

BYFORD  
SECONDARY  
COLLEGE

*Course and  
Pathway  
Selections*

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## COURSE SELECTIONS FOR YEAR 11 2018

This booklet has been prepared to assist parents and students in making educational decisions for 2018 and beyond. Whenever you seek assistance, please have your most recent report and results with you.

**Students, it is important that you follow these procedures:**

- 1 read the information contained in this handbook in conjunction with the information on Subject Selections Online (SSO);
- 2 see the course counselor to consider a learning program involving courses within your capacity; please check that you have the **prerequisite Year 10 background** to study a particular course. Appointments can be made using the PTO booking system on the College website or by phoning the College on 9550 6100;
- 3 tertiary entrance requirements are complex and students with tertiary ambitions should note these very carefully and choose courses appropriate for their goals and record of academic achievement; and
- 4 all information and counseling should be carefully considered before the completion and submission of the course selections via Subject Selections Online (SSO) by **Monday, 14 August 2017**.

**Staff available for counseling:**

Ms Sacha Bradley, Associate Principal

Ms Lee Illingworth, Associate Principal

Mr Bradley Spicer, Associate Principal

Mrs Kacey Single, Associate Principal

Mrs Melissa Kettle, Manager VET

# THE WACE: ESSENTIAL INFORMATION

## SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)

This body sets requirements for achievement of the WACE and issues students with a statement of results. For more information refer to [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

## TAFE COLLEGES

For more information on TAFE please refer to pages 8 to 14 of this handbook.

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

This certificate is awarded to secondary school students who successfully complete the breadth and depth requirements, the achievement standards and the literacy and numeracy standard (see page 5 of this handbook). The WACE is recognised by universities, industry, TAFE and other training providers.

## WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

This certificate is issued to all Year 12 students who have completed any study that contributes towards the WACE. It lists all courses and programs that students have completed in Year 11 and 12.

## AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The ATAR is a number between 99.95 and 0.00 that reports the rank position of a student relevant to all other Year 12 leaving age students in Australia. That is, an ATAR of 70.00 means you have performed better than 70% of all Year 12 school leaving age people in Australia.

## TERTIARY INSTITUTIONS IN WESTERN AUSTRALIA

University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, University of Notre Dame.

For other Australian universities, see the guides *Universities in Australia* or *Good Universities Guide*.

## UNIVERSITY ADMISSION

Achievement of the WACE is a mandatory requirement by all universities. University admission is based on the student's ATAR, competence in English and in some cases the meeting of prerequisite courses. For more information refer to [www.tisc.edu.au](http://www.tisc.edu.au)

## TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)

100 Royal Street, EAST PERTH WA 6004

Phone: 9318 8000

Facsimile: 9225 7050

Phone-line times 9.00am – 4.30pm (Mon-Fri) Counter times 9.00am – 4.00pm

Email: [info@tisc.edu.au](mailto:info@tisc.edu.au)

## VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS

The Australian VET system is a nationally accredited system for recognising qualifications which can only be delivered through a Registered Training Organisation (RTO). The qualifications gained are recognised by employers and industries across Australia. Byford Secondary College offers a range of Australian Qualification Frameworks Certificate courses which contribute towards a WACE and lead to further study at TAFE or university. For more information on VET certificate courses available at the college please refer to the VET section of this handbook.

## COURSES

Byford Secondary College offers a range of WACE courses:

- **ATAR** courses are for students aiming to enroll in a university course directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
- **General** courses are for students aiming to enter further training or the workforce directly from school.
- **Foundation** courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and unlikely to do so before the end of Year 12 without significant levels of support.

Students can mix and match these courses, as well as Vocational Education and Training (VET) courses, in order to provide themselves with the best platform to meet the requirements of WACE and for life beyond school.

All WACE courses are divided into four units. Units 1 and 2 (Year 11) are typically studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair. Over two years, students can achieve credit towards the WACE for a maximum of four units from any one course.

Typically:

- university bound students must study a program of at least four ATAR courses. **The college recommends at least five ATAR courses.**
- students heading to TAFE or the workforce would select General courses or a mix of General and ATAR courses in Years 11 and 12. **This must include at least one VET Certificate II course.**

## ENDORSED PROGRAMS

Endorsed programs provide areas of learning not covered by WACE courses. These programs can contribute to a student's WACE requirements.

## EXTERNAL EXAMINATIONS

All Year 12 students studying ATAR courses must sit compulsory examinations, unless they qualify for exemption. There are no external examinations for General courses. However, students have to complete a statewide externally set task in Year 12 in all General courses.

## WACE REQUIREMENTS FROM 2018

To achieve a WACE from 2018, a student must satisfy the following:

### General requirements

- demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. See below, Minimum Standard of Literacy and Numeracy.
- complete a minimum of 20 units or equivalents attained through VET and/or endorsed programs as described below
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

### Breadth and depth

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

- a minimum of ten Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 units

- one pair of Year 12 course units from each of List A (Arts/English/Language/Social Sciences) and List B (Mathematics/Science/Technology).

### Achievement standard

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

### Explanatory notes relating to WACE requirements:

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

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

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

- VET qualifications
  - o Certificate I is equivalent to two Year 11 units
  - o Certificate II is equivalent to two Year 11 and two Year 12 units
  - o Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the School Curriculum and Standards Authority's approved list of endorsed programs.

**The implication of unit equivalence for Byford Secondary College students is that a maximum of only two certificate courses (eight units) can be studied.**

### MINIMUM STANDARD OF LITERACY AND NUMERACY

Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in Year 9 NAPLAN assessments will be recognised as meeting the minimum standard required for that component. Students who do not achieve Band 8 for any of the components will be required to demonstrate the minimum standard through the Online Literacy and Numeracy Assessment (OLNA). **It is strongly recommended that students who have not achieved the minimum standard for numeracy by the end of Year 10, 2017 select a Mathematics course in Year 11.**

# SELECTING A PROGRAM OF STUDY

## Proposed 2018 Courses

LIST A		LIST B	
ATAR	GENERAL	ATAR	GENERAL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Dance</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> Economics</li> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> Health Studies</li> <li><input type="checkbox"/> Literature</li> <li><input type="checkbox"/> Media, Production and Analysis</li> <li><input type="checkbox"/> Modern History</li> <li><input type="checkbox"/> Politics and Law</li> <li><input type="checkbox"/> Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career and Enterprise</li> <li><input type="checkbox"/> Children, Family and the Community</li> <li><input type="checkbox"/> Dance</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> Modern History</li> <li><input type="checkbox"/> Psychology</li> <li><input type="checkbox"/> Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Human Biology</li> <li><input type="checkbox"/> Mathematics Applications</li> <li><input type="checkbox"/> Mathematics Methods</li> <li><input type="checkbox"/> Mathematics Specialist</li> <li><input type="checkbox"/> Physical Education Studies</li> <li><input type="checkbox"/> Physics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design</li> <li><input type="checkbox"/> Food Science and Technology</li> <li><input type="checkbox"/> Human Biology</li> <li><input type="checkbox"/> Integrated Science</li> <li><input type="checkbox"/> Materials, Design and Technology: Metal</li> <li><input type="checkbox"/> Materials, Design and Technology: Wood</li> <li><input type="checkbox"/> Materials, Design and Technology: Textiles</li> <li><input type="checkbox"/> Mathematics Essentials</li> <li><input type="checkbox"/> Physical Education Studies</li> <li><input type="checkbox"/> Physics</li> </ul>
<b>CERTIFICATE COURSES AND ENDORSED PROGRAMS</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> BSB20115 Certificate II – Business/FNS20115 Certificate II Financial Services</li> <li><input type="checkbox"/> CHC22015 Certificate II – Community Services (Childcare)</li> <li><input type="checkbox"/> CUA31015 Certificate III – Screen and Media</li> <li><input type="checkbox"/> CUA20715 Certificate II – Visual Arts</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> CPC20211 Certificate II – Construction Pathways</li> <li><input type="checkbox"/> SIS20115 Certificate II – Sport and Recreation</li> <li><input type="checkbox"/> ICT20115 Certificate II – Information, Digital Media and Technology</li> <li><input type="checkbox"/> SIT20116 Certificate II – in Tourism</li> </ul>	

## VET CONTRIBUTION TO THE BREADTH REQUIREMENT

VET qualifications (Certificate courses) are not identified as List A or List B. They do not satisfy the List A or List B WACE requirement.

Many students will, on completion of the WACE, be intending to apply for a position in a tertiary education institution such as a university or a TAFE, or alternatively, seek employment.

The different directions will have a strong influence on the choice of courses for Year 11 and Year 12. Entry to university generally requires achievement in courses at a higher stage than entry to TAFE. In addition, both institutions have prerequisite courses for many programs. It is possible for students to choose courses which will leave options open for both university and TAFE.

Lower school requirements for senior school courses are listed later in this handbook, as well as in individual course descriptions. Students are advised to request courses that class teachers can recommend based on past and current performance.

The following pages outline:

- courses that lead to university entrance;
- courses that lead to TAFE;
- university entrance requirements; and
- how to enter university through TAFE.

Students intending to study at a university (UWA, Curtin, Murdoch, Edith Cowan or Notre Dame University) in 2020 must refer to the relevant university handbooks to become aware of likely prerequisite Year 12 courses. Students

should also consult the Summary of Undergraduate Admission Requirements for School Leavers published each year by TISC. Students may also wish to become familiar with TAFE options, and how to enter university through TAFE with advanced standing. TAFE information is available from the relevant website.

### IMPORTANT NOTES FOR STUDENTS AND PARENTS

1. Courses will only proceed if there are sufficient student numbers for classes to be viable.
2. Students enrolling in Year 11 are required to choose six (6) courses.
3. Students selecting four or fewer ATAR courses must also select a VET Certificate course.
4. Students can select a maximum of two VET certificate courses.
5. It is strongly recommended that students who have not demonstrated the minimum standard of numeracy select a Mathematics course.
6. Approval for course changes will only be given on written request from the student's parents/guardians and after an interview with the course counselor or Manager VET or Manager of Student Services or an Associate Principal.

**Charges for all courses in Senior School are compulsory.**

## CHOOSING COURSES

Meeting the requirements for the WACE or for entrance to a TAFE or a university depends largely on a student's ambitions and abilities.

There are many factors to be considered when choosing courses. Even if you haven't yet decided on a career area it is important to look at a number of possibilities and check prerequisites so that you don't restrict future options.

When choosing a program of study, consider:

- abilities
- future goals
- interests.

### Abilities

It is important to check the recommended prerequisite levels for different courses to ensure that you select a course that is best suited to you. Your end of Semester One Year 10 achievement is the best indicator. Also your NAPLAN and OLNA data are an important part of the Senior School course selection process. If you do not meet the prerequisites outlined you will not be able to select the course.

### Future Goals

You must ensure that courses chosen meet criteria for future employment or study. If your career goals aren't clear, select a course that offers flexibility, interest and a realistic chance of success.

### Interests

Choose courses that you enjoy as you will spend a considerable amount of time studying them in Senior School.

### TRANSFER FROM ONE COURSE TO ANOTHER

Students wishing to change courses after enrolment may do so providing:

- it is possible on the timetable;

- it does not interfere with maximum class numbers,
- it does not interfere with future goals,
- it does not jeopardise the achievement of a WACE; and
- course changes must adhere to College and School Curriculum and Standard Authority deadlines.

Anyone wishing to change courses must understand that work missed up to that time has to be completed.

Any change must be discussed with an Associate Principal or the Senior School Manager of Student Services. Final approval must be obtained from either the Manager of Student Services responsible for Senior School students or an Associate Principal.

## REQUIREMENTS FOR UNIVERSITY ENTRANCE

To be considered for university admission as a school leaver an applicant normally must:

- achieve the WACE,
- achieve the competence in English as prescribed by the individual universities,
- obtain a sufficiently high ATAR for entry to a particular university and/or course, and
- satisfy any prerequisites or special requirements for entry to particular courses.

Information will be available to students by TISC in mid July 2017 before course selections for next year need to be made. Students are strongly advised to take note of particular university course prerequisites and to select courses that give them the best opportunity to maximise their ATAR. Admission into university is competitive with most courses having more applicants than places. In order to process applicants fairly they will be ranked using the ATAR.

## IMPORTANT NOTES REGARDING UNIVERSITY ENTRANCE

- We recommend that students study four or more ATAR courses
- A student cannot use the following course combinations in the calculation of an ATAR. However it may be possible to take both courses but the result of only one may be used in the ATAR calculation:
  - English with Literature
  - Mathematics: Applications with Methods
  - Mathematics: Applications with Specialist

## TECHNICAL AND FURTHER EDUCATION (TAFE)

### WHAT DOES TAFE OFFER?

TAFE offers some 800 courses covering around 5500 subjects.

TAFE offers award courses which can be used in related job markets, as entry to higher level award courses, and in many areas TAFE students can continue their training in degree courses offered by universities.

TAFE awards listed in order of increasing value are:

- Certificates II to IV
- Diplomas
- Advanced Diplomas

Courses are offered for some or each of the awards mentioned above in many areas including:

Agriculture, Applied Science, Architecture, Building, Computing, Electronics, Art, Design, Fashion, Engineering, Health, General Studies, Horticulture, Community Care, Environmental Studies, Hospitality, Social Services, Tourism, Management, Business, Technology, Commerce, Marine Studies, Mechanics and Outdoor Recreation.

There is a specific list of the entry requirements and related job markets for each course offered. These may be looked at with course advisers and TAFE counselors.

To enter TAFE students need to meet minimum entrance requirements which are at least C grades in the specific courses required for that particular course.

Minimum educational requirements for lower level certificate courses are usually satisfactory completion of Year 10. Minimum educational requirements for Certificate IV courses are Years 10, 11 or 12. However, actual educational levels are nearly always higher because of the competitive nature of the courses.

Entrance requirements will be either:

- A lower level qualification, for example, to enroll in a Certificate IV in Disability Work you need a Certificate III in Disability Work; and
- Communication and maths skills. The level of communication and maths skills required for entry to a course will be related to a student's level of achievement in OLNA.

Direct entry to Associate Diploma and higher level courses will normally require the completion of Year 12 together with the WACE and will require certain levels of achievement in specific courses.

If more students apply for a course than there are places, then selection criteria are used. Selection criteria scores are based on college grades and the courses studied.

### Selection Criteria

Used when: More people applying than there are available places.

To: Rank applicants on their demonstrated skills, knowledge and experience relevant to the qualification.

### What are 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 applicants than places available. Examples could include:

- work experience;
- industry involvement;
- current employment.

### How do I address the Selection Criteria?

If the course you are applying for asks you to address the selection criteria you will need to submit more documents. You can score points for:

Qualification pathway (maximum score = 29)

Work Experience/Employment (maximum score = 29)

- 0.002 points per hour worked;
- includes paid/unpaid, full time, part time work, work experience, voluntary work and community service;
- copies of either a reference, pay slip or group certificate/summary.

Education/Skills Development (maximum score = 42)

- Scoring is based on the best three course combinations.

One of these must be English or Literature. This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past. Regardless of the course, year or stage high grades (A or B) in part determine skill classification. For example to enter into a Certificate II in Business students could require basic communication skills and basic maths skills. **All students should have their USI (unique student identifier).**

### **TAFE Application Supportive Documentation**

For your application to be complete, you must include photocopies of:

- all academic records received since and including Year 9;
- any graduation certificates (including TAFE awards);
- any other results you want considered;
- a statement of equivalence if your qualifications are from overseas;
- proof of Australian (or New Zealand) citizenship or permanent Australian residency (if you were NOT BORN in Australia);
- written proof of any work experience / employment. For example:
- copies of work references;
- group certificates;
- voluntary activities; and
- work experience reports.

**The quality of the application is important and assessors look for:**

- evidence of merit;
- relevance of academic studies; and
- relevance of experience.

**For further information:**

- see the TAFE website at [www.tafechoices.com/industries](http://www.tafechoices.com/industries)

### **THE LINKS BETWEEN TAFE AND UNIVERSITY**

All universities in Western Australia to a greater or lesser extent accept TAFE qualifications i.e. Certificate IV and above, as admission for specific courses. The extent of this acceptance varies between universities and courses and students should consult with the relevant university.

## ANOTHER PATHWAY TO UNIVERSITY - ALTERNATIVE ENTRY OPTIONS

(NB: Alternate Entry Programs are reviewed annually)

### GAINING ADMISSION TO UNIVERSITY FROM TAFE

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

TAFE graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities, visit [www.tisc.edu.au](http://www.tisc.edu.au).

Apply directly to the University of Notre Dame Australia for admission.

### UNIVERSITY ACCESS VIA TAFE

The chart over the page shows the current minimum entry requirements for each university for students applying after completing a TAFE course.

University	Minimum Entry Requirement	Contact Information
Curtin University of Technology	<p>Certificate IV and separate evidence of English competence.</p> <p>In many instances a diploma and subject prerequisites are recommended.</p> <p>For further information on relevant prerequisite requirements check online for the Curtin University handbook.</p>	<p>University Admission Centre</p> <p>Telephone (08) 9266 1000</p> <p>Fax (08) 9266 4108</p> <p>Email admissions <a href="mailto:@curtin.edu.au">@curtin.edu.au</a></p> <p>Website: <a href="http://www.futurestudents.curtin.edu.au">www.futurestudents.curtin.edu.au</a></p>
Edith Cowan University	<p>Certificate IV in an appropriate discipline as determined by ECU.</p> <p>English language competence.</p>	<p>Student Recruitment and Careers Student Services Centre Telephone 134328</p> <p>Email : <a href="mailto:enquiries@ecu.edu.au">enquiries@ecu.edu.au</a></p> <p>Website: <a href="http://www.ecu.edu.au/future-students/overview">www.ecu.edu.au/future-students/overview</a></p>
Murdoch University	Certificate IV	<p>Prospective Students' &amp; Admission Centre</p> <p>Telephone 1300MURDOCH Facsimile (08) 9360 6491</p> <p>Email: admissions@ murdoch.edu.au</p> <p>Website : <a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a></p>

University of Notre Dame Australia	Certificate IV and English language competence.	Admissions Office Telephone (08) 9433 0537 Facsimile (08) 9433 0555 Email : <a href="mailto:admissions@nd.edu.au">admissions@nd.edu.au</a>
University of Western Australia	Diploma, English language competence and subject prerequisites. Contact UWA directly to discuss your options.	Admissions Centre Telephone (08) 6488 2477 Country Callers 1800 653 050 Facsimile (08) 6488 1226

### MINIMUM ENTRY REQUIREMENT

The minimum entry requirement is the minimum level of educational achievement necessary to apply for a place at a university. 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 may increase your chance of selection.

### ADVANCED STANDING AND CREDIT TRANSFER

Once you have gained admission into university you may be eligible for advanced standing or credit for your previous studies. In many cases, the universities have determined which TAFE qualification will earn you advanced standing or credit.

*The following are current alternative entry pathways and are subject to change. They do, however, serve as a guide for students.*

### EDITH COWAN UNIVERSITY (ECU) Alternative Entry Pathways

#### Entry Pathways 2018 (some courses excluded)

- Students without an ATAR or those with an ATAR below the minimum course entry requirement can apply directly online to ECU
- Can use portfolio entry plus an interview in place of or to supplement ATAR
- Must meet successful English assessment
- Straight into a degree if successful or if not then into ECU's University Preparation Course.

**NB English competency** can be demonstrated by students undertaking English ATAR, Literature ATAR and English as an Additional Language Dialect ATAR and achieves: a scaled score of at least 50 or a letter grade of an A, B, or C in Year 12. Non ATAR students undertaking General English will be assessed on a case-by-case basis.

### TAFE or Business College

ECU accepts applications from students who have completed Certificate IV or above at a TAFE, or an equivalent level at a business college, ECU has standing agreements with PIBT, Alexander, Martin, Beaufort and other colleges.

## MURDOCH UNIVERSITY

### Applicants with TAFE Qualifications

Applicants who have recently completed a TAFE Certificate Level IV, Advanced Certificate, Diploma, or Advanced Diploma with good grades are eligible to be considered for admission and can apply for advanced standing.

### Alternative Admission Pathways

- **Entry Awards** – guaranteed admission for selected students
- **Media and Creative Portfolio Entry** – to gain entry to certain media and arts courses
- **On-Track Sprint** – free four week course for near miss students with an ATAR 60.00 – 69.95 and 45+ in ATAR English. A STAT test must be sat to meet English Language Competency.
- **On-Track** – free 12 week program for students who have had a major disruption to their studies
- **Murdoch University Preparation Course**
- **Indigenous Programs** – Contact the Kulbardi Aboriginal Educational Centre

## CURTIN UNIVERSITY

### Applicants with TAFE Qualifications

- All TAFE Advanced Diploma, Associate Diploma, Diploma and Certificate IV awards as well as a number of Advanced Certificate awards, satisfy Curtin's general matriculation requirement.

### Curtin Enabling Programs

- **Uniready Enabling Program** is a free one semester (full time) program which can be undertaken only online. It allows students to achieve a minimum entry of a 70 ATAR, to be used for courses not requiring prerequisites such as business, humanities and several health sciences. Application is via TISC and requires a written submission. An equivalent program is offered for indigenous students and is called the Indigenous Tertiary Enabling Program.
- The Faculties of Engineering and Science offer a two semester **enabling course in engineering and science** for applicants who have had limited educational in areas of science and mathematics. Successful completion of the courses satisfies the university's matriculation requirements to a Bachelor's degree in the Faculties of Engineering and Science.
- **StepUp** to Curtin Entry Pathway. If your ATAR is between 60.00 and 69.95 you can still apply to study at Curtin. You can be considered for courses that have no set prerequisites or for courses where you have met the prerequisites.
- **Portfolio entry** is for selected Curtin courses, if you don't have the requirements for entry. Submitting a portfolio enables you to demonstrate evidence of your academic achievements, qualifications and ability.

## UNIVERSITY OF WESTERN AUSTRALIA

### Applicants with TAFE Qualifications

- Applicants with TAFE qualifications are considered for entry to all courses. Those with Associate Diploma awards may be eligible for credit in some courses but all applicants should note that prerequisite subjects may not have been covered in their TAFE courses. If in doubt on these points, applicants with TAFE qualifications are advised to make an appointment with the sub-dean of the relevant faculty to discuss their application.

## Alternative Admission Pathways

- **UWay** allows students whose academic achievement has been adversely affected by certain disadvantages to be considered for admission.
- **Broadway** is an alternate entry scheme which allows students from designated WA schools to gain admission to UWA if their ATAR is slightly below the usual minimum score.
- **Provisional Entry Scheme** for indigenous students who have completed WACE but have not gained a sufficiently high ATAR to enter their preferred course or who have a strong employment history and/or a good educational background.

## THE UNIVERSITY OF NOTRE DAME

### Standard Entry – Admission requirements

Admission is by direct application, comprising an application and supporting documentation, to the university. As a minimum requirement, students will have achieved their WACE, a scaled mark of at least 50 in ATAR English or Literature and an ATAR of 70. Unsuccessful applicants may apply for the university's alternative entry pathway, as a stepping stone to the course of their choice.

## SAMPLE OF TAFE COURSES LEADING TO UNIVERSITY DEGREES

An articulation agreement has been reached between TAFE and the universities for several courses; this agreement guarantees a direct pathway to the higher level degree course in the same area of study and also provides credit with exemptions for earlier learning at TAFE. In effect some degree courses can then be shortened by up to 18 months.

Following are samples of Byford Secondary College Year 12 courses which may lead directly to TAFE certificates and diplomas and then articulate into degree courses at university. Select your Year 11 courses with the recommended Year 12 courses in mind.

Students must study at least six courses.

### ART & DESIGN (AREA OF STUDY)

BSC Recommended Course	TAFE Course	Articulation Agreement	University
1. English Plus one or two courses from the following to reflect the student's interest in the arts:	Advanced Diploma of Art & Design – Fine Art (3 years).	Entry into 2nd Semester of 2nd Year of Bachelor of Arts (Art), 18 months exemption.	Curtin University
<ul style="list-style-type: none"> <li>• Visual Arts*</li> <li>• Media Production &amp; Analysis*</li> <li>• Dance</li> <li>• Drama</li> </ul>	Diploma of Mass Communication (1 year).	Entry into 2nd Year of Bachelor of Arts (Mass Communication) <b>OR</b> Bachelor of Arts (Film & Television) <b>OR</b> Bachelor of Arts (Journalism) <b>OR</b> Bachelor of Arts (Internet Studies).	Curtin University
* Helps meet folio requirements Plus three or four other courses Students to have six courses in total	Diploma of Multimedia (2 years).	Entry into the following bachelor degrees (depending on what TAFE modules have been completed and their chosen area of study): Bachelor of Communications – Interactive Multimedia <b>OR</b> Film & Video <b>OR</b> Photomedia <b>OR</b> Media Studies <b>OR</b> Advertising <b>OR</b> Journalism <b>OR</b> Public Relations <b>OR</b> Mass Communication <b>OR</b> Bachelor of Computer Technology <b>OR</b> Bachelor of Science (Digital Media).	Edith Cowan University

**BUSINESS (AREA OF STUDY)**

BSC Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Mathematics Applications <b>OR</b> Mathematics Essential 3. Economics Plus three other courses.	Advanced Diploma of Accounting (18 months)	Entry into 2nd Year of Bachelor of Commerce (Accounting) <b>OR</b> Bachelor of Commerce (Finance).	Notre Dame University
		Entry into 2nd Semester of the 2nd Year of Bachelor of Commerce	Murdoch University
		Entry into 2nd Year of the Bachelor of Commerce (Professional Accounting).	Murdoch University
		Bachelor of Business:	Edith Cowan University
	Diploma of Business Management (1 year)	Entry into 2nd Year of Bachelor of Commerce (Management).	Notre Dame University
		Entry into 2nd Year of Bachelor of Commerce (Management).	Murdoch University
		Entry into the following Bachelors (single majors): Business <b>OR</b> Social Sciences (Leisure Management) <b>OR</b> Social Sciences (Sport Management) <b>OR</b> Tourism Management <b>OR</b> Hospitality Management <b>OR</b> e-Commerce <b>OR</b> e-Business.	Edith Cowan University

## ENGINEERING (AREA OF STUDY)

BSC Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Mathematics Applications or higher 3. Physics ATAR or General Plus three other courses	Advanced Diploma of Engineering – Civil (2 Years)	Entry into 2nd Year of Bachelor of Engineering (Civil & Construction Engineering).  ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.	Curtin University
	Advanced Diploma of Engineering – Structural (2 years)	Entry into 2nd Year of Bachelor of Engineering (Civil & Construction Engineering).  ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.	Curtin University
	Advanced Diploma of Electrotechnology – Computer Systems Engineering (2 years)	Entry into 2nd Year of Bachelor of Engineering (Computer Systems Engineering).  ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.	Curtin University
	Advanced Diploma Engineering – Mechanical Engineering (2 years)	Entry into 2nd Year of the Bachelor of Engineering (Mechanical Engineering).  ** Students must complete Advanced Engineering Mathematics and Calculus at TAFE.	Curtin University

### SCIENCE (AREA OF STUDY)

BSC Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Mathematics Essential 3. Integrated Science Plus three other courses	Diploma of Environmental Science Management	Entry into 2nd Year of the Bachelor of Science (Environmental Management) <b>OR</b> (Environment Biology).	Notre Dame University
		Entry into 2nd Year of the Bachelor of Science (Environmental Science) <b>OR</b> (Environmental Restoration) <b>OR</b> (Environmental Technology) <b>OR</b> (Conservation Biology).	Murdoch University

### SPORT & RECREATION (AREA OF STUDY)

BSC Recommended Course	TAFE Course	Articulation Agreement	University	
1. English 2. Mathematics Essential 3. Human Biology Plus one or more of the following courses: • Sport and Recreation • Physical Education Studies • Dance Students to have six courses in total	Certificate IV in Outdoor Recreation (3 semesters)	Bachelor of Health Science	Edith Cowan University	
	Certificate IV in Sport Development	Bachelor of Sports Management	Edith Cowan University	
	Certificate IV in Sport (Athlete Support Services (2 semesters)	Bachelor of Exercise & Sports Science	Edith Cowan University	
		Bachelor of Exercise & Sport Science	Notre Dame University	
		Bachelor of Health & Physical Education	Notre Dame University	

## SOURCES OF INFORMATION

You may find the following information helpful in making decisions about your future:

- University Tertiary Admissions Booklet;
- TAFE website visit

For further information refer to:

## TAFE INFORMATION

Students who are interested in applying for TAFE courses are advised to access the latest information from :

<http://www.dtwd.wa.gov.au/training>

South Metro TAFE <http://www.southmetrotafe.wa.edu.au/>

North Metro TAFE <http://www.northmetrotafe.wa.edu.au/>

## TERTIARY INSTITUTIONS

School Liaison Officers attached to Curtin, UWA, Murdoch, Edith Cowan and Notre Dame Universities are available for discussion with students concerning various course requirement

**Curtin University** [www.curtin.edu.au](http://www.curtin.edu.au) Phone: 9266 1000

**Edith Cowan University** [www.ecu.edu.au](http://www.ecu.edu.au) Phone: 134 328

**Murdoch University** [www.murdoch.edu.au](http://www.murdoch.edu.au) Phone: 1300 MURDOCH

**Tertiary Institutions Services Centre** [www.tisc.edu.au](http://www.tisc.edu.au)

**University of Notre Dame** [www.nd.edu.au](http://www.nd.edu.au) Phone: 9433 0555

**University of Western Australia** [www.uwa.edu.au](http://www.uwa.edu.au) Phone: 6488 2477

## Vocational Education and Training (VET)

The college provides students with opportunities to gain skills, experience and recognition in diverse industry sectors.

The two key principles in VET programs are:

- The use of nationally accredited training packages. These are sets of nationally endorsed industry standards that include units of competency which describe the skills and knowledge needed to perform effectively in the workplace.
- On-the-job training in some of the skills included in the training packages.

The Byford Secondary College VET programs embody both of these principles. The current VET programs offered in Year 11 at the college are delivered in the following areas:

### **Dual Qualification BSB20115 Certificate II Business and**

#### **FNS20115 Certificate II Financial Services**

**Anticipated Charge \$100**

Students will have the opportunity to complete units of competency in order to gain an understanding of the skills and knowledge in a range of business areas to complete the Certificate II in Business and Certificate II in Financial Services. Students will develop skills in relation to producing business documents; organising and maintaining supplies and machinery; photocopy documents; preparing reports and other paperwork for presentation; meet and greet clients, organise and set up meeting rooms and catering, operate switchboards and other administrative duties. The Certificate II in Business and Certificate II in Financial Services offers successful graduates the opportunity to open the door to a variety of exciting careers including, but not limited to, retail, banking, data processing, human resources and office administration. This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

#### **SIT20116 Certificate II Tourism**

**Anticipated Charge \$100**

This qualification provides students with the skills and knowledge to be competent in a defined range of basic tourism technical skills. Individuals with this qualification are able to work in many tourism industry sectors and enterprise types including retail travel agencies, tour wholesalers, tour operators, attractions and cultural and heritage sites as well as the many small tourism business requiring multi-skilled employees. The qualification recognises the diversity of tourism operations and the increasing industry trend for operators to provide specialised tourism products. The Certificate II in Tourism leads to a variety of industry outcomes. Graduates would be highly suited to entry-level positions such as office assistant for a small tour operator, documentation clerk for a tour wholesaler, receptionist and office assistant in a professional conference organiser, receptionist and office assistant in a retail travel agency, retail sales assistant in an attraction, museum attendant, ride attendant in an attraction. This course also provides a pathway to further study and careers in specific tourism industry sectors.

#### **CHC22015 Community Services (Childcare context)- VET Industry Specific**

**Anticipated Charge TBC**

For students interested in pursuing a career working with children or community support agencies the Certificate II in Community Services (Childcare) may be advantageous. Students will be involved in a range of activities developing the skills and knowledge required to provide an emergency first aid response in an education and care setting, ensure the health and safety of children, promote and provide healthy food and drinks, communicate with children, organise and complete daily work activities in a child care setting. Students enrolled in this course will also develop the skills to effectively use digital technology for routine workplace tasks, use strategies to respond to routine workplace problems, use routine strategies for work-related learning, interact effectively with others at work and participate effectively in the work environment. This qualification may be used as a pathway for workforce entry as

community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

### **CPC20211 Certificate II Construction Pathways**

**Anticipated Charge TBC**

This Certificate II Construction qualification will provide you with an entry level skills and knowledge to work in the building and construction industry. You will learn a broad range of skills to help you decide which area of building and construction you wish to follow, for example, bricklaying/blocklaying, carpentry and joinery, and painting and decorating.

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

### **CUA31015 Certificate III Screen and Media**

**Anticipated Charge: \$150.00**

In Year 11 students have the opportunity to participate in the College Broadcast Program to complete Certificate III Screen and Media by the end of Year 12. The Certificate III in Screen and Media is the perfect foundation to make that break into the vibrant exciting industry of digital media as you will have made a start towards a career as a web developer, multimedia designer, or digital animator. This is also a great way to improve your information and communications technology skills, making you more employable.

You will gain the knowledge and skills to use digital technologies and multimedia, manipulate digital images, create digital animations, create a website; gain workplace health and safety knowledge, and experience working with interactive content. This course provides students with the foundation skills required for the Media industry or to continue with further study in the field. Students learn the basics of camera shots, including the required production and crew roles, occupational health and safety requirements on set and working effectively in a team. This course requires students to work additional hours outside of class time. Course content may include, filming television commercials, filming of drama productions, production of corporate videos, production of music video clips, presentation of live television styled shows, and production of live television styled shows. The course would lead to a Cert IV in Screen and Media or Diploma in Screen And Media at further TAFE studies post high school providing the skills to work in a career as a multimedia specialist, web developer, digital content manager, instructional designer, animation/visual effects specialist, or interactive media developer. This is a two year course and to achieve the full certificate students must enrol in the course in Year 11 and 12. Students who complete only one year will only achieve a statement of attainment for those units in which they have demonstrated competency.

### **SIS20115 Certificate II Sport and Recreation**

**Anticipated charge: \$110.00**

In Year 11 students have the opportunity to undertake units of competency towards the achievement of SIS20115 Certificate II in Sport and Recreation. The sport and recreation certificate reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge. They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations. The certificate courses can be completed over two years in senior school. This course is anticipated to be delivered in partnership with Australian YMCA (3979).

**ICT20115 Certificate II in Information, Digital Media and Technology      Anticipated charge: TBC**

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This nationally recognised qualification provides foundation skills in computing and employment to get you started or re-started in your career. After learning how to operate a personal computer, you will be guided through the use of various computer packages, learning how to work effectively in an IT environment. You will also learn about workplace communication, safe work practices and other useful things that blend with a variety of other course outcomes, no matter what your profession or longer-term career aspirations are. This course is a great place to get started if you want to develop better than average technology skills for your profession or as a small business operator. It is also the starting point if you want to take the IT sector seriously and go on to specialty IT streams at higher levels.

**CUA20715 Certificate II Visual Arts      Anticipated charge: \$150.00**

In Year 11 students have the opportunity to participate in the College Visual Arts Program to complete Certificate II in Visual Arts. Let your creativity flow in this course! You'll learn how to create two and three-dimensional forms in a variety of visual art mediums and will have opportunities to work with industry standard professional artists and designers through the College's Artist in Residence program. You'll develop skills in all the studio areas of drawing, painting, printmaking, ceramics, sculpture and design. Through the development of a portfolio of practical work and the production of resolved studio artworks, students develop the basic creative and technical skills that underpin visual arts and craft practice. It is designed for those students who are interested in the creative activity and may be considering further studies in areas such as visual arts, design, interior design and fashion design or future employment in the creative industries. This course will help you visualise, develop, research and present ideas and images, equipping you with the skills you'll need to excel in your future professional practice by providing you with skills that are relevant to current industry trends. This is also a great way to improve your information and communication technology skills, making you more employable. The course would lead to a Cert IV in Visual Art or a Diploma in Visual Art at further TAFE studies post high school providing the skills to work in a career as an arts administrator, arts manager, fashion or interior designer, or a free lance artist. This is a two-year course and to achieve the full certificate students must enrol in the course in Year 11 and 12. Students who complete only one year will only achieve a statement of attainment for those units in which they have demonstrated competency.

# GOOD STANDING POLICY YEARS 7 TO 12

## Background

This policy provides a system of rewards and recognition for positive participation in college life. It recognises student achievement and good conduct. The intention of the policy is to reward students who are actively participating in their learning and encourages positive attitudes towards learning and college life. It is also the intention of the policy that students see Good Standing as something to be valued and maintained. Students who have relinquished the right to hold Good Standing status, should work towards regaining the status. Rewards and recognition are available for those students who are of Good Standing. All students are given Good Standing when they enrol at Byford Secondary College. Students who lose their Good Standing cannot participate in out of college activities such as camps, excursions, social functions or performances that are not an essential part of the educational program. Loss of Good Standing may also effect a student's workplace learning placement in Senior School.

## Loss of Good Standing Status

Good Standing status can be removed if a student is:

- suspended from the college;
- withdrawn from all classes;
- involved in bullying (including cyber bullying) or fighting;
- found to be in possession of, or has used, illegal drugs;
- not following the college's Uniform Policy;
- not maintaining a satisfactory attendance record; and
- involved in any other serious breach of college rules whilst on College grounds or whilst representing the College including at TAFE and/or workplacement.

The period of suspension from Good Standing is ten (10) weeks. Students who are continually breaching college rules will be reviewed by the administration. Each student in this category will be interviewed so that strategies can be implemented which will assist those students to return to Good Standing status.

## Rewards and Recognition

Students on Good Standing status can:

- attend college social functions such as the ball, dinner dances and river cruises;
- attend college camps; and
- represent the college in student affairs and other activities including carnivals, sporting events, community functions and performances.

Students of Good Standing will be recognised in a variety of ways in formal or informal contexts as determined by the College such as VIVO. This system provides positive rewards for those students who are maintaining their Good Standing status, have received VIVO points, and are excelling in the College community.

## YEAR 11 – 2018

### SCHOOL CURRICULUM AND STANDARDS AUTHORITY COURSES AND VET CERTIFICATES OFFERED AT BYFORD SECONDARY COLLEGE

LIST A		LIST B	
ATAR	GENERAL	ATAR	GENERAL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Dance</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> Economics</li> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> Health Studies</li> <li><input type="checkbox"/> Literature</li> <li><input type="checkbox"/> Media, Production and Analysis</li> <li><input type="checkbox"/> Modern History</li> <li><input type="checkbox"/> Politics and Law</li> <li><input type="checkbox"/> Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career and Enterprise</li> <li><input type="checkbox"/> Children, Family and the Community</li> <li><input type="checkbox"/> Dance</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> Modern History</li> <li><input type="checkbox"/> Psychology</li> <li><input type="checkbox"/> Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Human Biology</li> <li><input type="checkbox"/> Mathematics Applications</li> <li><input type="checkbox"/> Mathematics Methods</li> <li><input type="checkbox"/> Mathematics Specialist</li> <li><input type="checkbox"/> Physical Education Studies</li> <li><input type="checkbox"/> Physics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design</li> <li><input type="checkbox"/> Food Science and Technology</li> <li><input type="checkbox"/> Human Biology</li> <li><input type="checkbox"/> Integrated Science</li> <li><input type="checkbox"/> Materials, Design and Technology: Metal</li> <li><input type="checkbox"/> Materials, Design and Technology: Wood</li> <li><input type="checkbox"/> Materials, Design and Technology: Textiles</li> <li><input type="checkbox"/> Mathematics Essentials</li> <li><input type="checkbox"/> Physical Education Studies</li> <li><input type="checkbox"/> Physics</li> </ul>
CERTIFICATE COURSES AND ENDORSED PROGRAMS			
<ul style="list-style-type: none"> <li><input type="checkbox"/> BSB20115 Certificate II – Business/FNS20115 Certificate II Financial Services</li> <li><input type="checkbox"/> CHC22015 Certificate II – Community Services (Childcare)</li> <li><input type="checkbox"/> CUA31015 Certificate III – Screen and Media</li> <li><input type="checkbox"/> CUA20715 Certificate II – Visual Arts</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> CPC20211 Certificate II – Construction Pathways</li> <li><input type="checkbox"/> SIS20115 Certificate II – Sport and Recreation</li> <li><input type="checkbox"/> ICT20115 Certificate II – Information, Digital Media and Technology</li> <li><input type="checkbox"/> SIT20116 Certificate II – in Tourism</li> <li><input type="checkbox"/> ADWPL – Workplace Learning</li> </ul>	

## PREREQUISITES AND PROPOSED CHARGES FOR YEAR 11 COURSES 2018\*

LIST A OR B	PATHWAY	COURSE	PREREQUISITE	PROPOSED CHARGE 2018
B	ATAR	BIOLOGY	Minimum C grade Year 10 Biology	\$80.00
A	GENERAL	CAREER & ENTERPRISE	No prerequisite	\$50.00
B	ATAR	CHEMISTRY	Minimum B grade in Year 10 Chemistry. Recommended for ATAR Mathematics	\$80.00
A	GENERAL	CHILDREN, FAMILY & THE COMMUNITY	No prerequisite	\$90.00
A	ATAR	DANCE	Minimum B grade in Yr 10 English and meets prerequisites for ATAR English. Previous Dance experience (including an A or B in lower school Dance courses) is advantageous.	\$150.00
A	GENERAL	DANCE	No prerequisite	\$120.00
B	GENERAL	DESIGN	No prerequisite	\$80.00
A	ATAR	DRAMA	Minimum B grade in Yr 10 English and meeting the requirements for ATAR English. Previous Drama experience (including an A or B in lower school Drama courses) is advantageous.	\$100.00
A	GENERAL	DRAMA	No prerequisite	\$80.00
A	ATAR	ECONOMICS	Minimum is B grade or exam mark of 65% in Year 10 Humanities and Social Sciences.	\$65.00
A	ATAR	ENGLISH	Minimum B in Year 10 English Pre-qualified for OLN A or Category 3 in the OLN A Reading and Writing tests in Year 10.	\$50.00
A	GENERAL	ENGLISH	No prerequisite	\$100.00
B	GENERAL	FOOD SCIENCES AND TECHNOLOGY	No prerequisite	\$150.00
A	ATAR	GEOGRAPHY	Minimum is B grade or exam mark of 65% in Year 10 Humanities and Social Sciences.	\$80.00
A	GENERAL	GEOGRAPHY	No prerequisite	\$80.00
A	ATAR	HEALTH STUDIES	Minimum B Grade in Year 10 Health Education and meets prerequisites for ATAR English	\$65.00
B	ATAR	HUMAN BIOLOGY	Minimum C grade in Year 10 Biology	\$80.00
B	GENERAL	HUMAN BIOLOGY	No prerequisite	\$80.00
B	GENERAL	INTEGRATED SCIENCE	No prerequisite	\$80.0
A	ATAR	LITERATURE	Minimum B in Year 10 English. Pre-qualified for OLN A or Category 3 in the OLN A Reading and Writing tests in Year 10.	\$50.00
B	GENERAL	MATHEMATICS ESSENTIALS	No prerequisite	\$50.00
B	ATAR	MATHEMATICS APPLICATIONS	Minimum is a Learning Area Grade of a C in Year 10 Mathematics.	\$50.00
B	ATAR	MATHEMATICS METHODS	Minimum is a Learning Area Grade of a B in Year 10 Mathematics.	\$50.00
B	ATAR	MATHEMATICS SPECIALIST	Minimum is a Learning Area Grade of an A. Students not meeting this requirement, may be accepted on LA Manager recommendation.	\$50.00
B	GENERAL	MATERIALS, DESIGN & TECHNOLOGY: METALS	No prerequisite	\$150.00
B	GENERAL	MATERIALS, DESIGN & TECHNOLOGY: TEXTILES	No prerequisite	\$135.00
B	GENERAL	MATERIALS, DESIGN & TECHNOLOGY: WOOD	No prerequisite	\$150.00
A	ATAR	MEDIA PRODUCTION	Minimum B grade in Yr 10 English and meets	\$100.00

		& ANALYSIS	prerequisites for ATAR English.	
A	ATAR	MODERN HISTORY	Minimum B grade or exam mark of 65% in Year 10 Humanities and Social Sciences.	\$100.00
A	GENERAL	MODERN HISTORY	No prerequisite	\$80.00
B	ATAR	PHYSICAL EDUCATION STUDIES	Minimum B Grade in Year 10 Physical Education and meets prerequisites for ATAR English	\$150.00
B	GENERAL	PHYSICAL EDUCATION STUDIES	No prerequisite	\$110.00
B	ATAR	PHYSICS	Minimum B grade in Pathway 1 in Science. Recommended for ATAR Methods and/or Specialist Mathematics	\$80.00
B	GENERAL	PHYSICS	No prerequisite	\$80.00
A	ATAR	POLITICS AND LAW	Minimum B grade or exam mark of 65% in Year 10 Humanities and Social Sciences	\$100.00
A	GENERAL	PSYCHOLOGY	No prerequisite	\$100.00
A	ATAR	VISUAL ARTS	Minimum B in Year 10 Art and a B grade in Yr 10 English and meet the prerequisites for ATAR English.	\$150.00
A	GENERAL	VISUAL ARTS	No prerequisite	\$150.00

\*Please note that these are proposed courses and course charges for 2018 and may be subject to change.

### IMPORTANT NOTES FOR STUDENTS AND PARENTS

1. Prerequisites provided in this handbook are intended as a guide. Students are advised to follow counselor recommendations when selecting courses to study in Senior School.
2. All WACE course unit pairs are delivered at Byford Secondary College as combined concurrent year long courses.
3. Courses will only run if there are sufficient student numbers for classes to be viable.
4. Students who have not met the outlined prerequisite for ATAR English or Literature, but have met the prerequisites for all other selected ATAR courses MUST seek the approval for a provisional enrolment prior to submitting their course selections.
5. Student performance across all learning areas in second semester will be monitored and course selections reviewed as required. This may result in recounselling of selected pathways and courses.
6. Please note that the charges outlined above are proposed charges and may be subject to change. Once 2018 budgets are finalized and approved by the College Board the final course charges for 2018 will be forwarded to parents. Parents are reminded that payment of Senior School Course charges is compulsory.

# COURSE DESCRIPTIONS

## ENGLISH COURSES

### ENGLISH (ATAR)

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

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

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

**Prerequisites:** Students must achieve at least a B in Year 10 English. They must have either pre-qualified for OLNA or achieved Category 3 in the OLNA Reading and Writing tests in Year 10.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

In this unit students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

#### Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

**Assessments:**

- Responding 35-40%
- Creating 35-40%
- Exams 20-30%

**ENGLISH (GENERAL)**

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

**Prerequisites:** None

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1**

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

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

**Unit 2**

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

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

**Assessments:**

- Responding 40-60%
- Creating 40-60%

## LITERATURE (ATAR)

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens. Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

### Prerequisites:

Students must achieve at least a B in Year 10 English and be recommended by their Year 10 English Teacher. They must have either pre-qualified for OLN or achieved Category 3 in the OLN Reading and Writing tests in Year 10. Students should also enjoy reading literary texts.

### Syllabus:

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1:** Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

**Unit 2:** Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses

### Assessments:

- Extended written response 10%–20%
- Short written response 30%–40%
- Creative production of a literary text 10%–20%
- Oral 10%–20%
- Examination 20%–30%

## HEALTH AND PHYSICAL EDUCATION COURSES

### PHYSICAL EDUCATION STUDIES (ATAR)

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

**Prerequisites:** Minimum B Grade in Physical Education and a minimum B Grade in Year 10 English; Excellent Interpersonal Skills; Excellent Participation, PE Uniform and Attendance endorsement from the HPE department; Sound level of physical fitness.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 -

The focus of this unit is to explore the principles of anatomy and biomechanics, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.

#### Unit 2 -

The focus of this unit is to identify the relationship between skill, strategy and the body in order to enhance performance.

#### Assessments:

Practical (Performance): 30%

Investigation: 15%

Response: 15%

Examination: 40%

#### More Information:

Please note that the Physical Education Studies course has a 70% theory component and a 30% practical component.

### PHYSICAL EDUCATION STUDIES (GENERAL)

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities.

Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

**Prerequisites:** None

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1**

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

### **Unit 2**

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

### **Assessments:**

Practical (Performance): 50%

Investigation: 25%

Response: 25%

**More Information:** Please note that the Physical Education Studies General course has a 50% theory component and a 50% practical component.

## **HEALTH STUDIES (ATAR)**

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

### **Prerequisites:**

'B' grade in Year 10 Health Education and meets the pre-requisites for ATAR English.

### **Syllabus**

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1**

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and

develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

## Unit 2

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

### Assessments:

Inquiry: 20%, Project: 30%, Response: 20%, Exam: 30%.

## HUMANITIES AND SOCIAL SCIENCES COURSES

### ECONOMICS (ATAR)

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

**Prerequisites:** Minimum is B grade or exam mark of 65% in Year 10 Humanities and Social Sciences.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Microeconomics

This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

#### Unit 2 – Macroeconomics

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

### Assessments:

- Data Interpretation / Short Answer: 30%
- Extended Answer: 40%
- Examination: 30%

## **GEOGRAPHY (ATAR)**

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

**Prerequisites:** Minimum is B grade or exam mark of 65% in Year 10 Humanities and Social Sciences.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – Natural and Ecological Hazards**

In this unit students explore the management of hazards and the risk they post to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention. The two depth studies will focus on natural hazards (atmospheric, hydrological or geomorphic hazards such as cyclones, floods or earthquakes) and ecological hazards (environmental/ diseases/pandemics and plant/animal invasions).

### **Unit 2 – Global Networks and Interconnections**

In this unit students explore the economic and cultural transformations taking place in the world due to globalisation and the spatial outcomes of these processes. The two depth studies will focus on the production and consumption of a good or service (mineral resource, food good or service such as tourism) and the diffusion of an element of culture (such as fashion, sport, music, religion, language, architecture or political ideas).

#### **Assessments:**

- Geographical Inquiry: 20%
- Fieldwork /Practical Skills: 20%
- Short and Extended Responses: 30%
- Examination: 30%

## **MODERN HISTORY (ATAR)**

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movement, events and ideas that have shaped the contemporary world. The focus is on the 20<sup>th</sup> Century, but the course refers back to formative changes from the late 18<sup>th</sup> Century onwards and encourages students to make connections with the changing world of the 21<sup>st</sup> Century.

#### **Prerequisites:**

Minimum B grade or exam mark of 65% in Year 10 Humanities and Social Sciences.

#### **Syllabus:**

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

## **Unit 1 – Understanding the Modern World**

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world; for example either American or French Revolution.

## **Unit 2 – Movements for Change in the 20th Century**

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. This unit examines significant movements for change in the 20th Century that led to Change in Society, including people's attitudes and circumstances. For example Nazism in Germany.

### **Assessments:**

- Historical Inquiry: 20%
- Explanation: 20%
- Source Analysis: 30%
- Exam/Test: 30%

## **POLITICS AND LAW (ATAR)**

The Politics and Law General course provides an examination of the processes of decision making concerning society's collective future. It aims to develop an understanding of the principles, structures, institutions and processes of Australia's political and legal system and the complexities of government, making comparisons with alternative political and legal systems.

### **Prerequisites:**

Minimum B grade or exam mark of 65% in Year 10 Humanities and Social Sciences.

### **Syllabus:**

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### **Unit 1 – Political and legal decision making**

This unit examines Australia's democratic political and legal system, and the anticipation of groups within it, and makes comparisons with political and legal decision making in non-democratic political and legal systems.

#### **Unit 2- Civil and political rights**

This unit examines the nature of legal disputes in society, and the avenues to resolve them, along with the development of rights and the protection of civil and political rights in Australia and one other political and legal system.

**Assessments:**

- Investigation: 20%
- Explanation: 23%
- Source Analysis: 20%
- Exam/Test: 30%

**PSYCHOLOGY (GENERAL)**

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

**Prerequisites:**

There are no prerequisites for this course

**Syllabus:**

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

**Unit 1**

This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

**Unit 2**

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

**Course Assessment:**

- Investigation - 30%
- Research - 40%
- Project - 30%

## **GEOGRAPHY (GENERAL)**

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

**Prerequisites:** No prerequisites are necessary for this subject.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – Geography of Environments at Risk**

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.

Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries.

### **Unit 2 – Geography of People and Places**

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

#### **Assessments:**

- Geographical Inquiry: 30%
- Fieldwork / Practical Skills: 30%
- Tests: 40%

## **MODERN HISTORY (GENERAL)**

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change. The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society.

**Prerequisites:** There are no prerequisites for this course

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – People, Place and Time**

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period. At Byford Secondary College, the topic will look at the South African Apartheid movement and the people who worked to change the policy and the government.

## Unit 2 – Power and Authority

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgments about other societies and their own society. At Byford Secondary College, the topic will look at the colonisation of Indo-China by the French and the impacts this had on a global scale, specifically, the conflict in Vietnam.

### Assessments:

Historical Inquiry: 20-30%

Explanation: 20-30%

Source Analysis: 20-30%

Test: 20-30%

## CAREER AND ENTERPRISE (GENERAL)

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

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

**Prerequisites:** None.

### Unit 1

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

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

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

### Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

The work search tools and techniques and career competencies used in the process of career management are investigated. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and

assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.

**Assessments:**

- Investigation: 30%
- Production/Performance: 30%
- Individual Pathway Plan and Career Portfolio: 20%
- Response: 20%

## MATHEMATICS COURSES

### MATHEMATICS ESSENTIALS (GENERAL)

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

**Prerequisites:** None. Students who have not achieved Category 3 in OLNA Numeracy should select this course.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

This unit includes the following four topics:

- Basic calculations, percentages and rates;
- Using formulas for practical purposes;
- Measurement; and
- Graphs

#### Unit 2 – Global Networks and Interconnections

This unit includes the following four topics:

- Representing and comparing data;
- Percentages;
- Rates and ratios; and
- Time and motion
- 

**Assessments:**

Response: 50%.

Practical Applications/Statistical Investigation Process: 50%

## MATHEMATICS APPLICATIONS (ATAR)

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

**Prerequisites:** Minimum is a Learning Area Grade of a C in Year 10 Mathematics.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1

Unit 1 contains the three topics:

- Consumer arithmetic;
- Algebra and matrices; and
- Shape and measurement.

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

### Unit 2

Unit 2 contains the three topics:

- Univariate data analysis and the statistical investigation process;
- Applications of trigonometry;
- Linear equations and their graphs.

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

### Assessments:

- Response: 40%.
- Investigation: 20%.
- Examination: 40%

**Please note: Students will be required to purchase a Classpad CAS calculator for this course at an approximate cost of \$210.00.**

## MATHEMATICS METHODS (ATAR)

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

**Prerequisites:** Minimum is a Learning Area Grade of a B in Year 10 Mathematics along with a Pathway Grade of at least a B.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1

Unit 1 contains the three topics:

- Functions and graphs;
- Trigonometric functions; and
- Counting and probability.

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

### Unit 2

Unit 2 contains the three topics:

- Exponential functions;
- Arithmetic and geometric sequences and series; and
- Introduction to differential calculus.

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

### Assessments:

- Response: 40%.
- Investigation: 20%.
- Examination: 40%

**Please note: Students will be required to purchase a Classpad CAS calculator for this course at an approximate cost of \$210.00.**

## MATHEMATICS SPECIALIST (ATAR)

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist MUST be studied in conjunction with Mathematics Methods.

**Prerequisites:** Minimum is a Learning Area Grade of an A. Students not meeting this requirement, may be accepted on LA Manager recommendation.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1

Unit 1 contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

### Unit 2

Unit 2 contains the three topics:

- 2.1 Trigonometry
- 2.2 Matrices
- 2.3 Real and complex numbers

In Unit 2, Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

### Assessments:

- Response: 40%
- Investigation: 20%
- Examination: 40%

**Please note:** Students will be required to purchase a Classpad CAS calculator for this course at an approximate cost of \$210.00.

## SCIENCE COURSES

### BIOLOGY (ATAR)

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

**Prerequisites** Minimum C grade in Year 10 Biology

**Syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration. Units One and Two are studied in Year 11 and Units 3 and Four in Year 12. The notional time for each unit is 55 class contact hours.

#### **Unit One – Ecosystems and biodiversity**

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

#### **Unit Two – From single cells to multicellular organisms**

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

#### **Unit Three – Continuity of species**

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations

#### **Unit Four – Surviving in a changing environment**

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

#### **Career pathways**

An understanding of Biology is valuable for a variety of career paths such as:

- Medical
- Veterinary
- food and marine sciences
- agriculture
- biotechnology
- environmental rehabilitation
- biosecurity
- quarantine
- Eco Tourism
- Conservation

### CHEMISTRY (ATAR)

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences,

including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

**Prerequisites:** Minimum B grade in Year 10 Chemistry. Recommended for ATAR Mathematics

**Syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### **Unit one - Chemical Fundamentals: Structure, Properties and Reactions**

Students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

#### **Unit two - Molecular Interactions and Reactions**

Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

#### **Unit Three – Equilibrium, acids and bases, and redox reactions**

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

#### **Unit Four - Organic chemistry and chemical synthesis**

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

#### **Career pathways**

An understanding of Chemistry is valuable for a variety of career paths such as:

- Forensic Science
- Medicine
- Sports Science
- Environmental Science
- Dentistry
- Agriculture
- Engineering
- Pharmacy
- Biotechnology
- Food technology

#### **HUMAN BIOLOGY (ATAR)**

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

**Prerequisites:** Minimum C grade in Pathway 2 Science

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – The functioning human body**

Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

### **Unit 2 – Reproduction and inheritance**

Students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

### **Unit Three – Homeostasis and disease**

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

### **Unit Four - Human variation and evolution**

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

### **Career pathways**

An understanding of Human Biology is valuable for a variety of career paths such as:

- childcare
- medical and paramedical fields
- food and hospitality
- childcare
- social work
- sport and health education

## **PHYSICS (ATAR)**

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course

**Prerequisites:** Minimum B grade in Pathway 1 Science. Recommended for ATAR Methods and/or Specialist Mathematics.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit one - Thermal, nuclear and electrical physics**

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

### **Unit 2 – Linear motion and waves**

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

### **Unit Three – Gravity and electromagnetism**

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

#### **Unit Four - Revolutions in modern physics**

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

#### **Career pathways**

An understanding of Physics is valuable for a variety of career paths such as:

- Engineering
- Communication
- Transport
- Climate Studies
- Chemistry
- Nanotechnology
- Vehicle Safety and Design
- Sports Science
- Renewable Energy
- Astronomy
- Medical Science
- Physiotherapy

#### **PHYSICS (General)**

In the Physics General course students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact. Students learn how an understanding of physics is central to identifying and finding solutions to some of the key issues facing an increasingly globalised society.

The Physics General course involves practical investigations, tasks incorporating logical and analytical thinking and the communication of scientific information and ideas. Studying the Physics General course will enable students to become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make decisions based on scientific evidence about current issues.

**Prerequisites:** None

**Syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration. Units One and Two are studied in Year 11 and Units 3 and Four in Year 12. The notional time for each unit is 55 class contact hours.

#### **Unit One – World of waves**

The focus of this unit is waves, sound and light and how they affect us every day of our lives in practical situations.

#### **Unit Two – Hot stuff**

This unit focuses on heat as a form of energy and its interaction with matter, and nuclear energy and associated processes. Students explore the nature of heat, temperature, change of state, and how heat is transferred and utilised. Students gain an awareness of fundamental nuclear concepts, including nuclear decay, fission and fusion.

#### **Unit Three - Moving**

The focus of this unit is the behaviour of moving bodies. Students explore the effect of forces in generating movement and the transfer of energy.

#### **Unit Four – Electricity**

The focus of this unit is electricity as a form of energy and how it behaves in materials. The principles are applied to develop students' understanding of the use of electricity in today's society.

## Career pathways

An understanding Physics is valuable for a variety of career paths such as:

- engineering
- fabrication
- process plant operations
- plumbing and gas
- refrigeration
- electrical and electrotechnology
- mechanical fitter
- telecommunications
- boilermaker
- mechanics

## HUMAN BIOLOGY (GENERAL)

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

**Prerequisites:** None

**Syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration. Units One and Two are studied in Year 11 and Units 3 and Four in Year 12. The notional time for each unit is 55 class contact hours.

### Unit One - Healthy body

Students explore how the human body systems are interrelated to sustain life.

### Unit Two - Reproduction

Students explore the role of males and females in the process of reproduction.

### Unit Three – Coordination

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

### Unit Four - Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens.

## Career pathways

An understanding of human biology is valuable for a variety of career paths such as:

- childcare
- medical and paramedical fields
- food and hospitality
- childcare
- social work
- sport
- health education

## INTEGRATED SCIENCE (GENERAL)

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology.

Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

**Prerequisites:** None

**Syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration. Units One and Two are studied in Year 11 and Units 3 and Four in Year 12. The notional time for each unit is 55 class contact hours.

### Unit One

Students will explore biological and earth systems, focusing on the interrelationships between Earth systems, the structure and function of biological systems, ecosystems and sustainability, and species continuity and change.

### Unit Two

Students will explore physical and chemical systems, focusing on atomic structure, chemical reactions, mixtures and solutions, motion, forces and energy.

### Unit Three

Students will explore biological and earth systems, focusing on the interrelationships between Earth systems, the structure and function of biological systems, ecosystems and sustainability, and species continuity and change.

### Unit Four

Students will explore physical and chemical systems, focusing on atomic structure, chemical reactions, mixtures and solutions, motion, forces and energy.

### Career pathways

A general understanding of Science is valuable for a variety of career paths such as:

- Electrician
- Auto electrician
- Enrolled nurse
- Laboratory technician
- Hairdresser
- Beautician
- Child Care
- Florist
- Chef
- Mine worker
- Mechanic
- Fabricator
- Bricklayer
- Farm Hand

## TECHNOLOGY AND ENTERPRISE

### CHILDREN, FAMILY AND COMMUNITY (GENERAL)

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

**Prerequisites:** There are no prerequisites for this course. It is desirable however to have had success in Food and Technology or Child Care courses in Year 10.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1 – Families and Relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

#### Unit 2 - Our Community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

## **Assessments:**

Investigation: 30%

Production: 55%

Response: 15%

**Pathways:** This course caters progresses to the Year 12 course of the same name and is for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

## **DESIGN (GENERAL)**

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects.

We live in a diverse and constantly changing information-rich society and culture, immersed in visual communication. In Year 11 Design, students will gain a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

As well as learning sketching skills, students will have the opportunity to use a range of software such as Solidworks and Archicad, as well as digital technology through 3D printing and the Laser Engraver. In this course, students develop a competitive edge for current and future industry and employment markets.

**Prerequisites:** There are no specific prerequisites, although experience in Year 9 and 10 Design Graphics is advantageous.

**Structure of the syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – Design fundamentals**

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

### **Unit 2 – Personal design**

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

### **Technical Graphics context**

Technical Graphics uses conventions of technical drawing and computer-aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

**Pathways:** This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

## FOOD SCIENCE AND TECHNOLOGY (GENERAL)

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

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets.

**Prerequisites:** There are no prerequisites however previous success in Food Technology courses is advantageous.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1 - Food Choices and Health

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

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

### Unit 2 - Food for Communities

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

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

#### Assessments:

Investigation: 30%

Production: 60%

Response: 10%

**Pathways:** The Food Science and Technology General course progresses to the Year 12 course by the same name and enables students to connect with further education, training and employment pathways and

enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

## **MATERIALS, DESIGN AND TECHNOLOGY: METALS, TEXTILES, WOOD (GENERAL)**

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to improve our quality of life remains, the development of materials will continue.

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

The course outcomes are relevant to a number of learning areas, including but not limited to, Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This course also connects to the world of work, further vocational education and training and university pathways. Students may achieve vocational education and training (VET) competencies as they complete their design projects, while at the same time, developing cognitive skills fundamental to designing in a practical context. This process enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

**Prerequisites:** There are no prerequisites for this course. It is beneficial however if students have had success in Metals, Textiles or Wood Technology courses in lower school.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1**

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

## Unit 2

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

### Assessment:

Design: 25%

Production: 60%

Response: 15%

**Pathways:** The Materials Design and Technology General course progresses to the Year 12 course by the same name and aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

## THE ARTS COURSES

### DANCE (ATAR)

The Dance course develops skills in understanding the interrelationship between practical and theoretical aspects of dance and is ideal for students who would like to use an Arts subject for part of their university entry score (ATAR) in Year 12. The course covers choreography and performance, the investigation of movement and the appreciation of dance styles and cultures. Through critical decision-making in individual and group work, the movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

**Prerequisites:** Minimum B grade (65%) in Yr 10 English and meets prerequisites for ATAR English. Previous Dance experience (including an A or B in lower school Dance courses) is advantageous. Students not meeting this requirement may be accepted on LA Manager recommendation.

**Structure of the syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Yr 11, Unit 1 – Popular culture

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

### **Yr 11, Unit 2 – Australian dance**

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

### **Yr 12, Unit 3 - Youth voice**

This unit focuses on creating a dance that explores original concepts and expresses personal ideas. The students will consider how dance reflects and is shaped by society and its values.

### **Yr 12, Unit 4 – Extending the boundaries**

This unit focuses on the development of choreographic ideas to create unique dance work with personal style. The students analyse critically and evaluate the relationships between dance works, audiences, and contexts

#### **Assessment:**

##### Production

- Scripted Production: group performance
- Extended improvisation: group performance
- Backstage roles: lighting, sound, costume, set design

##### Response

- Critical Review of performances
- Short answer reflection on performance tasks
- Essay
- Investigation

Written Examination – Students are required to sit a written exam for every unit.

Practical examination - Students are required to perform a solo performance work for every unit.

#### **Post School Career Pathways:**

With a choice of Bachelor Degree majors spanning traditional and humanities disciplines, this course enables students to pursue their passion and career goals simultaneously in post-school further study. Suggested Bachelor Undergraduate Degree pathways would be: Advanced Diploma of Dance (Elite Performance), Bachelor of Arts (Dance), Bachelor of Arts (Arts Management).

#### **DANCE (GENERAL)**

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

**Prerequisites:** There are no specific pre-requisites for Dance General. It is recommended that students have studied at least one Dance unit in lower school and achieved a good result. Students should be willing to participate in public performance as required.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one-semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – Exploring the components of dance**

In this unit, students explore the elements of dance and processes of choreography and solve structured choreographic tasks to produce dance works for performance.

### **Unit 2 – Dance as entertainment**

In this unit, students explore the entertainment potential of dance and choreography.

### **Unit 3 – Popular culture**

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

### **Unit 4 – Australian Dance**

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop an understanding of their own dance heritage

### **Assessment**

#### Performance/ Production

- Performance to Peers
- Extended improvisation: group performance
- Choreographic solo performance to an identified audience

#### Response

- Extended review based on a professional performance
- Reflection based on the impact of choices made for performance/ production work

### **DRAMA (ATAR)**

Drama is a challenging and rewarding course, ideal for students who would like to use a Drama subject for their university entry score (ATAR) in Year 12. In Unit 1, representational and realistic drama forms and styles are covered. The emphasis is on scripted work and script writing. In Unit 2, the presentational or non-realist drama style is studied. Texts that challenge conventions, dramatic structure and styles of performance are covered. In both semesters, the role of the actor, as well as a range of non-acting roles such as directors, designers, and dramaturges are also explored. The Drama course focuses on drama in practice and artistic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, props and sound, and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings with a resolved performance work presented to an identified audience in each unit.

**Prerequisites:** Achievement of a minimum of a 'B' grade (65%) in Year 10 English and meets prerequisites for ATAR English. NB: Students who have not taken Year 10 Drama submit an expression of interest and participate in a diagnostic written and performance assessment. Students not meeting this requirement may be accepted on LA Manager recommendation.

**Syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – Representational, realist drama**

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

### **Unit 2 – Presentational, non-realist drama**

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

### **Unit 3 – Reinterpretation of drama for contemporary audiences**

This unit focuses on a reinterpretation of dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches.

### **Unit 4 – Contemporary and devised drama**

This unit focuses on interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama.

#### **Assessment:**

##### Production

- Scripted Production: group performance
- Extended improvisation: group performance
- Backstage roles: lighting, sound, costume, set design

##### Response

- Critical Review of performances
- Script analysis: short answer
- Written response: reflection on performance tasks'
- Essay

Written Examination – Students are required to sit a written exam for every unit.

Practical examination - Students are required to perform a solo performance work for every unit.

#### **Post School Career Pathways:**

With a choice of Bachelor Degree majors spanning traditional and humanities disciplines, this course enables students to pursue their passion and career goals simultaneously in post-school further study. Suggested Bachelor Undergraduate Degree pathways would be; Bachelor of Arts (Acting), Diploma of Acting, Diploma of Screen Performance, Advanced Diploma of Live Production and Management Services, Bachelor of Performing Arts, or Bachelor of Arts (Arts Management).

### **DRAMA (GENERAL)**

The Drama General course is a highly practical course, focusing on drama in practice as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting.

Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings. While some students intend to make a career in drama and related fields, they also participate in a drama for enjoyment and satisfaction. The

Drama General course builds confidence, empathy, understanding about the human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

**Prerequisites:** There are no specific pre-requisites for Drama General. It is recommended that students have studied at least one Drama unit in lower school and achieved a good result. Students should be willing to participate in public performance as required.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one-semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Unit 1 – Dramatic storytelling**

This unit engages students with the skills, techniques and conventions of dramatic storytelling.

### **Unit 2 – Drama performance events**

This unit focuses on drama performance events for an audience other than their class members.

### **Unit 3 – Representational, realist drama**

This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

### **Unit 4 – Presentational, non-realist drama**

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others.

### **Assessment:**

#### Performance/ Production

- Performance to Peers - Script interpretation with costume and props
- Oral presentations
- Extended improvisation: group performance
- Scripted group performance to an external audience

#### Response

- Extended review based on a professional theatre performance
- Reflection based on the impact of choices made for performance/ production work

## **MEDIA PRODUCTION AND ANALYSIS (ATAR)**

The Media Production & Analysis course is an exciting opportunity for students to engage with film, journalistic and other aspects of today's Media culture and is ideal for students who would like to use an Arts subject for part of their university entry score (ATAR) in Year 12. Students have the opportunity tell stories through visual means and learn valuable skills to not only go onto further studies in Media but actively participate in society through reflecting on their highly technological world and the world around them. This course encourages students to find their pathway in the Media industry, whether this is filmmaking, journalism or something else. By the end of Unit 4, students learn to have a grasp of being an auteur, creating a personal style in their filmmaking productions. They are also given the opportunity to choose to showcase documentary filmmaking talents. Productions created can be used to add to a portfolio of Media work.

**Prerequisites:** A minimum B grade (65%) in Year 10 English is required and meets prerequisites for ATAR English. Previous Media Arts experience in lower school (A or B grades) is advantageous. Students not meeting this requirement may be accepted on LA Manager recommendation.

**Structure of the syllabus:** The Year 11 and 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### **Yr 11, Unit 1 – Popular culture**

Content for Popular Culture unit can include music videos, reality television, and television drama. Students explore codes and conventions of these mainstream aspects of modern Media and analyse the effect of budgets, representation, marketing and other outside factors contributing to production.

### **Yr 11, Unit 2 – Journalism**

Content for Journalism unit can include current affairs, television news, documentary, and mockumentary. Students explore the world of news in a critical manner, looking at codes and conventions used, how meaning is created and interpreted and the effect of outside factors such as media ownership, representation, and ethics.

### **Yr 12, Unit 3 – Media Art**

Possible content for Media Art includes art cinema, national cinema, and independent film. Students are immersed in the world of independent and artistic filmmaking, discovering the aesthetic qualities that challenge audience expectations of the film. Film movements are studied through the looking at the history of cinema. Students are encouraged to create their own art film within this unit that may form their final SCSA production submission.

### **Yr 12, Unit 4 – Power and Persuasion**

Possible content for Power and Persuasion includes aspects such as documentary, national cinema, and propaganda. Students critically analyse the media and aspects of propaganda from the past and present. Students study the impact of propaganda and representation, pressures of the media in terms of ownership and control and the impact this has on society. Students are encouraged to create their own documentary within this unit that may form their final SCSA production submission.

### **Assessment:**

#### Production

- Reality television segment (Unit 1)
- Music video (Unit 1)
- Current Affairs (Unit 2)
- Art Film Making (Unit 3)
- Current affairs segment (Unit 4)
- Documentary/mockumentary (Unit 4)

#### Response

- Essay
- Short Answer Assessment
- Investigation

Written Examination – Students are required to sit a written exam for every unit.

Practical examination - Students are required to produce a resolved production work for every unit

### **Post School Career Pathways:**

With a choice of Bachelor Degree majors spanning traditional and humanities disciplines, this course enables students to pursue their passion and career goals simultaneously in post-school further study. Suggested Bachelor Undergraduate Degree pathways would be; Bachelor of Arts/Bachelor of Media and Communications or Bachelor of Arts (Arts Management).

## VISUAL ARTS (ATAR)

The study of ATAR Visual Arts encourages respect for cultural and aesthetic differences and promotes creative thinking and problem-solving. This subject covers a range of art-making processes including painting, collage, image manipulation, drawing, sculpture, textiles, ceramics, printmaking, installation, and assemblage and is ideal for students who would like to use an Arts subject for part of their university entry score (ATAR) in Year 12. The practical work is supported by art historical studies with strong research underpinnings. Visual language studies form a large part of the subject and are based on the skills of constructing, reading and interpreting visual language for meaning making. Assessment is through a combination of production works, critical analysis essays, response questions and investigative research tasks which involve the creation of artworks and completion of reports, tests, exhibitions, and exams. All students will be required to provide an A3 hard cover three ring binder and A3 plastic display sleeves to support the organisation of course work. Significant out of class time is expected to support practical skills.

**Pre-requisites:** Achievement of a minimum of a 'B' grade (65%) in Year 10 Visual Art and Year 10 English and meets prerequisites for ATAR English. NB: Students who have not taken Year 10 Art submit a portfolio and participate in a diagnostic written assessment. Students not meeting this requirement may be accepted on LA Manager recommendation.

**The structure of the syllabus:** The Year 11 & 12 syllabus is divided into two units, each of one-semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Yr 11 - Unit 1 – Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation. You will produce a body of work on the theme 'differences' focusing on styles and approaches to the representation of the portrait through time. Explore the idea of portraiture in the art by looking at the works of artists such as Cindy Sherman, Andy Warhol, Lucien Freud, Chuck Close, Yasumasa Morimura, Tracey Moffatt. *You will* create a portrait that combines a variety of art forms. The resolved artwork/s will incorporate observational drawings, photography and mixed print media. You are required to explore a range of wet and dry drawing media, alternative grounds and collage techniques with a particular focus on mixed media.

### Yr 11 - Unit 2 – Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation. In working with this focus, you will explore concepts or issues related to personal, social, and cultural identity and look at works by artists such as Swoon, Shaun Tan, and Fiona Hall. You will become aware that self-expression distinguishes individuals as well as cultures. From your visual inquiry drawings, you will develop an artwork that reflects and represents an understanding of Australian Identity for your final work.

### Yr 12 – Unit 3 - Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries. In response to the unit focus, you will explore the concept of social commentaries looking at works by artists such as Shepard Fairey and Banksy. This unit will involve you investigating some aspect of society and expressing a comment about the issue. You should aim to choose a topic or issue that has personal significance for you. You may choose the studio area you work in (drawing, painting, textiles, printmaking, sculpture, photography, etc). You are recommended to work to your strengths and may combine studio areas. Your artwork should take inspiration from an artist who deals with points of view in their work, this inspiration may be stylistic, thematic or in the selection of materials or processes.

### Yr 12 - Unit 4 – Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view. This unit will involve you investigating concepts to communicate

a personal point of view looking at works by artists such as Barbra Kruger, Ben Quilty, and Patricia Piccinini. You should aim to choose a topic or issue that has personal significance for you. You may choose the studio area you work in (drawing, painting, textiles, printmaking, sculpture, photography, etc.). You are recommended to work to your strengths and may combine studio areas. Your artwork should take inspiration from an artist who deals with points of view in their work, this inspiration may be stylistic, thematic or in the selection of materials or processes.

### **Assessment:**

#### Production

- Resolved large scale artwork for every unit completed
- A3 Folio of Inquiry for every unit completed

#### Response

- Essay
- Short Answer Assessment
- Investigation

Written Examination – Students are required to sit a written exam for every unit.

Practical examination - Students are required to produce a resolved production work for every unit

### **Post School Career Pathways:**

With a choice of Bachelor Degree majors spanning traditional and humanities disciplines, this course enables students to pursue their passion and career goals simultaneously in post-school further study. Suggested Bachelor Undergraduate Degree pathways would be; Bachelor of Arts, Bachelor of Arts (Arts Management), Diploma in Live Production and Technical Services, or Bachelor of Design.

### **Visual Art (General)**

The aim of the course is to promote visual and contextual knowledge of Art from various cultures with the pursuit of quality through the use of experimentation and purposeful creative work. Students will need to show a high level of time commitment to artistic development. Artistic learning requires a high level of cognitive activity. Students must locate studies within cultural contexts, from which to discover and develop appropriate studio techniques. They must demonstrate a sense of cultural identity and develop a critical and informed view on contemporary issues. There is an emphasis on both practical and theory components in this course.

**Prerequisites:** It is recommended that a student has successful completion of Year 10 Visual Art. Preference will be given to students who have studied Year 9/10 Visual Arts. NB: Students who have not taken Year 9/10 Art submit a portfolio and participate in a diagnostic assessment.

**Syllabus:** The Year 11 syllabus is divided into two units, each of one-semester duration, which is typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### **Unit 1 – Experiences**

Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

## Unit 2 – Explorations

Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

## Unit 3 – Inspirations

Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. In response to the unit focus 'Inspirations', you will be inspired by the artists Claes Oldenburg, and Wayne Thiebaud. This task will involve you exploring the concept consumerism in the production of a sculpture and a painting. You will use food as a means to express an opinion or idea regarding consumerism and the world we live in.

## Unit 4 – Investigations

Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies. In response to the unit focus 'Investigations', you will be inspired by the artist Shepard Fairey. Shepard Fairey, made famous from his questioning artworks like the Obey Giant campaign and his propaganda poster of Barack Obama, has become one of the most influential street artists of our time. This task will involve you exploring the street art and graphic designs in the production of a stencilled printed poster. The project will include screen printing and lino printing.

### Assessment:

#### Production

- Resolved Folio of thinking and working practices
- Resolved Large Scale Artwork for each unit
- Artist Statement

#### Response

- Extended investigation into the work and style of a selected artist
- Reflection based on the impact of choices made for performance/ production work
- Written analysis based on the work and style of a selected artist