment. The students will view, listen to and analyse advertising that attempts to entertain as it persuades. The students will examine the language of media and how audiences' cultural experiences influence their response. The students will build upon basic production processes and create their own productions.

Unit 1D

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 1C

The focus for this unit is infotainment. The students will view and analyse television news and current affairs to examine how reality is dramatised and represented whilst engaging and informing audiences. Students create their own non-fiction media works learning about aspects of production.

Unit 3A

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2A/2B

The focus for this unit is media art. This provides the opportunity for students to explore and select from a range of media art and extend their understanding of aesthetics. Students view, listen to and analyse contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audience interpretations. They consider the representation of values and technological developments that influence perceptions of art within media work. Students are encouraged to experiment with technologies, structures, codes and conventions to express their ideas and creativity. They have the opportunity to develop competence in production skills and processes in media of their choice and begin to show a development of personal styles.

Unit 3B

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 3A

The focus for this unit is power and persuasion, which may range from the seductive nature of popular media to propaganda and political persuasion. Through this broad focus, students extend their understanding of both fiction and non-fiction media, examining the way the media is able to reflect, challenge and shape values, beliefs and ideologies. They view, listen to and critically analyse a range of media work, considering the purposes and values of producers and audiences. They synthesise a range of ideas, skills and processes to create their own media productions that express their views and show a distinct flair or personal style.

Further Study and Careers: Successful completion of the above units can assist you in further studies in TAFE and via an exam with tertiary studies.
MODERN HISTORY

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. A study of Modern History enables students to become critical thinkers. The skills and knowledge gained from this course inform judgements and actions in a rapidly changing world. History provides insights into the present, and gives students an informed basis for determining their decisions and provides opportunities to reflect on the significance of past events, people, beliefs and ideas and how and why they are valued now.

The Modern History course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. All of these skills are great assets for careers in the area of media, teaching, politics, law, forensics, sales and public relations.

Unit 3A

**Entry Level:** Year 12  
**Minimum Recommendation:** Successful completion of Unit 2A/2B  

The focus for this unit is **cohesion and division**. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater cohesion or division. The context for this study will be: Australian History 1920s – 1950s.

Unit 3B

**Entry Level:** Year 12  
**Minimum Recommendation:** Successful completion of Unit 3A  

The focus for this unit is **ideas that shaped history**. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. They are also able to determine which ideas were dominant at a given time and how and why this dominance may have changed. The context for this study will be: The Russian Revolution.

**Further Study and Careers**

The study of History focuses on the skill of clear analytical thinking which forms the basis of careers such as Journalism, Creative Writing, Teaching, Law, Public Relations and Research. It is also a good foundation for officer careers in the Navy and Army.
PHYSICAL EDUCATION STUDIES

Unit 1C

Entry Level: Year 12  
Minimum Recommendation: Successful completion of 1A/B

The focus of this unit is to introduce students to simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts that provide a basis for assessing and enhancing their own and others’ performance. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

On completion of this unit, students should be able to:
- adjust and apply basic movement skills and techniques in response to simple tactical problems
- use consistency, precision and control in modified game situations
- develop a basic understanding of the production of movement
- understand force application and absorption
- understand the aerobic and anaerobic energy systems used during physical activity
- identify simple tests to measure the capacity of aerobic and anaerobic energy systems
- identify strategies to prevent sports injuries
- apply immediate and extended care and rehabilitation to an injured athlete
- explain the attributes of a good leader
- develop an understanding of the role of a coach
- identify different styles of leadership
- understand how to set simple goals.

Unit 1D

Entry Level: Year 12  
Minimum Recommendation: Successful completion of Unit 1C unless being studied concurrently.

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

On completion of this unit, students should be able to:
- develop simple team or individual strategic plans related to specific tactical problems
- develop strategies to consolidate and extend skill development
- identify types of feedback and their relationship with skill development
- understand types of muscle contractions
- understand the relationship between joint movement and antagonist pairs
- identify and apply types of movement used in specific sports
- explain the relationship between muscle fibre types and physical activity
- identify technical errors in selected skills
- understand results based quantitative measures
- understand the need for a balanced diet for physical activity
- understand the principles of training and develop training techniques for selected activities
- understand the purpose and nature of fitness profiles
- identify the links between goal setting and motivation when coaching others.
Unit 3A

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 2A/2B

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 their own and others students’ performances in physical activity.

On completion of this unit, students should be able to:

- analyse proficiency of movement skills in a selected sport
- adjust and refine movement skills in modified competitive situations
- define transfer of learning and understand its effects
- evaluate the different types of transfer and their impact on skill execution and movement efficiency
- analyse movement skills of self and others and design coaching/teaching programs to improve performance
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient restitution, levers, moment of inertia and angular momentum
- understand and describe the microstructure of skeletal muscles and how they contract
- understand the relationship between muscle contraction and the amount of force exerted
- investigate the relationship between nutritional requirements and energy demands during physical activity
- understand the implications of preparing and performing in different environmental conditions
- explain the physiological impact of performance enhancers
- understand the influence that age, gender, skill level and type of activity has on mental skills.

Unit 3B

Entry Level: Year 12
Minimum Recommendation: Successful completion of Unit 3A unless being studied concurrently.

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

On completion of this unit, students should be able to:

- adapt and implement strategic responses varying in complexity to situational demands in modified competitive practical situations
- analyse and reflect on self and others’ performance
- explain and apply fluid mechanics such as spin, Bernoulli’s principle and drag in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify fast and slow twitch fibres and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- analyse mental skills strategies used pre, during and post performance to manage stress, motivation, concentration, arousal levels and self-confidence
- apply Carron’s model of group cohesion to analyse participation in physical activity.

Assessments in stage 3 PE studies will comprise of 70% theoretical, 30% practical. The theoretical assessments include topic tests, assignments based on practical applications and exams.
The practical component will consist of the development of basic Volleyball skills progressing to advanced skills and game strategies. Students will utilise facilities in the Sports Centre including the Fitness room.

A term 3 WACE practical examination in a sport selected from School Curriculum & Standards Authority and an external WACE theory exam will contribute to a 30% practical, 70% written final exam mark.

Further Study and Careers

Human Movement, Physical Education Teaching, Sports Science, Sports Administration, Coaching and Department of Sport and Recreation.
COURSE INFORMATION
VOCATIONAL EDUCATION and TRAINING (VET)
Vocational Education and Training (VET) Courses

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

VET courses will allow the students to develop work skills and competencies to better equip them on either entering the workforce and/or continuing with Education & Training.

VET courses are especially relevant if:
- you are not looking at direct entry into a University course and
- you would prefer an "Industry Recognised" (AQF) qualification that can increase your chance of immediate employment in a traineeship or apprenticeship and/or
- you want to do further training in a Certificate IV, Diploma or Degree.
- you wish to maximize the benefits of a VET Senior School course you can also select other school subjects that complement and strengthen the VET course.

Austin Cove Baptist College offers the following VET courses:

Certificate II Business
Certificate II Furniture Making
Certificate II Sport and Recreation

Please Note: All Certificate II courses are completed over two years (both Year 11 and Year 12).
Certificate II in Business

Prerequisites
Nil

Overview
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 you with 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 you with the practical skills and knowledge to undertake a range of administrative tasks in an office environment, including customer service, computing, accounts and record keeping. You will learn skills to process manual or computerised accounts and process the payroll. You will also learn to produce business documents and create and use databases and spreadsheets.

The Certificate II in Business will equip you for employment in a small business, medium sized organisation or government department. Areas of employment include accounts receivable and payable clerk, payroll clerk, computer operator, bookkeeper, trainee accountant, word processor and general clerical assistant, customer service officer, accounts clerk or to gain administrative support positions. Employment opportunities are further enhanced with further study at either TAFE or university.

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. A Certificate of Attainment will be awarded for students who successfully complete some, but not all, units of the qualification. As a Curriculum Council endorsed VET course, completion of this qualification also contributes towards achievement of your WACE.
Certificate II in Visual Arts (Furniture)

Prerequisites
Nil

Overview
This program will provide you with 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 you 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. You 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 you 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.

This course can also be used to obtain credit towards the WACE certificate.

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 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

Prerequisites
Nil

Introduction
The VET industry specific Sport and Recreation course provides students with the opportunity to achieve national vocational qualifications under the Australian Qualifications Framework (AQF) and to gain council developed course unit credit towards the Western Australian Certificate of Education (WACE).

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.