

INTRODUCTION

This booklet contains information on all Courses planned for Year 11 and 12 and is one of a range of supports offered by the College to assist you to plan for the future. While Course content makes up the bulk of material in the booklet, information relating to the WA Certificate of Education, Secondary Graduation requirements, University and TAFEWA entry requirements are also provided to assist your decision-making process.

It is our sincere desire to treat senior students in a manner which recognises their entry into adulthood. For the College to be able to do this successfully it requires a certain attitude and approach to school on the part of the students. Subsequently it is an ideal time to re-visit the expectations of the College and make a commitment for the future.

In choosing courses it is important to consider your future career options/pathways. Decisions need to be made on your ability to succeed and also your motivation for a particular area. Choice should not be made on what friends or family believe you should do. It is important if you are not sure to seek the support of your teachers/parents.

Year 11

An error made by some students is to assume that Year 11 is not as academically important as Year 12. This is a myth as research tells us that there is a strong correlation between results achieved in Year 11 and performance in Year 12.

During Year 11 students need to become informed on Scores and Pre-requisites that are required for University and TAFEWA entry.

At the end of Year 11 the final Grade needs to be within reach of the entry requirements for TAFEWA or University. If this is not the case, students will have difficulty achieving their goal as the Courses are more difficult in Year 12.

Year 12

Year 12 is a different year in a number of ways with the most obvious being the shortness of the year. This final year of your secondary education is made up of three terms as Term Four is only used for final assessments and examinations. There is no time for procrastination as rewards will come to those who work consistently towards their goals.

Year 12 is a wonderful opportunity to gain your first preference in terms of post secondary destinations. So, "seize the day", set your goals and enjoy your final two years at John Paul College as it is a time that will end very quickly.

Joseph Hoyne
Principal

To Students:

The information contained in this Handbook is presented to you at this time to assist in making important decisions about your future education and possible career choices.

During the year you will have been thinking seriously about the decisions you must make for 2010 and 2011. This book is designed to help you and your parents to decide which subjects, along with Religious Education (Religion & Life), will best suit your abilities, interests and aspirations.

You need to seek advice before arriving at this important decision. Discussions with your parents are vital, as parent support will be needed no matter what choice is made.

The College will also assist you with your subject choices through Year Assemblies and activities in Extended Home Room. You will also be allocated a member of the Senior Staff as a Careers' Adviser. This person will assist you along the way so that you choose the most appropriate subjects for your journey through the senior years.

To Parents:

Although this book has been primarily addressed to students, it has also been written for you. We hope that, as a family, you will go through the material together so that the decisions are made as a family group.

Achieving well in Years 11 and 12 will lead to:

- Students achieving Secondary Graduation. Students who achieve Secondary Graduation will receive the Western Australian Certificate of Education.
- A wider range of courses and preferred careers at both University and at TAFEWA.
- Generally, more interesting and fulfilling careers.
- Self satisfaction.

Community Service:

Community service gives students the opportunity to be involved in activities that help others. It is expected that the students will benefit from the experience by developing skills and understandings, eg civic and religious responsibility together with leadership.

The Community Service Program aims to:

- Develop a culture and ethos of service
- Provide opportunities for students to exercise responsibility and develop leadership skills
- Provide opportunities for students to learn through helping others
- Recognise the contribution of students who participate in service activities in their own time.

Although not required for graduation, the number of hours spent on Community service will appear on the WACE and will be taken into account by Universities and TAFE when allocating places, as evidence of community involvement and spirit.

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SECTION A: GENERAL INFORMATION

1. WHAT HAPPENS AFTER YEAR 10?

At John Paul College most of the Year 10 students will continue with studies to Year 12.

Essentially, students follow three main pathways:

- (i) **University** - including the public universities (University of WA, Murdoch University, Curtin University, Edith Cowan University), as well as the only private Catholic university, The University of Notre Dame Australia.
- (ii) **Technical and Further Education (TAFEWA)** - including 14 metropolitan, 15 country and regional campuses of TAFEWA.
- (iii) **Employment or further study** - this includes apprenticeships, traineeships, further study at Independent Colleges as well as employment.

At the end of Year 12 in 2008, John Paul College results show the approximate following pattern of destinations.

University	60%
TAFEWA	25%
Other	15%

Note: Other includes employment, repeating Year 12, Independent Colleges, Traineeships, and Apprenticeships.

Educational opportunities at John Paul College are provided for all students to succeed in their chosen pathways, whether University, TAFEWA or employment-bound.

What decisions do Parents and Students have to make?

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The most fundamental decision for which the College shares responsibility with parents and students is to choose programmes of study that will lead students to success rather than to failure.

To make these choices it is necessary to have an understanding of the following:

- (i) The strong connection that exists between Years 11 and 12 and the destinations students will access after they have left school (post-school options). This will be determined by the ability and determination of the student, as well as their interest and work ethic.
- (ii) The divergence between the selection criteria for the main post-school destinations. It is possible for a student to miss out on both TAFEWA and University through poor subject selection.
- (iii) The increasing number of pathways between TAFEWA and university and vice versa. Called "Advanced Standing", students and parents need to contact institutions to determine these specifically.
- (iv) The rapidly changing employment market in terms of skills required, new jobs coming into existence and a trend to part-time and other work options.

Decision making may include the following questions:

- *What career/course would I like to pursue?*
- *What are my main options after leaving school?*
- *What are the entrance criteria needed to get there?*
- *What background do I need to meet these entrance criteria?*

How are Years 11 and 12 different from Lower School?

All students will continue to study Religious Education (Religion and Life) and 5 other Courses. 'LIVE' (Leadership Incorporating Vocational Education) students study 5 Courses (including Religion and Life) and the new Workplace Learning Course or an alternative, Endorsed Program.

Although Year 11 is treated as a separate year from Year 12, with each Course divided into Semester Units, students will complete the Course by studying 4 Course Units over the 2 years. Under the current system for senior secondary studies, only those Year 12 Courses that are studied at Stage 2 and Stage 3 will be examined for University entrance. **It is generally preferred that students study Stage 3 Units in Year 12 if considering accessing competitive University courses.**

2. UPPER SCHOOL CURRICULUM AND ASSESSMENT

At John Paul College all upper school Courses (including Religious Education - Religion and Life) are accredited by the Curriculum Council and fall into two categories:

(i) Courses

Courses are based on the outcomes approach of the Curriculum Framework. These courses are assessed numerically and students will be awarded a percentage mark and grade in each Semester Unit.

The complete list of new Courses offered by the College is included on page 17.

Students aspiring to University are advised to study Units 2A/B in Year 11 and then 3A/B in Year 12. TAFEWA bound students are advised to study Stage 1 Units in Year 11 and either further Stage 1 or Stage 2 Units in Year 12.

Semester One and End of Year examinations will be held for Year 11 and 12 students studying all Courses.

External Examinations

In Year 12, students studying Stage 2 or Stage 3 units are required to sit external examinations unless exempt. The pamphlet entitled *The WACE* includes details as to which students will be exempt from sitting examinations when in Year 12.

Assessment

Assessment for each Course is continuous and cumulative. The grades achieved by the end of the year are reported to the Curriculum Council and will appear on the student's Statement of Results. In Year 12 students studying Courses at Stage 2 or 3 will also receive a numerical score out of 100.

Grading

The grades that may be awarded are shown below:

- A Excellent Achievement
- B High Achievement
- C Sound Achievement
- D Limited Achievement
- E Inadequate Achievement
- U Unfinished

(ii) Endorsed Programs

Although not graded, these programs enable students to achieve credit towards Secondary Graduation for the WACE. Students enrolled in School Apprentice Links (SAL) or School Based Traineeships (SBT) may be enrolled in endorsed programs.

3. CURRICULUM COUNCIL CERTIFICATION ARRANGEMENTS

The Curriculum Council will issue three documents after students have met the necessary requirements. These are:

- (i) A Statement of Results will be issued to all students who complete at least one Curriculum Council Course. This document will summarise all Accredited Courses/Units of Competence studied or achieved by the student and, where appropriate, the grade achieved. A Statement of Results will contain a student's complete record of senior school studies.

A *Statement of Results* will be issued to all Year 11 and 12 students who have completed at least one Curriculum Council accredited Course showing:

- a) Confirmation of completion of WACE.
 - b) List of completed Vocational Training Certificates.
 - c) List of all Course units completed.
 - d) List of all National Training Modules/Competencies accredited for TAFEWA and notification of any completed Certificate Courses.
 - e) List of all Endorsed Programs.
- (ii) A Course Report will also be issued. This document will provide:
- a) The student's details.
 - b) The College assessment mark out of 100 and moderated mark out of 100.
 - c) Examination mark out of 100 and standardised examination mark out of 100.
 - d) State wide distribution of all students who have a Course score with a student's WACE score shown on the distribution.

- (iii) The Western Australian Certificate of Education (WACE) will be issued to students who meet the Curriculum Council requirements for Secondary Graduation.

The *Western Australian Certificate of Education* will be issued to all Year 12 students who meet all the following requirements for Secondary Graduation:

- (1) *Complete at least 20 course units or acceptable alternatives.*
- (2) *Achieve a 'C' grade average or better in 10 units from 5 Courses.*
- (3) *Meet the requirements for English Language Competence*
 - Complete at least four units from an English Course.
 - Meet the language competence standard, as defined by work samples.
 - Pass the Curriculum Council English language competence test.
- (4) *Complete at least one Course from List A and one Course from List B (See page 17 for list groupings)*
- (5) *Complete at least one Course from List A and one Course from List B.*
- (6) *Sit the WACE examination in the course if he/she is in their final year of senior secondary schooling and is enrolled in a pair of stage 2 or 3 units in that course. However, students who are enrolled in three or less stage 2 and/or stage 3 units and are completing a VET certificate may apply for exemption from examinations.*

4. ADMISSION TO TERTIARY STUDIES - UNIVERSITY

(i) University of Notre Dame Australia www.nd.edu.au

The University of Notre Dame Australia is a Catholic independent University situated in Fremantle that seeks to enrol students who wish to make a special contribution to society. Notre Dame does not rely on the Tertiary Entrance Rank to determine university entrance. The selection system for Notre Dame is a highly sophisticated one where applicants apply to the university directly, not through the Tertiary Institutions Services Centre (TISC).

Selection Criteria for Notre Dame:

- a) Full academic records for Years 11 and 12, including Curriculum Council Statement of Results.
- b) Meet Curriculum Council Secondary Graduation requirements.
- c) Meet the University's English Language requirement.
- d) Should have a Tertiary Entrance Rank (minimum rank of 70.00 or higher).
- e) A personal statement provided by the student in the form of an essay, outlining individual qualities, goals and motivation for seeking admission to Notre Dame.
- f) References from school and work contacts.
- g) A completed application form including supporting documentation.
- h) Personal interview with a member of the University.

Alternative Entry to Notre Dame

The Tertiary Enabling Program is a 20 week programme for students who have narrowly failed to satisfy the academic requirements for admission. Students should submit an application to the course of their choice at Notre Dame and they will be advised as to whether they have been accepted into the course or they will be advised to apply for the Tertiary Enabling Program.

Please check the University of Notre Dame www.nd.edu.au website for more details

(ii) **University Entrance - Public Universities in WA**

Students selecting Courses leading to the TEE must ensure that

- a) they can meet the prerequisites for all of the Courses to be studied;
- b) their commitment to study is sufficient to permit success; and
- c) they have a clear idea of the nature of the Courses that they have selected.

In order to qualify for admission to Curtin University, Edith Cowan University, Murdoch University or the University of Western Australia, a student must fulfil the following criteria:

- a) Meet the **Secondary Graduation** requirements prescribed by the Curriculum Council.
- b) Achieve **English Language Competence** as prescribed by the individual universities.
- c) Obtain a **sufficiently high ATAR** for entry to a particular university course.
- d) Satisfy any **prerequisites** or special requirements for entry to particular courses.

(iii) **Any Year 11 student from John Paul College intending to study for University Entrance should note the following requirements:**

- a) Students will select six accredited Courses including Religious Education.
- b) A minimum of four Stage 2 &/or Stage 3 combination needs to be chosen in Year 12.

- c) English (1C/1D) or (2A/2B) or Literature (2A/2B) must be studied.
- d) The Tertiary Entrance Aggregate will be determined on the average of the best Stage 2 or Stage 3 Courses studied at the end of Year 12.
- e) The mix of different Stages of Courses of Study units should be determined by a student's abilities, interests and intentions.
- f) Course prerequisites for university courses of interest must be met. Students must study Stage 3 Courses, and gain a scaled score of 50 to meet this criteria.
- g) Moderately strong students for whom University study is a realistic consideration should look at four Courses studied at Stage 2, a Stage 1 Course and Religion and Life for their selection of subjects in Year 11.
- h) Academically strong students should consider taking five Course of Study Stage 2 units and Religion and Life for their selection of subjects in Year 11.
- i) Certain Course combinations are not acceptable in relation to the calculation of the ATAR. These are English and Literature, Physics and Integrated Science, Chemistry and Integrated Science.

5. THE AUSTRALIAN TERTIARY ADMISSION RANK

Entry into the public universities in Western Australia is a matching process of people who want to go to university and the number of places that are available.

To assist in this process a student's Tertiary Entrance Aggregate (TEA) is converted to an Australian Tertiary Admissions Rank (ATAR), and places will be offered on the basis of this ranking. An ATAR is a number between 99.95 and zero that reports your rank position relative to all other students. If you have a ATAR of 70.00, for example, it indicates that you are equal to or better than 70% of the Year 12 school leaver age population.

The Tertiary Entrance Aggregate (TEA) is calculated and forms the basis for the determination of the ATAR. Students will be informed of their ATAR as well as their TEA. Information relating to cut-offs for various university courses provided by universities and reported in the newspapers will refer to the ATAR.

Conditions for the Determination of an Australian Tertiary Entrance Rank

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

- a) **All Council-Developed Courses (Stage 2 & 3)** are eligible for use in determining a ATAR. However, students are strongly advised to study Units at Level 2A and 2B in Year 11.
- b) For a student's Course to be used in the calculation of his/her ATAR:
 - At least 2 units need to be completed
 - the external assessments need to be undertaken
- c) The final Course Achievement will be a **50:50 combination of internal and external assessments**.
- d) A student's TEA will be determined by the aggregation of a student's **best four scores**.
- e) Breadth of study is covered by the WACE requirements (List A and B).
- f) There will be some unacceptable Course combinations for the determination of the ATAR (ie., Literature and English, etc - refer to page 10).
- g) For the purpose of determining a ATAR all universities will allow **accumulation of final Course Achievement** over a number of years.
- h) Courses undertaken on a **private basis** can be used in the determination of a ATAR. The final score of Achievement for a Course undertaken on a private basis will be 100% of the external assessment.
- i) The determination of a student's ATAR is independent of his/her achieving WACE or competence in English.

Please check the Tertiary Institutions Service Centre website for more details www.tisc.edu.au

(i) University Entrance - Additional Information

Students aspiring for university entrance need to aim for a ATAR of 70 or higher. However, last year the entrance TER for Edith Cowan University and Murdoch was lower. While this may encourage many students to select a university course, it should be remembered that:

- a) The academic rigour of the course still remains high.
- b) Failure rates for first year students at public universities need to be considered.
- c) Employment prospects for students graduating with lower grades are not promising.

- (ii) **Entry Requirements for Medicine and Dentistry**
From 1998 new requirements applied for entry to these courses at the University of Western Australia. Students sit for the Undergraduate Medicine and Health Sciences Admission Test (UMAT) in August. On the basis of results in this test, a number of students are then selected for interview in November. The final criteria will be that students achieve a ATAR of approximately 96 or higher. Based on these three criteria students are ranked and offers made.
- (iii) **Other Forms of University Entry**
Universities have developed other entry procedures such as, the University Preparation Course at Murdoch University, the University Preparation Course and Portfolio Pathways Program at Edith Cowan University. Information on these can be accessed contacting the College or on the university's respective website:
www.murdochinstitute.wa.edu.au and www.ecugreatcareers.com

Other alternative entry considerations are also offered:

- a) Murdoch University - the Equity, Student Access and Diversity Office coordinates four alternative entry programs - **Tertiary Options Project (TOP)** and **University Access** are two that apply to school leavers.
- b) Edith Cowan University - Alternative Pathways and bridging courses may be available by contacting the Centre for Prospective Students. Also applicants who believe they should be considered due to extraordinary circumstances may write to the Admissions Centre outlining their special circumstances.

NB: Note that students interested in entry to the Western Australian Academy of Performing Arts (WAAPA) Certificate Courses, Diploma Courses, the Bachelor of Arts (Music Theatre) and the Bachelor of Arts (Broadcasting) do not apply through TISC but by direct application to the University.

- c) University of WA - consideration is available for students who have suffered certain disadvantages during their final year (UWAY).
- d) Curtin University - Applicants who believe they should be considered due to extraordinary circumstances may write to the Admissions Centre outlining their special circumstances.

6. ADMISSION TO TERTIARY STUDIES - TECHNICAL AND FURTHER EDUCATION (TAFEWA) <http://www.tafe.wa.gov.edu>

Vocational education and training has become increasingly important to school leavers seeking to join the work force. TAFEWA offers students an enormous range of subjects and courses to meet their specific career goals and is the State's largest vocational education and training provider.

(i) What TAFEWA Offers:

Award Courses
Trade Training
Entry and Bridging Courses

a) Award Courses

In line with the Australian Qualifications Framework (AQF), TAFEWA offers Award Courses which range from the basic Certificate I Course to the more advanced Diploma Courses, as follows:

Certificate Level I	Certificate Level II
Certificate Level III	Certificate Level IV
Diploma	Advanced Diploma

TAFEWA courses have a variety of entrance requirements, and it is important that applicants consult the **Entrance Requirements and Selection Criteria** for the appropriate course before they apply.

b) Trade Training

Pre-apprenticeship and pre-vocational courses, off-the-job training for apprentices, post trade courses and traineeships.

c) Entry and Bridging Courses

Gives students sufficient skills and confidence to enter mainstream TAFEWA courses.

(ii) Areas of Study

There are 17 areas of study from which courses may be selected at TAFEWA Colleges:

1. Arts, Entertainment, Sport & Recreation	10. Electrical, Electronic, Refrigeration & Air-conditioning.
2. Automotive	11. Engineering & Mining
3. Banking, Finance, Insurance & Property Services	12. Food Processing
4. Building & Construction	13. Hospitality, Travel & Tourism
5. Business & Management	14. Primary Industry
6. Clothing, Textiles, Footwear & Furnishings	15. Sales & Personal Services
7. Communications & Printing	16. Science, Technology & Process Manufacturing
8. Community Services, Health & Education	17. Sea & Air Transport & Storage
9. Computing & Information Technology	

(iii) **How TAFEWA Selects Successful Applicants**

For full-time study at TAFEWA, students will need to complete a TAFEWA application form available from any TAFEWA College and submit it by the closing date in September. Applications may also be submitted electronically. Students seeking to enrol at TAFEWA should be aware of the following:

The Australian Tertiary Admission Rank **IS NOT** used to assess your application. TAFEWA makes no differentiation between Course results in different stages. This factor has implications for maximising TAFEWA entry scores.

In order to select students for each course TAFEWA applies:

a) **Entrance Requirement**

Each course has an Entrance Requirement. Students who do not meet the Entrance Requirement will **not** be considered. These determine whether or not a student is **eligible to apply** for a course. The Entrance Requirement usually refers to student achievements in certain Courses in Years 10 to 12. These requirements are summarised in the TAFEWA Handbook. **When there are more applicants than places in the course, as is often the case, then the Selection Criteria are applied.**

b) **Selection Criteria**

Selection criteria are academic and other criteria, which are used to score eligible applicants competing for entry into a course where there are more applications than places available for a course. When there is competition for entry to courses at TAFEWA, **Selection Criteria** are used to choose applicants, using a point scoring system to the value of 100 points broken into the following sectors.

- **Qualifications - 29 points**
(These include TAFE WA qualifications - LIVE students achieve TAFEWA qualifications whilst at school).
- **Workplace Experience + Employment - 29 points**
(Documented community service, paid or unpaid work, part time or full time work all contribute).
- **Secondary Education/Skill Development - 42 points**
(General Academic Achievement - This includes subjects studied in Years 10 to 12, one Course must be English. Alternatively a Portfolio demonstrating skill development can be submitted. A maximum of 42 points can be awarded).

(iv) **Process for Entry into Courses with Entrance Requirements only**

- Step 1:** Application is lodged.
Step 2: TAFEWA admission checks Entrance Requirement.
Step 3: Applicant is offered a place or applicant does not meet Entrance Requirements and hence does not get an offer.
Step 4: Applicant who is not offered a place is counselled to a different course.

(v) **Process for Entry into Courses with Entrance Requirements & Selection Criteria**

- Step 1:** Application is lodged.
Step 2: TAFEWA admission checks Entrance Requirements. TAFEWA ranks applicants using Selection Criteria.
Step 3: Offer is made based on rankings and availability of positions.
Step 4: Applicants who are not offered a place are counselled to a different course.

(vi) **Credit Transfer**

Credit transfer allows students to count relevant, successfully completed study - through study at TAFEWA Colleges, accredited private providers, professional organisations or enterprises and universities - towards their current courses or qualifications.

Credit transfer involves assessing a previously completed course or subject to determine if it provides equivalent learning or competency outcomes to those required within the current course.

(vii) **Recognition of prior learning (RPL)**

Recognition of prior learning (RPL) is the formal recognition of the skills and knowledge a person has regardless of how or where these skills may have been attained, that is, through formal or informal training, work experience (paid and unpaid), voluntary work, community service and life experience. Evidence is provided by the applicant and assessed by the registered training organisation (RTO).

'RPL for entry' is an arrangement where learners are provided access to assessment tools and processes to assist them to meet entry requirements for access to a course or qualification. In 'RPL for entry' no qualification is issued. Recognition is given to the person's prior learning to permit entry through equivalence into a qualification that requires some specified entry standard.

(viii) **Move between TAFEWA & University**

An Australian Tertiary Admission Rank (ATAR) is not the only means of entry to university in Western Australia. TAFEWA can be your stepping stone to a university education. Many TAFEWA graduates gain admission to Australian universities each year.

What you need to know:

- TAFEWA graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities (www.tisc.edu.au) and apply directly for admission to the University of Notre Dame Australia.
- In order to be considered for a university place you will need to meet the minimum entry requirement. This is the lowest level of educational achievement universities require.
- Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.
- Entry to courses is very competitive and some university courses have subject prerequisites. Completing a diploma or advanced diploma may increase your chance of selection.
- Depending on what you have previously studied, some universities may give you credit for the work you have already done, meaning it will take you less time to complete your university qualification. This is referred to as advanced standing or credit transfer.
- Once you have been accepted into a university course you will be able to discuss this possibility with the university.

For information about how to improve your chances of selection contact your preferred university's admissions centre:

University	Minimum Entry Requirement	Contact Information (Universities Admission Centre)
Curtin University of Technology	Certificate IV English language competence In many cases a diploma and subject prerequisites are recommended.	University Admissions Centre T: 08 9266 7805 F: 08 9266 4108 E: admissions@curtin.edu.au W: www.prospective.curtin.edu.au
Edith Cowan University	Certificate IV Certificate III meets entry requirements for the ECU University Preparation Course (UPC). Applications for entry to a degree program at ECU can also be made through the Portfolio Entry Pathway	Student Recruitment Office of Marketing and Development T: 08 6304 6304 F: 08 6304 2166 E: futurestudy@ecu.edu.au W: www.ecugreatcareers.com
Murdoch University	Certificate IV Murdoch University Preparation Course	Prospective Students' and Admission Centre T: 1300 MURDOCH (1300 687 3624) F: 08 9360 6491 E: admissions@murdoch.edu.au W: www.choose.murdoch.edu.au
University of Notre Dame Australia	Certificate IV English language competence	Admissions Office T: 08 9433 0533 F: 08 9433 0544 E: admissions@nd.edu.au W: www.nd.edu.au
University of Western Australia	Diploma English language competence Subject prerequisites	Admissions Centre T: 08 6488 2477 Country callers: 1800 653 050 F: 08 6488 1226 E: study@uwa.edu.au W: www.studyat.uwa.edu.au

More detailed information is available on the TAFEWA website www.tafe.wa.gov.au

Advice to Students

Students who are considering TAFEWA Courses, apprenticeships, traineeships or employment as their post-school destination are strongly recommended to enrol in the following subjects:

1. Workplace Learning Course or an Endorsed program (compulsory).
2. An English Course (compulsory).
3. A Mathematics Course (compulsory).
4. This leaves the selection of three further subjects dependent on interests and vocational destinations. It is strongly recommended that Information Technology is included as one of these choices.

**For further information, students and parents are encouraged to contact the local TAFEWA College or to see the 'Full-Time TAFEWA Handbook' and 'Selection Criteria for Admission to TAFEWA Full-Time Courses'.*

7. HOW TO CHOOSE SUBJECTS FOR YEAR 11

STEP 1 - Research what you would like to do when you leave school.

STEP 2 - Identify if TAFEWA or University is the required pathway.

STEP 3 - Determine if any pre-requisite subjects/Course are required for Year 12.

STEP 4 - Choose the subjects for Year 11 that lead to the Year 12 subjects required for your course(s).

General Advice for all Students

General Pathway Description	Year 11	Year 12
University Pathway	2A/B	3A/B
TAFEWA or University Pathway*	1A/B or 1C/D	2A/B
TAFEWA or Employment	1A/B	1C/D

Students looking at a TAFEWA Pathway

TAFEWA makes no differentiation between Course results in different stages. This factor has implications for maximising TAFEWA entry scores.

Courses to choose:

1. Religion and Life 1A/B
2. English 1A/B or English 1C/D
3. Workplace Learning or Endorsed Program
4. Mathematics General 1A/B
5. Choice Subject (1) Course of Study Units 1A/B
6. Choice Subject (2) Course of Study Units 1A/B

Students looking at a University Pathway

Courses to choose:

1. Religion and Life 1A/B
2. English 2A/B or Literature 2A/B. It is also possible for students to study English 1C/D.
3. Mathematics General 2C/D or 3A/B. Students may also study Mathematics Specialist 3A/B, however, this must be studied with Mathematics General 3A/B. It is also possible to study Mathematics General 2A/B.
4. Choice Subject (1) Course of Study Units 2A/B
5. Choice Subject (2) Course of Study Units 2A/B
6. Choice Subject (3) Course of Study Units 2A/B

* Students studying a University Pathway must study at least four Courses to access University.

Students studying Courses, should be aiming to take Stage 3 units in Year 12, however, students who enrol in Units 2A/B in Year 12 can access University.

SECTION B: SUBJECT DESCRIPTIONS
PROPOSED YEAR 11 AND YEAR 12 SUBJECTS FOR 2010 & 2011

University Preferred Pathway

Year 11(2010)	Courses	Year 12 (2011)	List
	List		
Applied Information Technology 2A/B	(B)	Applied Information Technology 3A/B	(B)
Chemistry 2A/B	(B)	Chemistry 3A/B	(B)
Drama 2A/B	(A)	Drama 3A/B	(A)
Economics 2A/B	(A)	Economics 3A/B	(A)
English 2A/B	(A)	English 3A/B	(A)
Geography 2A/B	(A)	Geography 3A/B	(A)
History 2A/B	(A)	History 3A/B	(A)
Human Biological Science 2A/B	(B)	Human Biological Science 3A/B	(B)
Literature 2A/B	(A)	Literature 3A/B	(A)
Mathematics General 2A/B	(B)	Mathematics General 2C/D	(B)
Mathematics General 2C/D	(B)	Mathematics General 3A/B	(B)
Mathematics General 3A/B	(B)	Mathematics General 3C/D	(B)
Mathematics Specialist 3A/B	(B)	Mathematics Specialist 3C/D	(B)
Media Production and Analysis 1A/B	(A)	Media Production and Analysis 2A/B	(A)
Music 2A/B	(A)	Music 3A/B	(A)
Physical Education Studies 1A/B	(B)	Physical Education Studies 2A/B	(B)
Physics 2A/B	(B)	Physics 3A/B	(B)
Visual Arts 2A/B	(A)	Visual Arts 3A/B	(A)

TAFEWA/Work Preferred Pathway

Year 11 (2010)	List	Year 12 (2011)	List
Applied Information Technology 1A/B	(B)	Applied Information Technology 1C/D	(B)
Children, Family and the Community 1A/B	(A)	Children, Family and the Community 1C/D	(A)
Drama 1A/B	(A)	Drama 2A/B*	(A)
English 1A/B	(A)	English 1C/D	(A)
English 1C/D	(A)	English 2A/B*	(A)
Food Science and Technology 1A/B	(B)	Food Science and Technology 1C/D	(B)
Integrated Science 1A/B	(B)	Integrated Science 1C/D	(B)
Materials Design & Technology 1A/B	B	Materials Design & Technology 1C/D	(B)
Mathematics General 1B/C	(B)	Mathematics General 1D/E	(B)
Mathematics General 2A/B	(B)	Mathematics General 2C/D*	(B)
Media Production and Analysis 1A/B	(A)	Media Production and Analysis 1C/D	(A)
Physical Education Studies 1A/B	(B)	Physical Education Studies 1C/D	(B)
Visual Arts 1A/B	(A)	Visual Arts 1C/D	(A)
Workplace Learning 1A/B	(A)	Workplace Learning 1C/D	(A)

* These Courses will have school based examinations and students will be required to sit an external examination (unless exempt). A strong performance in Units 2A/2B in Year 12 will allow students to access University.

From 2010, the WACE breadth-of-study requirement of overarching outcomes will be replaced with a requirement that students must complete, in their final WACE year (Year 12), at least one course from List A (arts/languages/social science) and List B (mathematics/science/technology). These lists are available on the Curriculum Council website at:

<http://www.curriculum.wa.deu.au/Documents/BreadthofStudy.pdf>.

RELIGIOUS EDUCATION

Contact Person: Dennis Kennedy

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Year 11 (2010)		Year 12 (2011)	
Religion and Life	REL 1A/B	Religion and Life	REL 1C/D
		Religion and Life*	REL 2A/B

A strong performance in Stage 2 Courses in Year 12 will allow students to access University.

Religion and Life

The Bishops of Western Australia have mandated that from 2009, Religious Education for students in Years 11 and 12 enrolled at Catholic schools will be taught according to the **Religion and Life** course and using the content material provided by the Catholic Education Office. Four modules of work will be produced for use in Catholic schools.

- Module I will be used in - Year 11 Semester 1
- Module II will be used in - Year 11 Semester 2
- Module III will be used in -Year 12 Semester 1
- Module IV will be used in - Year 12 Semester 2

One of the many advantages for this change is that Religion and Life will contribute towards the Western Australia Certificate of Education. Students studying **Religion and Life** at Stage 2 could also use their Religion and Life mark towards their ATAR.

The **Religion and Life** Course of Study is offered in pairs of units:

Stage 1 Units 1A & 1B in Year 11
Units 1C & 1D in Year 12

Stage 2 Units 2A & 2B in Year 12. Each unit is approximately 15 weeks (one semester) in duration.

All students at John Paul College will complete units 1A and 1B in 2010 and either units 1C and 1D or units 2A and 2B in 2011.

Rationale

As a course of study, Religion and Life explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them.

Through Religion and Life, students:

- Develop knowledge, understanding, values and skills so they might understand ways to interact and communicate with people about the diversity of religious beliefs and practices.
- Develop an understanding of ways in which people discover, understand and express their religious beliefs. (Spirituality is only explored in the context of understanding the nature of religion and how all people are spiritual; it does not form a separate or distinct focus for study.)
- Learn why and how religions respond to human experiences such as injustice and suffering.

Students, using a range of primary and secondary sources, employ a variety of methods to investigate information. These methods include research, observation, analysis, discussion and involve personal interaction and reflection.

Course Outcomes

Religion and Life is designed to facilitate the achievement of three outcomes.

Outcome 1: Investigating the interplay between religion and life.

Students use inquiry skills to investigate their understandings of the interplay between religion and life. In achieving this outcome, students:

- plan ways to gather and organise information for the purpose of understanding the interplay between religion and life;
- conduct an inquiry into the interplay between religion and life;
- process and synthesise information about the interplay between religion and life; and
- apply and communicate findings about the interplay between religion and life.

Outcome 2: Search for meaning and purpose.

Students understand that many people find meaning and purpose in life through religious and/or spiritual experiences. In achieving this outcome, students:

- understand that people search for meaning and purpose in life;
- understand that religion and/or spirituality provide meaning and purpose in people's lives; and
- understand that there is diversity within and between religious and other belief systems.

Outcome 3: Religion in society

Students understand the role religion plays in the lives of individuals and in society. In achieving this outcome, students:

- understand that religious and social values influence the lives of individuals;
- understand that religion influences society; and
- understand issues in human affairs can be examined from religious and non-religious perspectives.

Religion and Life - Course of Study

Course Structure: (Year 11)

Unit 1A/B (Stage 1)

Pre-requisite: Nil

Course Structure: (Year 12)

Unit 1C/D (Stage 1)

Unit 2A/B (Stage 2)

Pre-requisite:

(Unit 1C/D) Nil

(Unit 2A/B) A 'B' grade or higher in Unit 1A/B.

Unit 1A/B - [Year 11 only]

The focus in Unit 1A is **why religion?** Students explore experiences that lead people to look for meaning and purpose in their life, why religion is important to people and what is offered by religion.

In Unit 1B the focus is **people and religion**. This unit explores important issues that all people are exposed to in their life, the solutions or responses offered by religion to problems that exist in society, and the relationship between people and religion. Students research and analyse how religions express a concern for justice and social justice in the world.

Unit 1C/D - [Year 12 only]

The focus in Unit 1C is **religion and lifestyles**. Students explore the choices people make to live different lifestyles and how religion influences these choices. They examine the lives of people who have made life choices based on religious ideals and investigate the different ways people choose to live their lives and other key influences on lifestyle choices in a society such as Australia.

In Unit 1D the focus is **religion and decision-making**. The unit investigates responsible decision-making from a religious perspective. Students identify how religion influences moral decision-making and what is offered by religion to assist people make decisions that are in the best interests of the whole society. The unit explores the sorts of decisions needed to make a just society.

Unit 2A/B - [Year 12 only]

The focus of these units are the place of religion in society. In this unit students study the place of religion in both past and present societies, the origins, development and traditions of religions.

The place of religion in Australian society is researched and analysed. Students explore the impact and influences of religion on a contemporary society such as Australia. The unit also examines the reactions of people to religion, in particular how people understand the response of religion to their concerns, needs and questions.

After completing the unit, students will understand how people gather together in communities to uphold their religious values and celebrate their religious identity. They will have refined the skills required for conducting, processing and communicating their findings about the interplay between religion and life.

Assessment

Please note: No attempt is made to assess the student's faith.

In Religion and Life, students are expected to be assessed by these means:

(i) An Investigation

Students will plan, conduct and communicate the results of an inquiry (research assignment). They will use suitable evidence to develop an informed, balanced judgement about the factors influencing the interrelationship between religion and life including key people, events, ideas, cultural influences, forces, motives, perspectives, causes and effect, the impact of society on religion and the impact of religion on society.

(ii) An Analysis

Students will apply their skills and understandings in analysing and responding to sources of information. Responses are designed to assess a student's ability to:

- identify propositions,
- distinguish between fact and opinion,
- identify sources and assess impact of bias
- assess the relevance and significance of evidence presented,
- analyse points of view and
- evaluate the implications for matters relevant to a study of religion and life.

(iii) An Exposition

- Students will be asked to respond to propositions by presenting reasoned arguments concerning religion and life, processes, events and issues. In the presentation of reasoned arguments:
- concepts must be identified and appropriate vocabulary applied;
- evidence or features identified, described and assessed for relevance and bias;
- factors or processes described and assessed for significance;
- arguments evaluated; and
- conclusions constructed.

THE ARTS

Contact Persons: Jasmine Sinclair (Visual Arts), Peta Panaia (Drama)
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	Year 11 (2009)		Year 12 (2010)	
Visual Arts	Visual Arts	VAR 1A/B	Visual Arts	VAR 1C/D
	Visual Arts	VAR 2A/B	Visual Arts 3A/B	VAR 3A/B
Drama	Drama - Course of Study	DRA 1A/B	Drama - Course of Study	DRA 2A/B*
	Drama - Course of Study	DRA 2A/B	Drama - Course of Study	DRA 3A/B
Music	Music - Course of Study	MUS 2A/B	Music - Course of Study	MUS 3A/B

The shaded area is the preferred University Pathway however; a strong performance in Stage 2 Courses in Year 12 will allow students to access University.

Visual Arts

Course Structure: Year 11

Unit 1A/B (Stage 1)

Unit 2A/B (Stage 2)

Pre-requisite (Unit 1A/B): Permission of Subject Coordinator.

Pre-requisite (Unit 2A/B): Successful completion of Year 10 Visual Arts or by permission of Subject Coordinator.

Course Structure: Year 12

Unit 1C/D (Stage 1)

Unit 3A/B (Stage 3)

Pre-requisite (Unit 1C/D): Completion of Visual Arts 1A/B or by permission of Subject Coordinator.

Pre-requisite (3A/B): Successful completion of Visual Arts 2A/B or permission from the Subject Coordinator.

Unit 1A/B - [Year 11 only]

The focus in Unit 1A is **experiences**. Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts in their everyday life.

In Unit 1B the focus is **explorations**. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas.

Unit 1C/D - [Year 12 only]

The focus in Unit 1C is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

In Unit 1D the focus is **investigations**. Students investigate a variety of selected artists' work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.

Unit 2A/B - [Year 11 only]

The focus in Unit 2A is **differences**. It covers different forms of visual art from past and present contexts and provides students with a range of sources of inspiration and stimulus for developing ideas and producing original artworks. They explore different materials, media and techniques when exploring and expressing their ideas.

In Unit 2B the focus is **identities**. In this unit students explore concepts or issues related to personal, social, cultural or gender identity. They investigate themes of personal interest and a range of observational, conceptual and/or imaginative starting points for visual exploration. They become aware that art may give form to ideas and issues that concern the wider community and develop understandings of how the visual arts may be both socially affirming and challenging.

Unit 3A/B - [Year 12 only]

The focus in Unit 3A is **commentaries**. It offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

In Unit 3B the focus is **points of view**. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

Careers/Further Study

Visual Arts aims to develop in students the ability to be visually literate and visually creative. Occupations that require a high level of visual literacy and creativity include:

- Artist - Fine (Ceramist, Painter, Printmaker, Sculptor)
- Artist - Commercial
- Graphic designer
- Illustrator
- Advertising
- Architect
- Fashion Designer
- Textile design
- Theatrical Costume Designer
- Jewellery Design
- Industrial design
- Landscape artist
- Interior design
- Art teacher
- Photographer

Drama

Course Structure - Year 11:

Unit 1A/B
Unit 2A/B

Pre-requisite (Unit 1A/B): Completion of Year 10 Drama or permission from the Subject Coordinator.

Pre-requisite (Unit 2A/B): Successful completion of Year 10 Drama or permission from the Subject Coordinator.

Course Structure - Year 12:

Unit 2A/B

Pre-requisite (Unit 2A/B): Successful completion of Year 11 Drama or permission from the Subject Coordinator.

Units 1A/B and 2A/B may be repeated in Year 12, however the context will be different.

The Drama Course covers four Outcomes.

Outcome 1 - Drama ideas

Students create, interpret, explore, develop, and present drama ideas.

Outcome 2 - Drama skills and processes

Students use drama skills, techniques, processes, conventions and technologies.

Outcome 3 - Drama responses

Students respond to, reflect on and evaluate drama.

Outcome 4 - Drama in society

Students understand the role of drama in society.

Unit 1A/B - [Year 11]

This course is for students who simply enjoy drama. During the course students are introduced to the skills, techniques and conventions of drama, improvisation and play building. Students will explore drama techniques and technologies and will extend their understanding and application of voice and movement skills. Students will participate in a number of drama performances where they will learn how the creative process of devising, interpreting and producing drama is collaborative and productive. They will explore and reflect on the roles of actors, directors, playwrights, designers, dramaturges and managers work together in production practices.

Unit 2A/B - [Year 11 or Year 12]

This Drama Course of Study allows students to focus on the driving force of drama that arises from conflicting human desires, motivations and objectives and the dramatic tension they create. Students extend their voice and movement skills and develop specific techniques to enable them to present characters that audiences believe. Students also consider the dynamic role of drama in shaping cultural and personal identity. They

learn how drama is shaped by its historical and cultural context and how drama can provide a commentary or critique that may challenge conventional thinking about particular issues.

This course covers representational and/or realistic drama forms and styles and students explore techniques of characterisation through different approaches to text interpretation. Students also consider drama forms and styles that challenge the conventions, dramatic structure and styles of performance.

Students consider audience/performance relationships in representational and/or realistic drama. They analyse the way drama technologies have been developed to represent not only realistic sets, but purpose-built performance spaces using minimal or symbolic sets and props.

Students have the opportunity to research, workshop, interpret, perform and produce texts from a range of forms and styles of drama. They undertake production roles and collaborate to work safely and present their drama in a well-organised manner.

Whilst this course challenges students to consider how they may have previously presented drama it is undertaken in an enjoyable atmosphere.

A formal practical and written examination will be scheduled. Students will be allocated a grade at the end of the course.

Careers/Further Study

Some students who have an obvious talent for drama may wish to pursue a career in this area, perhaps through further study at Curtin University, The WA Academy of Performing Arts, Mt Lawley, or any campus of Edith Cowan University. This course will provide a valuable grounding for these students.

Career opportunities include Drama Teaching, Arts Management, Stage Management, TV Production and Acting and Design.

Music

Course Structure: Year 11

Unit 2A/B (Stage 2)

Pre-requisite: A satisfactory performance in Year 10 Music including performance for voice or instrument or permission from the Director of Music.

Course Structure: Year 12

Unit 3A/B (Stage 3)

Pre-requisite: A satisfactory performance in Music 2A/B.

Unit 2A/B - [Year 11 only]

Across the two units, it is expected that students develop a more thorough understanding of the elements of music and apply these through performing, creating and responding to music. The study of a wider range of repertoire enables students to respond more broadly to the musical language used in creating and performing music.

These units provide the opportunity for teachers to introduce students to relevant and engaging music in the specific context/s being studied. In these units, students extend their understanding and appreciation of a range of music and further develop the skills and knowledge needed to be able to respond to how social, cultural and historical factors shape the role of music. Students consider how music is structured and how the elements of music are used to influence the specific types of music being studied. They use their developing skills, knowledge and understanding of Theory and Aural and apply this with increasing complexity in their music making activities.

Students studying these units are expected to develop an understanding of the application of western staff notation.

Unit 3A/B - [Year 12 only]

Across the two units, it is expected that students develop a more thorough and sophisticated understanding of the elements of music and apply these through performing, creating and responding to music. The study of more complex repertoire enables students to respond in greater depth and detail to the musical language used in creating and performing music. These units provide the opportunity for students to study repertoire

in a particular context/s that is relevant and engaging, while at the same time, allows them to extend their knowledge and understanding of music through detailed analysis.

In these units, students continue to extend their understanding and appreciation of a range of music and further develop their music skills and knowledge needed to respond to how social, cultural and historical factors shape the role of music. They are encouraged to integrate the activities of performing, composing, arranging and responding to music, and use musical language to communicate their knowledge and understanding of music studied.

They continue to consider how music is structured and how the elements of music are used to influence the specific types of music being studied.

They make more extensive connections between music and its context, different areas of musical knowledge, and different aspects of musical activities while applying with increasing sophistication, their skills in Theory and Aural in their music making activities.

Students studying these units are expected to develop an understanding of the application of western staff notation, this being an essential component of the Stage 3 WACE examination.

Careers/Further Study

Music could lead to a career in many areas. These include, teaching, solo performer, member of a symphony orchestra or jazz orchestra, composer, arranger and a career in the Australian Defence Force.

Health & Physical Education

Head of Learning Area: Kate Anderson

Contact Details: anderson.kate@cathednet.wa.edu.au

	Year 11 (2010)		Year 12 (2011)	
Physical Education Studies	Physical Education Studies	PES 1A/B	Physical Education Studies	PES 1C/D
	Physical Education Studies	PES 1A/B	Physical Education Studies	PES 2A/B

The shaded area is the preferred University Pathway.

Physical Education Studies

Course Structure - Year 11:

Unit 1A/B

Pre-requisite

(Unit 1A/B): Successful completion of Year 10 Health and Physical Education or permission from the HOLA.

Course Structure Year 12:

Unit 1C/D

Unit 2A/B

Pre-requisite

(Unit 1C/D): Nil

Unit 2A/B: Successful completion of Year 11 Physical Education Studies 1A/B.

Unit 1A/B - [Year 11]

The focus for this unit is the process of building and extending personal profiles. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding of themselves and others. Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing

and enhancing participation. In selected physical activities, students are introduced to a 'game sense' approach to solving tactical problems.

In building a profile for improvement, students use observation and qualitative methods to assess personal movement competency, undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity and consider physical activity and sport from social, cultural and political perspectives. Their findings guide a plan for improvement which will include the implementation of skills, strategies and tactics while taking on various roles and positions.

Unit 1C/D - [Year 12 only]

This unit builds on the previous Stage 1 Course and is suitable for TAFE pathway preferred students.

Unit 2A/B - [Year 12 only]

This unit is recommended for University preferred pathway students. The focus for this units is exploring and realising personal potential in relation to participation in physical activity. Within this broad focus, teachers select learning contexts that enable students to meaningfully engage in

the enhancement of participation from the various perspectives incorporated in the three content areas. The focus of learning is on specific training methods, strategies and programs to enhance personal movement competency and aspects of fitness. It also focuses on instruction and practice to extend the repertoire of movement skills, strategies, tactics and problem-solving abilities in game or performance situations.

In working with peers, younger students or family members, students explore the practical application of concepts and principles relating to training (mental and physical), skill development and movement competency, psychological aspects of participation and styles of leadership and decision-making.

The course looks at strategies to extend skills for communicating feedback, debriefing and goal setting and to support the development of positive attitudes towards participation. Study of initiatives and developments in the past and internationally will extend students' understanding of physical activity and sport from social perspectives. Students

progressively identify interventions that are specific to their personal interests and needs, relating to enhancement of their potential as participants in physical activity. Students explore complex physical activity problems, develop effective responses and explore the principle of transfer of learning. Exploration of psychological and social dimensions enables students to extend their understanding of influences on their own and others' attitudes, beliefs and behaviours in relation to participation in physical activity and sport.

Career and Further Study

A variety of tertiary courses, TAFE and career options are available to students who have chosen to study Physical Education Studies. These include the opportunity to enable students to become athletes, coaches, officials and administrators. They will be valuable recruits to an increasingly diverse range of employment opportunities in the sport development, leisure and recreation industries, education, youth work, health and medical fields.

English

Head of Learning Area: Carmen McBrearty

Contact Details: mcbrearty.carmen@cathednet.wa.edu.au

	Year 11 (2009)		Year 12 (2010)	
Literature	Literature	LIT 2A/B	Literature	LIT 3A/B
English	English	ENG 2A/B	English	ENG 3A/B
	English	ENG 1A/B	English	ENG 1C/D
	English	ENG 1C/D	English	ENG 2A/B*

The shaded area is the preferred University Pathway however; a strong performance in Stage 2 Courses in Year 12 will allow students to access University.

English

Course Structure - Year 11:

Unit 1A/B (Stage One)
Unit 1C/D (Stage One)
Unit 2A/B (Stage Two)

Pre-requisite:

(Unit 1A/B) - Nil
(Unit 1C/D) - Marginal achievement in Year 10 English.
(Unit 2A/B) - High achievement in Year 10 English or permission from the HOLA.

Course Structure - Year 12:

Unit 1C/D (Stage One)
Unit 2A/B (Stage Two)
Unit 3A/B (Stage Three)

Pre-requisite:

(Unit 1C/D) - A 'C' Grade in Unit 1A/B
(Unit 2A/B) - A 'C' Grade in Unit 1C/D or permission from HOLA.
(Unit 3A/B) - A high 'C' Grade (60%) or better in Unit 2A/B

In the English Course students learn about the English language, how it works and how to use it effectively. Language plays a central role in human life, it provides a vehicle for communication, a tool for

thinking, a means of creativity and a source of pleasure. Through language humans shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

For 2009 John Paul College will offer the following Units from the English Course: Units 1A/B, 1C/D and 2A/B will be offered in Year 11.

Units 1C/D, 2A/B and 3A/B will be offered in Year 12.

English is compulsory in both Years 11 and 12. To achieve a WACE students must achieve English Language competence and complete four English course units.

Students who successfully complete the Year 10 English course will undertake Units 2A and 2B. Students whose achievement in Year Ten was marginal will undertake Units 1C and 1D. Poor performing students in Year 10 will undertake Units 1A and 1B.

Unit 2A/B - [Year 11 or Year 12]

This course should be selected by those students considering University level studies as it provides the necessary development of language skills essential for successful completion of tertiary level qualifications. This course will provide knowledge and skills suitable for careers that will centre on a capacity to think critically and creatively, interrogate written, oral and visual information and to communicate thoughts and ideas effectively.

Careers/Further Study

This course should be selected by those students considering English language and communication studies at University level. This course will provide knowledge and skills suitable for careers that will centre on a capacity to think critically, interrogate written, oral and visual information and to communicate thoughts and ideas effectively.

Literature

Course Structure - Year 11:

Unit 2A/B (Stage Two)

Pre-requisite: A 'B' Grade in Year 10 English Extension or permission from the HOLA.

Course Structure - Year 12:

Unit 3A/B (Stage Three)

Pre-requisite: A 'C' Grade or better in Year 11 Literature 2A/B.

Unit 2A/B - Year 11 only

In Literature students learn to appreciate the many perspectives on life which are powerfully imagined and memorable. This course encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts and enrich their understanding of identity, culture and society. The opportunity to read, enjoy and respond to literary texts, to which the genres of poetry, prose and drama are central are also provided.

The course is designed to stimulate intellectual curiosity and to promote

creative, logical and analytical thinking. Students are encouraged to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage initially with texts. Responses to texts during the course could be personal, reflective, discursive, creative and analytical.

The reading, critical thinking and production skills encouraged by this course will be useful in students' other studies, in their further studies, in their chosen careers and in their lives generally.

Unit 3A/B - [Year 12 only]

Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literature.

Students are able to explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. Students are given the opportunity to: consider how literary texts might challenge the ideology of some groups within society while supporting the views of others; explore how language works in more complex literary texts and how readers are positioned; analyse how the context of readers will influence the way they understand and perhaps challenge the ideas offered in a text, and engage with and develop the notion of multiple readings.

In this course students are asked to produce competent analytical, discursive and reflective responses and to discuss other readings of texts as presented in critical reviews. Over the year students must study literary texts from poetry, prose and drama.

Careers/Further Study

This course is necessary for any career that requires highly developed communication skills. These careers include Law, Journalism, Drama, English and Education.

MATHEMATICS

Head of Learning Area: David Metzke

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	Year 11 (2010)		Year 12 (2011)	
Mathematics Extension	Mathematics General	MAT 3A/B	Mathematics General	MAT 3C/D
	Mathematics Specialist	MAS 3A/B	Mathematics Specialist	MAS 3C/D
	Mathematics General	MAT 2C/D	Mathematics General	MAT 3A/B
Upper Mathematics General	Mathematics General	MAT 2A/B	Mathematics General	MAT 2C/D
Lower Mathematics General	Mathematics General	MAT 1B/C	Mathematics General	MAT 1D/E

The shaded area is the preferred University Pathway. A strong performance in Stage 2 Courses in Year 12 will allow students to access University.

Mathematics General

Course Structure - Year 11:

Unit 1B/C (Stage One)
 Unit 2A/B (Stage Two)
 Unit 2C/D (Stage 2)
 Unit 3A/B (Stage Three)

Pre-requisite:

(Unit 1B/C) - Nil
 (Unit 2A/B) - Satisfactory achievement in Year 10 Upper General Mathematics
 (Unit 2C/D) - High achievement in Year 10 Upper General Mathematics
 (Unit 3A/B) - Satisfactory achievement in Year 10 Extension Mathematics or with the approval of the HOLA

Course Structure - Year 12

Unit 1D/E (Stage One)
 Unit 2C/D (Stage Two)
 Unit 3A/B (Stage Three)
 Unit 3C/D (Stage Three)

Pre-requisite:

(Unit 1D/E) - 'C' or better in Unit 1B/C
 (Unit 2C/D) - 'C' or better in Unit 2A/B
 (Unit 3A/B) - 'C' or better in Unit 2C/D

 (Unit 3C/D) - 'C' or better in Unit 3A/B

Unit 1B/C - General [Year 11 only]

In Unit 1B, students use decimals, fractions and percentages for practical purposes. They apply mathematics for personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

In Unit 1C, students use decimals, fractions, percentages and ratios for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

Unit 1D/E - General - [Year 12 only]

In Unit 1D, students use integrators, 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 Unit 1E, 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 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.

Careers/Further Study if a student finishes at Stage 1.

This Course of Study can contribute to the requirements of Secondary Graduation, but cannot be used as part of a Tertiary Entrance Score. It is useful for entry into many TAFEWA courses.

Unit 2A/B - General [Year 11 only]

In Unit 2A, students apply ratios, rates and direct proportion in practical situations. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear forms. They use Pythagoras's theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

In Unit 2B, students study and apply exponential relationships. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use formulas directly and inversely for calculations involving shapes three-dimensional. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. They use mental and written methods and technologies where appropriate.

Unit 2C/D - General [Year 11 and 12]

In Unit 2C, 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.

In Unit 2D, 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.

Careers/Further Study if a student finishes at Stage 2.

The background obtained from this course is not strong enough to attempt many maths-related tertiary courses, and is not designed to serve this purpose. Tertiary courses include: Animal Science, Nursing, Health Science, Primary Education, Information Technology.

Unit 3A/B - General [Year 11 and 12]

In Unit 3A 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 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.

In Unit 3B, 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.

Unit 3C/D - General [Year 12 only]

In Unit 3C, students develop their knowledge of calculus concepts and their algebraic, graphing calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

In Unit 3D, students extend and apply their understanding of differential and integral calculus. They solve systems of equations in three variables and linear programming problems. They verify and develop deductive proofs in algebra and geometry. Students model data with probability functions and analyse data from samples. They justify decisions and critically assess claims about data. They use mental and written methods and technologies where appropriate.

Careers/Further Study if a student finishes at Stage 3.

This course provides the necessary background to undertake courses at the tertiary level which require a reasonable amount of mathematical knowledge. Tertiary courses include: Commerce, Chemistry, Chiropractic, Psychology, Metallurgy, Finance, Nanotechnology.

Mathematics Specialist

Course Structure - Year 11:

Unit 3A/B (Stage Three)

Pre-requisite:

High achievement in Year 10 Mathematics Extension or with the approval of the HOLA.

Course Structure - Year 12:

Unit 3C/D (Stage Three)

Pre-requisite:

'C' or better in Unit 3A/B Mathematics General and
'C' or better in Unit 3A/B in Mathematics Specialist

Unit 3A/B - Specialist [Year 11 only]

The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change.

Mathematical reasoning is introduced and used to establish laws and investigate functions.

Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By handling strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology, students investigate more complex models to solve practical problems.

Unit 3C/D - Specialist [Year 12 only]

The focus for Unit 3C is the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This unit develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

The focus for Unit 3D is on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.

Careers/Further Study if a student finishes at Stage 3

Areas of tertiary study which require the high level of mathematical knowledge obtained from this course include: Engineering, Physics, Veterinary Science, Dietetics and Biochemistry. The extra knowledge gained is a distinct advantage when further studies are sought in areas of Medicine, Economics and Physiotherapy.

Media Production and Analysis

Subject Coordinator: Hayley Searle

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Media Production and Analysis	Year 11 (2010)		Year 12 (2011)	
	Media Production and Analysis	MPA 1A/B	1 C/D	MPA 1C/D
Media Production and Analysis	MPA 2A/B	3A/B	MPA 3A/B	

The shaded area is the preferred University pathway.

Media Studies Production and Analysis

Course Structure- Year 11:

Unit 1 C/D (Stage 1)

Unit 2 A/B (Stage 2)

Pre-requisite:

(Unit 1 C/D) - Nil

(Unit 2 A/B)- C grade or better in Year 10 English

The media are an important part of our culture. They give us entertainment and information; they tell us stories about ourselves and others. They produce works that are enjoyed and appreciated by audiences for their beauty, their entertainment or interest value, their ingenuity and originality. The media can amuse us, stimulate us, move us and, at times, upset or anger us; but, at the same time, they provoke discussion and the development of opinions, points of view and values. Access to a wide range of media achievements enables students to understand the capacity of the media and stimulates creativity in their own productions.

The breadth of the Media Production and Analysis course outcomes reflects the importance of media skills and understandings to so many aspects of contemporary life. The media are central to entertainment, information dissemination, communication and education and so they are of fundamental importance in defining the ways we see ourselves and others. The media both reflect and shape the culture and values of their

society; thus, media analysis can provide critical insights into the culture and

values of one's own society as well as an appreciation of the values of other cultures.

The media speak to audiences and when studying media the role of audiences is critical. Audiences are composed of complex individuals with unique histories, experiences, attitudes and values that they bring to their viewing and listening and which influence their interpretations of media works. Students, as consumers of media, debate their media experiences in the family or peer context. Students' own cultural backgrounds, values and media experiences are taken into account by teachers when developing the teaching/learning programs.

Behind every media product are the producers; the men and women involved in the design, making, editing and final appearance of the product. These people make decisions about the target audience, the style of the product, the story to be told and the best way to tell it. Their work is characterised by decisions about what to include and what to leave out. Through the creation of their own media works, students have opportunities to engage in this production process. The production of media works designed to entertain, inform, communicate or critique enables students to demonstrate their understanding of concepts as well as their creativity and originality. Production also provides students with the opportunity to reflect on and discuss their own creative work, intentions and outcomes.

Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

In 2010, John Paul College will offer this new course of study.

Unit 1 A

The focus for this unit is **personal experience** of the media. Students examine familiar fictional texts, analysing stars and stereotypes from easily accessible forms such as TV, radio or film. This is a basic introduction to the language of media and how audiences' cultural experiences influence their responses to media. They learn basic production processes and create their own productions.

Unit 1 B

The focus for this unit is **introduction to point of view**. In this unit, students will be introduced to the concept and learn how a point of view can be constructed in non-fiction texts. They will analyse familiar non-fiction texts and consolidate their production skills by demonstrating an understanding of point of view in their own productions.

Unit 2 A

The focus for this unit is **popular culture** such as that demonstrated by reality television, popular music clips, tabloid press, interactive forms and animation. Students learn to interpret how codes and conventions are used to create meanings in a variety of ways in different forms of media. They create their own productions as they apply their understanding of media language and work in specific contexts.

Unit 2 B

The focus for this unit is **press and broadcasting** in forms such as television, press, radio or photojournalism. Students explore journalistic or documentary texts as they research how cultural groups and issues are represented and reported. They become increasingly aware of production responsibilities and independent, as they manipulate technologies to express ideas in their productions.

Science

Head of Learning Area: Anthony Porter

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	Year 11 (2009)		Year 12 (2010)	
Integrated Science	Integrated Science	ISC 1A/B	Integrated Science	ISC 1C/D
Human Biological Science	Human Biological Science	HBS 2A/B	Human Biological Science	HBS 3A/B
Physical Sciences	Physics	PHY 2A/B	Physics	PHY 3A/B
	Chemistry	CHE 2A/B	Chemistry	CHE 3A/B

The shaded area indicates a University Pathway.

Human Biological Sciences

Course Structure: Year 11:

Unit 2A/B (Stage 2)

Pre-requisite: Satisfactory achievement in Year 10 Science.

Course Structure: Year 12:

Unit 3A/B (Stage 3)

Pre-requisite: A 'C' Grade in Human Biological Sciences Stage 2.

Unit 2A/B [Year 11 only]

In Unit 2A the focus is **functioning humans**. The functioning body has many needs including food, oxygen and the removal of its wastes. For each one of these needs, the body has a system that fulfils them, and a transport system that links them together. This unit looks at how human structure and function supports cellular metabolism; how genetic variations in offspring can be predicted and how lifestyle choices impact body functioning.

The focus in Unit 2B is **human survival**. Almost everything that happens inside the human body can be traced back to DNA. This unit provides opportunities to explore in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development. In this unit students study how humans start as a single cell that develops into all of the organs and tissues seen in the body. It also examines the role of the environment in determining the survival of individuals.

Unit 3A/B [Year 12 only]

In Unit 3A the focus is **human regulation**. The body works to maintain a constant internal environment despite changes in the external environment. This unit explores the variations in humans in their changing environment both at the level of the functioning individual and groups of humans as a population or a species.

In Unit 3B the focus is **future of humans**. This unit examines the complex processes of coordination involved in movement, DNA, its manipulation and application in the treatment of disease, the ageing individual and evolutionary trends in primates and hominids.

Careers/Further Study

Medicine, Vet Science, Biology, Nursing, Sports Science, Physical Education.

Chemistry

Course Structure: Year 11:

Unit 2A/B (Stage 2)

Pre-requisite: High achievement in Year 10 Science.

Course Structure: Year 12:

Unit 3A/B (Stage 3)

Pre-requisite: A 'C' grade in Chemistry Stage 2.

Unit 2A /B [Year 11 only]

In Unit 2A the focus is **chemistry in and around the home**. In this unit, students develop more formal understandings of chemical structure, change and language within familiar contexts. It enables students to understand the chemical information relating to materials and their uses in their surroundings. Students study atomic structure and chemical reactions. Chemical organisers of knowledge such as the Periodic Table are used. This study is multi-faceted, and includes laboratory work as well as students exploring ways that chemistry is involved in processes that occur in and around the home.

In Unit 2B the focus is **chemistry and the environment**. In this unit students develop formal understandings of acids and bases, oxidation and reduction, and organic chemistry through environmental contexts. Students understand how chemistry plays a vital role in addressing environmental problems in their community. In this unit environmental issues such as salinity and water supply, soil acidification and air quality should be addressed. Students explore an important industrial, biological or environmental 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 3A/B [Year 12 only]

In Unit 3A the focus is **chemical processes**. Students examine relationships between concepts, models and principles, and sustainable chemical practices where industry endeavours to achieve a maximum yield at the lowest possible cost. They also appreciate how chemists maintain appropriate levels of health and safety, protect the environment and enhance our health and lifestyle by applying their knowledge of chemistry to materials in industrial processes. 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.

In Unit 3B the focus is **chemistry and modern lifestyles**. In this unit students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, oxidation and reduction, and organic chemistry. Students explore how buffers play an important role in both biological and industrial processes. Students examine the relationships between chemistry, industry and modern lifestyles e.g. the development of portable power supplies (batteries) for laptop computers, portable MP3 players and hearing aids or fuel cells used in electric buses and space craft. Students gain an appreciation of the enormous range of organic compounds with diverse physical and chemical properties that are determined by the functional group attached to an organic molecule.

Careers/Further Study

Pharmacy, Zoology, Biology, Medicine, Engineering, General Science courses.

Physics

Course Structure: Year 11:

Unit 2A/B (Stage 2)

Pre-requisite: High achievement in Year 10 Science and Mathematics.

Course Structure: Year 12:

Unit 3A/B (Stage 3)

Pre-requisite: A 'C' grade in Physics in Stage 2.

Unit 2A/B [Year 11 only]

In Unit 2A the focus is **motion and forces** in which students explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of **nuclear physics**, students learn about atomic structure and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy. Students are encouraged to develop their own investigations of real world problems, extending their investigative and communication skills. Students learn that uncertainties are an integral part of the measurements made in their experiments, and engage with more abstract questions to select appropriate problem-solving strategies.

In Unit 2B the focus is **heating and cooling and electrical fundamentals**. In learning about **heating and cooling**, students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. Students also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat. Within **electrical fundamentals**, they learn to apply the concepts of charge and energy transfer to situations involving both electronic circuits; learn how to work safely with electricity; and gain a more comprehensive understanding of the relationship between electricity and magnetism. Students construct and study characteristics of electric circuits; learn how to work safely with electricity; and gain a more comprehensive understanding

of the relationship between electricity and magnetism. Students research real world

problems and plan to carry out an investigation, and deal with abstract concepts and principles when selecting problem-solving techniques.

Unit 3A/B [Year 12 only]

In Unit 3A the focus is **motion and forces in a gravitational field and electricity and magnetism**. With **motion and forces in a gravitational field**, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Within electricity and magnetism, they also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. Students identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

In Unit 3B the focus is **particles, waves and quanta and motion and forces in electric and magnetic fields**. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. Extending their knowledge of atomic physics, they analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology. They research their own question and develop problem-solving strategies that involve linking a number of concepts and principles.

Careers/Further Study

Engineering, Physical Sciences.

Integrated Science

Course Structure Year 11:

Unit 1A/B (Stage 1)

Pre-requisite: Nil.

Course Structure Year 12:

Unit 1C/D (Stage 1)

Pre-requisite: Nil.

Unit 1A/B [Year 11] and Unit 1C/D [Year 12]

In each of the four 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. Students will have an opportunity to experience science in a range of contexts, including; forensics, consumer science, and vehicles.

Careers/Further Study

TAFE pathways, Science Field Officer, Science Technician.

Society and Environment

Head of Learning Area: Denise Franklyn

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Year 10 (2008)	Year 11 (2009)		Year 12 (2010)	
Economics	Economics	ECO 2A/B	Economics	ECO 3A/B
History	Modern History	HIM 2A/B	Modern History	HIM 3A/B
Geography	Geography	GEO 2A/B	Geography	GEO 3A/B

The shaded area indicates a University Pathway.

Economics

Course Structure: Year 11

Unit 2A/B (Stage 2)

Pre-requisite: (Unit 2A/B) High achievement in Year 10 Society & Environment or permission from the HOLA.

Course Structure: Year 12

Unit 3A/B (Stage 3)

Pre-requisite: (Unit 3A/B) A high 'C' Grade in Stage 2 Economics or permission from HOLA.

Unit 2A/B - [Year 11 only]

The focus for Unit 2A is **markets**. It explores the key role markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the operation of real world markets that are relevant to students.

In Unit 2B the focus is **macroeconomics**. It is an introduction to macroeconomics and the government's role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

Unit 3A/B - [Year 12 only]

The focus for in Unit 3A is **Australia and the global economy**. It explores Australia's economic relationships with other economies, and contemporary global economic events and issues of significance to Australia.

In Unit 3B the focus is **economic policies and management**. It explores how economic policies and actions of the government and other authorities, such as Fiscal policy, monetary policy and microeconomic reform operate in the pursuit of the economic objectives of the government.

Careers/Further Study

Economics is a pivotal aspect of the new millennium. Its diverse nature makes it beneficial for every day living and general life skills such as the use of money. Studying Economics will give students an understanding of how the economy operates and the reasoning behind economic policies such as taxation and interest rates. Economics leads into various areas of study such as Commerce, Economics, Accountancy, Law or Business Studies at tertiary level. Economics provides employment opportunities in the areas of banking, marketing, finance,

public administration, small businesses management and accountancy.

Modern History

Course Structure: Year 11

Unit 2A/B (Stage 2)

Pre-requisite: (Unit 2A/B) High achievement in Year 10 Society & Environment or permission from the HOLA.

Course Structure: Year 12

Unit 3A/B (Stage 3)

Pre-requisite: (Unit 3A/B) A high 'C' grade in Stage 2 History.

Unit 2A/B - [Year 11 only]

The focus in Unit 2A is **societies and change**. Students become aware of the evolving nature of societies and the various forces for continuity and change that exist. They learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, that in any period of change there are those individuals and institutions that support change, but others that oppose it; and that there are different interpretations of the resultant society.

The focus in Unit 2B is **historical trends and movements**. Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. They understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society, and that these trends and movements have met with varying degrees of support and opposition, sometimes causing conflict. They are able to note cause, impact and consequence, action and reaction and trends of community and change.

Unit 3A/B - [Year 12 only]

The focus for Unit 3A 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. In Unit 3B 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.

Careers/Further Study

History can be lots of fun and useful too! The course takes a look at some important areas of world history in the 18th, 19th and 20th century, and so provides a necessary background and makes newspapers, magazines, novels, movies and television programmes more meaningful.

Future job prospects for Historians lie in the following areas: Research, Teaching, Lecturing, Public Service, Local Government Administration, Journalism, Writing, Law and Politics

Geography

Course Structure: Year 11

Unit 2A/B (Stage 2)

Pre-requisite: Satisfactory achievement in Year 10 Society & Environment or permission from the HOLA.

Course Structure: Year 12

Unit 3A/B (Stage 3)

Pre-requisite: A high 'C' Grade in Stage 2 Geography or permission from the HOLA.

Unit 2A/B - [Year 11 only]

The focus of Unit 2A is the **geography of natural hazards and impact minimisation**. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial

distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

In Unit 2B the focus is the **geography of sustainable resource use**. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

Unit 3A/B [Year 12 only]

The focus of unit 3A 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.

In Unit 3B the focus 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.

Careers/Further Study

The understandings, skills, knowledge and values developed in Geography are important components of all management positions in business, government and non-government agencies. The knowledge and skills acquired in Geography provide an excellent background to many areas of employment, including Tourism, Journalism, Foreign Affairs, Environmental Science, Landscaping, Mining, Teaching, Town Planning, Travel, Architecture, Resource Management and Photography.

Technology & Enterprise

Head of Learning Area: Joan Swanson

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	Year 11 (2009)		Year 12 (2010)	
Food Science	Food Science & Technology (Hospitality)	FST 1A/B	Food Science & Technology (Hospitality)	FST 1C/D
Children, Family and Community	Children, Family and the Community (Caring for Others - Infant focus)	CFCC 1A/B	Children, Family and the Community (Caring for Others - Infant focus)	CFCC 1C/D
Applied Information Technology	Applied Information Technology	AIT 1A/B	Applied Information Technology	AIT 1C/D
	Applied Information Technology	AIT 2A/B	Applied Information Technology	AIT 3A/B
Materials Design and Technology	Materials Design & Technology (Wood)	MDTW 1A/B	Materials Design & Technology (Wood)	MDTW 1C/D

The shaded area indicates a University Pathway.

Food Science and Technology

Course Structure - Year 11

Units 1A and 1B (Stage 1-Hospitality Context)

Pre-requisite: Nil.

Course Structure - Year 12

Units 1C and 1D (Stage 1 - Hospitality)

Pre-requisite: Successful completion of Units 1A/B Food Science and Technology or permission from the Subject Coordinator.

Unit 1A/B [Year 11 only]

In Unit 1A the focus is **Spotlight on My Food**. Students explore ways in which individuals select and use foods, and how this is determined by family customs, lifestyle, budget, availability of food and food preparation skills. They learn about the variety and availability of familiar, local foods and use food selection models

to determine their place in a balanced diet. They use strategies to identify the cultural values of their peers and the sensory characteristics of food that impact on their food preferences and food choices. Students identify their personal food requirements and the influence of food choice on health. They identify trends in the food industry that influence their food selections. Factors that affect the local food supply and personal food production systems are examined. They identify the laws and regulations that ensure a safe, local food supply and the preparation and storage techniques that prevent food contamination.

The focus in Unit 1B is **Food, Health and Choices**. In this unit students learn about a balanced diet and apply nutrition concepts that promote healthy eating. They appreciate that everybody is different and that food needs and preferences vary. Students learn about healthy and unhealthy foods and classify these according to nutrient content, variety,

availability, storage and cost. They gain knowledge of the function of food in the body and the nutrient needs of adolescents. Students determine the personal, physical, intellectual, emotional, social and spiritual needs and wants that define their eating habits. They study the impact on their health of dietary decisions that result from their food consumption and lifestyle patterns. The ethics of the practice and influence of food manufacturers and the media on the food choices of the adolescent market are examined.

Unit 1C/D [Year 12 only]

The focus in Unit 1C is **Food and My Life**. Choosing and using food is fundamental to life. In this unit students learn about food through practical preparation skills in relation to themselves and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, its nutritional nature and properties in relation to selection and management when developing products, services and systems. Students determine the appropriateness of equipment used as they evaluate products and designs. There is a focus on working with others in teams, following safe and hygienic food handling skills and practices.

In Unit 1D the focus is **Food for Communities**. The ways community groups choose and use food are a reflection of local environmental conditions and cultural traditions. In this unit, students select and use techniques and equipment safely when preparing food to meet performance requirements for a community group. Students apply their knowledge of food varieties and their distinct properties to meet specific selection, performance or dietary requirements. When working with food, students consider innovation and ways food properties can be managed safely. They evaluate group working skills and how well other identified requirements are met for the community group. Students explore relationships between consumers and enterprises in communities and how these impact on the availability and diversity of food services, products and equipment.

Careers/Further Study

Food Science and Technology will be useful for students seeking a career in Hospitality and Tourism at TAFE, and alternatively, other courses offered at Tertiary Institutions such as Food Technology, Consumer Science and Teaching.

Children, Family and the Community

Course Structure - Year 11

Units 1A/B (Stage 1)

Pre-requisite: Nil

Course Structure - Year 12

Units 1A/C/D (Stage 1)

Pre-requisite: Successful completion of Year 11 Units 1A/B or permission from Subject Coordinator.

Unit 1A/B [Year 11 only]

The focus for Unit 1A is **Me, My family and My Community**. The unit considers opportunities for individuals to lead successful independent lives for to effectively care for others through examination of development and developmental needs, social belief systems, the family, values, and resources that support daily living. Students examine values, decision-making and family and school rules and sanctions. They examine the features of existing products and develop and assess new products. Students use communication skills, make decisions and set goals.

The focus in Unit 1B is **Family Uniqueness**. The unit examines family types, roles of family members, different stages in the family life cycle, support services available to the family and issues arising from family interactions. Students learn about growth and development and the behaviours that promote growth and development. Values and ethically responsible decision-making and the relationship between rules, responsibilities and sanctions are explored. They examine the attributes of existing products or services and the influence on the technology process of values and beliefs as part of the process of creating new products and services. They use the information process, communicate, make decisions and evaluate.

Applied Information Technology

Unit 1C/D - [Year 12 only]

The focus the Unit 1C is **Living and Working Together**. The unit explores the influence of lifestyle behaviours and biological and environmental factors on growth and development. The roles and responsibilities of social institutions, issues and opportunities arising from relationships, values, ethically responsible decision-making and the influence of media, beliefs and values on the allocation of resources are also studied. Students identify the features of existing products, develop products, use a research process, communicate, make decisions, set goals and use a range of self-management cooperation and conflict resolution skills.

In Unit 1D the focus is **Getting More out of Life**. The principles of growth and development, the factors that affect growth and development and individual and community health are studied. The role of paid and unpaid work in sustaining individuals and families and the rules and laws applicable to this work are investigated. Social order, roles and responsibilities of particular groups and the impact of beliefs and values on the management and use of resources are examined. Students look for opportunities to develop and assess products. They use shared research practices, communicate information, make decisions, set goals and use self management and cooperation skills.

Careers/Further Study

This subject can be used as a base for a variety of careers, beside the obvious one of parenthood. Some of the careers which the study of this subject would be useful include:

- Primary School Teaching
- Teacher's Aide
- Nursing
- Occupational Therapy
- Physiotherapy
- Social work

Course Structure - Year 11

Units 1A/B (Stage 1)

Pre-requisite: Nil

Course Structure - Year 12

Units 1C/D (Stage 1)

Pre-requisite: Nil

Unit 1A/B [Year 11 only]

The focus for Unit 1A is **Personal Communication** and using technology to meet personal computing needs. This includes the study of how individuals use information technology in their daily lives. Students investigate and develop an understanding of what is required to be able to successfully communicate to meet their personal needs. They develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

The focus for Unit 1B is **Work Readiness** and using technology commonly required in the operation of a small office environment. Students investigate the computing equipment, the common computer applications and the work skills required to effectively operate within a small office environment. They examine the impact of information technology solutions within the small office environment.

Unit 1C/D [Year 12 only]

The focus for Unit 1C is **Personal Information and Communication Technologies** and using technology to meet personal computing needs. This includes the study of how individuals use, and can be affected by, information technology in their daily lives. Students investigate computer systems and understand the configuration needed to meet their personal needs. They acquire and apply a range of knowledge and skills to create information solutions that inform persuade, educate or entertain.

The focus for Unit 1D is **Community Information Technologies** and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business

networks and the peripheral devices required for a small business computing system. They examine the impact of information technology solutions within the community that lead to the creation and use of computer-based systems and their effect on society.

Careers/Further Study

This is a dynamic area of study which builds skills and techniques that can be used in all areas of life and work. Courses in Multimedia and Information Technology are also available at TAFE and students hoping to build a career in the small business or office management area in particular would find this a valuable and possibly essential component of their course.

Unit 2A/B [Year 12 only]

The focus for Unit 2A is **Media Information and Communication Technologies**. The emphasis is on the use of information technology to collect, store and manipulate digital media. Students consider the range of products available to create visual and audio communications. They examine trends in digital media transmissions and the social and legal implications in the use of these technologies.

The focus for this Unit 2B is **Information and Communication Technologies in Business**. Skills, principles and practices associated with various types of businesses to enhance students' career prospects are emphasised. Students examine the use of ICT in a range of administrative and business environments. They identify and explain the components and configuration of a computer system to meet the needs of the organisation. Students design information solutions for problems encountered in these contexts and understand the social issues inherent in work practices.

Unit 3A/B [Year 12 only]

The focus for Unit 3A is **Evolving Information and Communication Technologies**. The use of applications to create, modify, manipulate, use and/or

manage ICT, particularly for business, training, education, infotainment and edutainment purposes is fundamental to this unit. Students consider the nature and impact of technology change when creating ICT products for a particular purpose and audience. Students develop an understanding of the nature of computer systems and the use of these technologies in society.

The focus in Unit 3B is the **Design and Development of Database Applications and Communication Systems**. Students consider communication systems, including security, protocols and the implications for web-based systems. They understand the design concepts and tools used to develop relational database systems. This takes students from the initial examination of data structures through to the creation of database applications using a current Database Management System (DBMS). Students consider the complex interactions between users, developers, the law, ethics and society when computer-based systems are used and developed.

Careers/Further Study

Computer Science/Network Management, Database Administrator.

Materials Design and Technology

Course Structure - Year 11

Units 1A and 1B (Stage 1 - Wood Context)

Pre-requisite: Nil, however, successful study of Year 10 Wood is preferred.

Course Structure - Year 12

Units 1C and 1D (Stage 1 - Wood Context)

Pre-requisite: Successful completion of 1A/B Materials, Design and Technology or permission from the Subject Coordinator.

1A/B - [Year 11 only]

The focus in Unit 1A is **Production Fundamentals**. It is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design, fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their

product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills. Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

In Unit 1B the focus is **Design Fundamentals**. It is for students who have informal experiences interacting with a variety of items designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self, considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

Unit 1C/D - [Year 12 only]

The focus in Unit 1C is **Design Techniques**. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

In Unit 1D the focus is **Design for the Consumer**. It is for students who have many experiences interacting with products designed for the consumer markets. They use a range of techniques

in determining market needs and apply the fundamentals of design to produce products for the consumer market. Students learn to conceptualise and communicate their own ideas and various aspects of the design process within the structure of what they design.

Students, in consultation, with teachers select projects of interest to design and make products for the consumer market.

Careers/Further study

The course provides an excellent grounding for students entering a trade or TAFE College.

Vocational Education

Head of Learning: Kim Zafer

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Year 11 (2009)		Year 12 (2010)	
Workplace Learning	WPL 1A/B	Workplace Learning	WPL 1C/D
Workplace Learning - On the job training [Endorsed Program] Mode 1			

Workplace Learning

Students who are enrolled in a non University pathway must study Workplace Learning in Year 11.

Workplace Learning [Endorsed Program] - [Year 11 or Year 12 only]

Workplace Learning (WPL) focuses on the development of 29 entry level skills which are based on the Key Competencies: Collecting, Analysing and Organising Information; Communicating Ideas and Information; Planning and Organising Activities; Working with Others and in Teams; Using Mathematical Ideas and Techniques; Solving Problems and Using Technology. It allows students to better understand theory they have learned by putting it into practice as well as providing them with a first hand experience of industry, helping them to be more realistic in their career choices as well as developing an awareness of the link between school, work and further education.

WPL places the students in a specific industry of their choice, and allows them to take 'off the job training' in TAFEWA related courses.

Advantages for students including WPL in their program:

- Students gain a greater understanding of the world of work

- Promotes school/community partnerships
- Students are exposed to a variety of learning environments
- Students see the relevance of the workplace to what is taught at school.
- Students are more motivated to apply themselves to their study program.
- The community sees vocational orientation in post-compulsory education as relevant and necessary.
- WPL may enhance future employment or training opportunities.

Workplace Learning

Unit 1A/B - [Year 11] or Unit 1C/D - [Year 12]

The Workplace Learning course aims to provide students with the knowledge, workplace skills and attitudes valued within work environments as preparation for employment.

Employability Skills, i.e. technical skills and generic work related skills grouped under:

- Communication
- Teamwork
- Problem solving
- Self-management
- Planning and organising
- Technology

Learning and Initiative and Enterprise, are taught enabling students to progress their skills through activities and tasks leading to a greater understanding of Workplace Learning concepts and Work related and Transferable employability skills.

Students will also participate in a supported structural Workplace Learning program based on Employability skills helping them to make informed and realistic career decisions and move successfully to further education, training and full employment.

Appendix One - Conversion Table TES to ATAR

2008 TES/ATAR SUMMARY TABLE

The following table gives an indication of the minimum Tertiary Entrance Score (TES) required to achieve a particular Tertiary Entrance Rank (TER). The table can be used to roughly check a TER calculation. This table relates to the 2008 TEE. A Tertiary Entrance Aggregate (TEA) will replace a TES in 2009.

ATAR	Minimum TES for ATAR
30.05	149.2
40.05	171.4
50.00	198.4
55.00	212.3
60.00	229.4
61.00	232.6
62.00	235.9
63.00	238.8
64.00	241.6
65.00	244.7
70.00	262.9
71.00	266.7
72.00	269.9
73.00	273.4
74.00	276.9
75.00	280.4
76.00	284.3
77.00	287.6
78.00	291.6
79.00	295.4
80.00	298.9
81.00	302.5
82.00	306.1
83.00	310.1
84.00	314.3
85.00	318.4
86.00	323.0
87.00	327.2
88.00	332.3
89.00	336.4
90.00	341.2
91.00	346.0
92.00	350.7
93.00	356.5
94.00	362.7
95.00	370.3
96.00	379.9
97.00	390.8
98.00	403.8
98.50	413.3
99.00	424.9

Appendix Two - Glossary of Important Terms

Accredited Subjects:

An Accredited subject counts towards Secondary Graduation. All Courses offered at John Paul College are accredited.

ATAR (Australian Tertiary Entrance Rank)

The ATAR expresses the student's overall performance for University entrance in rank order on a percentile ranking from 0 to 99.95. This rank compares all students in the state. The higher the ATAR performance the better the student's performance.

Competence in English - Secondary Graduation

- For Secondary Graduation competence in English is assessed by teachers of a student's English class. Students need to meet general criteria to gain competence in English. Generally, students who achieve a 'C' grade in Year 12 English will gain English Competence.
- Students who fail to English Competence, via their assessment from their English teacher, may demonstrate their competency by passing the English Language Competence Test.

Competence in English - University Entrance

- For University entry, the English competency Level is higher than that for Secondary Graduation. Normally the student will need to achieve a scaled score of 50 in English Course of Study or in English Literature.
- Students who do not meet this standard are required to sit a English Competency Exam set by the Universities.

Courses

Courses have now been implemented in the Secondary Schools in Western Australia. Students on a University pathway should study Units 2A/B (Year 11) followed by Units 3A/B (Year 12). However, students can access University by performing well in Units 2A/B.

Curriculum Council

The Curriculum Council oversees the K-12 curriculum in all Western Australian Schools. They are responsible for the distribution of the Statement of Results and Western Australian Certificate of Education.

Endorsed Programs

Special Programs that are a part of the School program, however, are not assessed as other Courses. Endorsed Programs contribute to Secondary Graduation.

Grade

At the end of each year of Year 11 and 12, a student receives for each Course of Study studied a letter grade of A, B, C, D, E or U based on the year's school assessment, including exams. Endorsed Programs do not receive a grade.

List A and List B:

All Courses are divided into List A or B. All students must complete at least one subject from each list for Graduation purposes. See pg 17 for the allocation of Courses into relevant List.

Pre-requisites

Many tertiary courses require prospective students to have taken a particular Course of Study and a satisfactory result has been obtained. Other courses refer to highly recommended subjects/Courses of Study. It is most important to check thoroughly the requirements for tertiary courses in which you are interested.

Private Candidate Entry

Subjects taken privately have no school assessment and so cannot earn a grade towards Secondary Graduation. However, the Course of Study can count towards University entrance.

School Assessment

In addition to the Grade each Year 12 Senior School student receives from the school a mark out of 100 for each subject/Course of Study. This mark is made up of the marks given for set work

and exams for that subject/Course of Study, over the Year 12 year, and is submitted to the Curriculum Council.

Secondary Graduation

Students who meet the criteria for Secondary Graduation will receive the West Australian Certificate of Education (WACE). See page 7.

Technical & Further Education Western Australia (TAFEWA)

Technical and Further Education courses are now recognised as tertiary training. TAFEWA colleges offer an enormous range of courses, some very practically oriented, some equivalent to the early stages of university courses. Many Courses now require Year 12 results for entry, and all give credit for Year 12 Courses of Study completed.

Tertiary Entrance Rank (TER)

The Tertiary Entrance Ranking (TER) expresses the student's overall performance for University entrance in rank order on a percentile ranking from 0 to 100. This rank compares all students in the state. The higher the TER performance the better the student's performance.

Tertiary Institutions Service Centre (TISC)

The Tertiary Institutions Service Centre coordinates the application of students to the four public Universities in Western Australia.

University Entrance

Public University Entrance requires:

- a) The necessary Australian Tertiary Admission Rank (ATAR).
- b) Competence in English.
- c) Secondary Graduation.
- d) Students have met any Pre-requisite required.

Western Australian Certificate of Education (WACE)

A state-wide certificate awarded to Year 12 students who achieve Secondary Graduation.

WACE Examinations

WACE Examinations are external exams set and marked under the control of the Curriculum Council. They cover the syllabus of Year 12 Stage 2 and Stage 3 Courses. All students studying Stage 2 and/or Stage 3 Courses whilst in Year 12 will be required to sit these examinations for Graduation purposes, unless they qualify for exemption.

John Paul College

SUBJECT SELECTION REQUEST FORM - YEAR 11, 2010

Student Name: _____

Home Room: _____

I would like to return

I am uncertain as to whether I would like to return

I am unlikely to return

I will not be returning

Please indicate with a cross [X] in the appropriate box whether or not you would like to return to JPC in Year 11, 2010.

Students must select 5 appropriate Courses from ONE pathway (Religion and Life is compulsory)

The College reserves the right to withdraw any subject that is shown below.

UNIVERSITY PATHWAY COURSES

TAFEWA/APPRENTICESHIP PATHWAY COURSES

- Religion and Life 1A/B
- Applied Information Technology 2A/B
- Chemistry 2A/B
- Drama 2A/B
- Economics 2A/B
- English 2A/B
- Geography 2A/B
- Human Biological Science 2A/B
- Literature 2A/B
- Mathematics General 3A/B
- Mathematics Specialist 3A/B
- Mathematics General 2A/B
- Media Production and Analysis 2A/B
- Modern History 2A/B
- Music 2A/B
- Physical Education Studies 1C/D
- Physics 2A/B
- Visual Arts 2A/B

- Religion and Life 1A/B
- Applied Information Technology 1A/B
- Children, Family and the Community 1A/B
- Drama 2A/B
- English 1A/B
- English 1C/D
- Food Science and Technology 1A/B
- Integrated Science 1A/B
- Materials Design and Technology (Metal) 1A/B
- Materials Design and Technology (Wood) 1A/B
- Mathematics General 1B/C
- Physical Education Studies 1A/B
- Media Production and Analysis 1A/B
- Visual Arts 1A/B
- Workplace Learning 1A/B
- Workplace Learning-Endorsed Program (Mode 2)

Please Turn Over

In the event of a subject being selected on a *conditional* basis, please list an alternative choice for each such subject.

CHOSEN SUBJECT	ALTERNATIVE CHOICE

Counsellor's Comments: Approved Conditional

.....
.....

Parent/Guardian: I have seen the Subject Request Form and am aware that final approval will be based on Second Semester results.

Signed: _____ Date: _____

Return this form to your assigned Counsellor by Thursday, 21 August, 2009.
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