



URSULA FRAYNE
CATHOLIC COLLEGE

2024 YEAR 11/12 HANDBOOK



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INTRODUCTION

This Curriculum Handbook provides information about pathways and courses offered to students in Years 11 and 12. It also provides information and relevant links relating to the Western Australian Certificate of Education (WACE) and post-school destinations.

Ursula Frayne Catholic College offers a broad range of courses and pathways to best support the needs of each student. We would expect that students continue to embrace all aspects of a holistic education through active involvement in all facets of College life. High levels of attendance, involvement in Cluster and co-curricular activities and participation in the liturgical life of the College help to enrich each student and help shape the Frayne Graduate. In partnership with parents, we aspire for all our students to be good at learning and good at life, ready to effectively undertake any challenges in their post-school destinations.

The selection of appropriate Senior School pathways and subjects that suit the student's needs is crucial. In making decisions regarding the selection of subjects, students and parents are encouraged to speak with the VET and Careers Coordinator, Mr Michael Openshaw, any of the Learning Area Coordinators, their Cluster Leaders and/or myself.

Ursula Frayne Catholic College provides individual counselling for each student in the Senior School to facilitate the process of selecting subjects. It is compulsory for the parents/guardians of all students in Year 10 to attend a subject selection interview with their child before entering into Year 11. Each family will receive a letter outlining who their Course Counsellor is and the process required for booking an interview. Students in Year 11 are encouraged to meet if they are considering changing their pathway.

Students who do not meet the entry requirements for specific subjects may not be permitted to study these subjects in 2024. Parents and students should also be aware that College resources may restrict the accessibility of some subjects described in this handbook. Subjects that are chosen by an insufficient number of students may not be available in 2024. Ultimately, the responsibility for the subjects offered to students resides with the College Principal.

Knowledge of the information provided in this handbook will assist the subject selection process. Parents and students are urged to familiarise themselves with the contents of this handbook to make informed pathway and subject choices.

Please do not hesitate to contact me should you wish to clarify any issues pertaining to subject selection.

Mr Joe Sciorilli
Head of Senior School

CHRISTIAN SERVICE LEARNING - A COLLEGE REQUIREMENT

The Christian Service Learning program is an important way of expressing Gospel values. It is a visible demonstration of the core values of Ursula Frayne Catholic College. The College considers the completion of Christian Service Learning by all Senior School students as an essential part of the graduation process.

The College requires that students must complete a minimum of 30 hours of Christian Service Learning between Years 10 and 12. This includes the service as well as the completion of the CSL Reflective Journal.

It is envisaged that the majority of students will complete more than 30 hours. Each student’s Homeroom Teacher will monitor and record their progress. Students are required to download a journal from the College website for recording their hours and submit their log and their reflections to their Homeroom Teacher. This is to be signed by the person supervising their service.

LEADERSHIP OPPORTUNITIES

It is expected that Year 11 students applying for leadership positions in Term 3 will have completed a significant amount of Christian Service Learning.

The following leadership positions are available in the Senior School:

Year 10	3 x McAuley Cluster Representatives 3 x Siena Cluster Representatives 3 x Xavier Cluster Representatives
Year 11	3 x McAuley Cluster Representatives 3 x Siena Cluster Representatives 3 x Xavier Cluster Representatives
Year 12	Head Boy and Head Girl Deputy Head Boy and Deputy Head Girl 2 x McAuley Cluster Captains 2 x Siena Cluster Captains 2 x Xavier Cluster Captains 1 x Arts Captain & a number of Arts Prefects 1 x Ministry Captain & a number of Ministry Prefects 1 x Sport Captain & a number of Sport Prefects 1 x IT Captain & a number of IT Prefects

The following students meet after school on a fortnightly basis and form the Senior School Council:

- Head Boy and Head Girl
- Deputy Head Boy and Deputy Head Girl
- Six Cluster Captains
- Arts, Ministry, Sport and IT Captains

WACE REQUIREMENTS

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study in Year 11 and 12 to achieve the WACE. The WACE is recognised by universities, industry and other training providers.

Achievement of a WACE signifies that a student has successfully met the:

- breadth and depth standard
- achievement standard
- literacy and numeracy standard

For further information on how to meet each of these standards please see:

<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>

For further information on the literacy and numeracy standards please see: https://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0019/76420/OLNA_Parents_carers_brochure.pdf

The College ensures that all of its pathways and subject offerings provide students with the opportunity to achieve the WACE. The College will work with any students who are identified as being at risk of not achieving the WACE standards to ensure they are enrolled in the appropriate subjects.

There are four main types of subjects that are available in the WACE including:

- ATAR (Australian Tertiary Admission Rank) courses;
- General courses;
- Vocational Education and Training (VET) Certificates; and
- Endorsed programs

For further information on the types of subjects available see here:

<https://student.scsa.wa.edu.au/curriculum>

The Frayne Pathways mean it is possible to ‘mix and match’ these options to provide students with the best platform to meet the requirements to achieve the WACE and prepare students for life beyond school.

INFORMATION AND RESOURCES

The School Curriculum and Standards Authority (SCSA) and Tertiary Institutions Services Centre (TISC) provide handbooks and resources for all parents and students. Please see the handbooks for further information:

Year 10 into 11

<https://senior-secondary.scsa.wa.edu.au/further-resources/year-10-information>

Year 11 into Year 12

<https://senior-secondary.scsa.wa.edu.au/further-resources/year-12-information>

University Admissions

<https://www.tisc.edu.au/static/guide/faq.tisc>

CHOOSING A PATHWAY AND SELECTING SUBJECTS

To make a well-informed decision on the selection of subjects in Senior School, it is important that students consider their future career options and post-school education. Students and their parents are encouraged to gather as much information as possible. As students learn more about themselves and the opportunities available to them, students should gain more confidence in their career planning and decisions making. In considering career options, students should take into account:

- their academic ability
- their skills
- their talents
- their areas of interest, and
- their personality.

HELPFUL RESOURCES

Students are surrounded by a complex interplay of influences shaping their career development. It is important to support students to explore what success means to them and the opportunities available to them. There are a range of resources that can assist students to explore their career interests, post-school educational choices and labour market information.

- <https://ursula-frayne.careertools.com.au/>
- <https://www.yourcareer.gov.au/>
- <https://myfuture.edu.au/>
- <https://www.jobsandskills.wa.gov.au/>
- <https://skillsroad.com.au/>
- <https://labourmarketinsights.gov.au/>
- <https://www.gooduniversitiesguide.com.au/>

FACTORS TO CONSIDER IN SELECTING A PATHWAY AND SUBJECTS

Once students have explored their career interests in more detail they will be able to make well-informed decisions about their futures and the process of selecting subjects in Years 10, 11 and 12 will be much easier. It is recommended that students consider the following:

a) **ACADEMIC ACHIEVEMENT**

In order to achieve success in senior subjects, it is essential that students achieve and maintain the required academic standards. ATAR subjects have minimum entrance requirements that are based on longitudinal data and evidence of what is required to achieve success in that subject. Please ensure students are aware of subject prerequisites so they can strive to meet them prior to subject selection.

b) **LEARNING INTERESTS**

Students should pursue subjects that they are interested in. Students who take subjects they like, enjoy or are passionate about are more likely to maximise their achievement.

c) **FUTURE ASPIRATIONS**

Students should consider carefully the types of learning experiences that will prepare them for their future. Different subjects have a different focus and students should select subjects that will develop their knowledge and skills needed for their future endeavours.

POST SCHOOL DESTINATIONS

Students should consider their post-school goals when selecting a pathway and subjects. Students are encouraged to select a pathway that provides learning experiences that prepares them for their future goals. Student should consider the latest labour market interests and trends when considering their career goals. The Australian jobs publication contains WA economic information including size of industries and predicted demand: <https://www.yourcareer.gov.au/resources/australian-jobs-report>

There are five post-school destination options that students should research and consider:

- University
- TAFE
- Apprenticeships and Traineeships
- Open employment
- Self-employment

University

University is a popular destination for students leaving school with many occupations requiring university level qualifications. Each university course has different entrance requirements that can impact the admission process. Check the entrance requirements carefully so you can make an informed decision on the pathway or subjects to choose in Senior School. As the economy evolves, many universities have adjusted their admission requirements to recognise a more broad achievement of knowledge and skills. Accessing university via skills-based or VET pathways is becoming more popular. However, not all courses are available via VET, portfolio or academic preparation pathways so ensure you are making well-informed decisions. It is important to understand the graduate employment outcomes to ensure you are investing wisely in your choice of study: [https://www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos))

TAFE

Some industries and occupations that are more skills-based require VET qualifications and certifications. Most TAFE courses have standard admission requirements that all school leavers meet through achieving the WACE. However, some competitive entry courses rank students based on prior VET qualifications achieved and hours of work experience. Ensure you check the requirements of the course you are aiming to study. There has been growing improvement in VET employment outcomes and students should consider whether choosing to study VET may provide them with more employment opportunities: <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/vet-student-outcomes-2022>

Apprenticeships and traineeships

Apprenticeships are skilled occupation preparation programs that allow students to earn while they learn. They have the highest employment outcome in Australia with only 2% of individuals who obtain an apprenticeship unemployed. Given skills shortages and the structure of the WA labour market there is also growing demand and earning potential for students who follow this pathway. Employers desire students who have completed work experience, pre-apprenticeship programs and have a driver's license so students should focus on these areas to be more competitive in securing an apprenticeship. Traineeships are non-trade based contracts that allow students to obtain a VET qualification while they are working. They are popular in business and healthcare services. Check out the resources here: <https://www.jobsandskills.wa.gov.au/training/apprenticeships-and-traineeships>

Open employment

Some students may wish to defer further studies and participate directly in the labour market. Students who have part-time work experience and VET qualifications are more competitive in securing work. Students should consider seeking a part-time or full-time contract for guaranteed weekly hours as casual work is not as secure.

Self-employment

Many young people now have opportunities via digital platforms and small business training programs to turn their ideas into small business ventures. There are a range of accelerator and training programs to encourage and support entrepreneurially-minded young people to develop their business and enterprise skills. Students who have their own online business or are making and selling their own products should consider a senior school pathway that provides learning opportunities to network and connect with mentors to support their entrepreneurial development. A range of resources are available here: <https://www.smallbusiness.wa.gov.au/>

FRAYNE PATHWAYS

To ensure that all students meet the WACE requirements and have opportunities to strive for excellence a range of pathways are available at Ursula Frayne Catholic College.

All pathways require the students to select six subjects with Religion and Life and English compulsory. Students will also need to select a List B subject. Please see the table on Page 11 for Year 11 and Page 13 for Year 12 for the list of available subjects.

The pathways available are:

- **ATAR Pathway:** This pathway is designed for students who aim to generate an Australian Tertiary Admission Rank (ATAR) through the completion of a minimum of four ATAR subjects and end of school WACE examinations.
- **Comprehensive Pathway:** This pathway is designed for students who are looking for a broad selection of subjects aligned to their interests and strengths. Students can select and combine a range of ATAR, General and VET subjects.
- **ASPIRE Pathway:** This pathway is designed for students who are looking to combine their interests and strengths with an out-of-school learning program. Students are able to access TAFE training or Workplace Learning through the College's ASPIRE partners to develop their work and employability skills. Students attend their ASPIRE program for a whole day once per week.
- **Enrichment Pathway:** This pathway is by invitation only. It is designed for students who are identified as requiring additional support and individual customisation of their education program. Students may participate in a range of experiences to assist their development as part of an Individual Education Plan.

ATAR Pathway

This pathway is designed for students who aim to generate an Australian Tertiary Admission Rank (ATAR) through the completion of a minimum of four ATAR subjects and end of school WACE examinations. It requires students to demonstrate the minimum academic proficiency required to select particular subjects.

Please note, the College recommends selecting a minimum of five ATAR subjects based on longitudinal data that indicates students with five ATAR subjects achieve a higher average ATAR than those with only four ATAR subjects.

However, any student who can demonstrate academic achievement in a minimum of four ATAR subjects is still eligible for this pathway.

Please note the School Curriculum and Standards Authority policy for students who may be eligible for assessment adjustments: https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0010/987121/Equitable-Access-to-Assessment-Policy-and-Guidelines.pdf

Post-school focus: university studies via an ATAR admission process

Pathway A (6 ATAR)	Pathway B (5 ATAR)	Pathway C (4 ATAR)
Religion and Life ATAR	Religion and Life General	Religion and Life General or ATAR
English ATAR	English ATAR	English ATAR
List B ATAR	List B ATAR	List B ATAR or General
List A or B ATAR	List A or B ATAR	List A or B ATAR
List A or B ATAR	List A or B ATAR	List A or B ATAR
List A or B ATAR, General or VET subject	List A or B ATAR	List A or B General or VET course (or ATAR if List B and RE course are General)

Comprehensive Pathway

This pathway is designed for students who are looking for a broad selection of subjects aligned to their interests and strengths. Students can select and combine a range of ATAR, General and VET subjects.

Students on this pathway would like the challenge of a combination of subjects that may include ATAR subjects. Students need to meet the prerequisites for all subjects selected.

Post-school focus: university studies via a portfolio / 6 month preparation course or TAFE studies

Pathway A (2 ATAR)	Pathway B (1 ATAR)	Pathway C (no ATAR)
Religion and Life ATAR or General	Religion and Life ATAR or General	Religion and Life General
English ATAR or General	English ATAR or General	English General
List B ATAR or General	List B ATAR or General	List B General
List A ATAR or A / B General	List A ATAR or A / B General	List A or B General
List A or B General or VET subject	List A or B General or VET subject	List A or B General or VET subject
List A or B General or VET subject	List A or B General or VET subject	List A or B General or VET subject

ASPIRE Pathway

This pathway is designed for students who are looking to combine their interests and strengths with an out-of-school learning program. Students are able to access TAFE training or Workplace Learning through the College's ASPIRE partners to develop their work and employability skills. Students attend their ASPIRE program for a full day once per week (normally on a Friday). Students may also complete TAFE studies as an alternative pathway to university.

The ASPIRE subject provides students with opportunities for independent learning to complete requirements for the ASPIRE program and other subjects.

Please see the ASPIRE VET Partner links for further information on what is available.

Post-school focus: university studies via a VET admission process (Cert IV level), apprenticeships / traineeships, open employment or TAFE studies

Pathway A (2 ATAR)	Pathway B (1 ATAR)	Pathway C (no ATAR)
Religion and Life ATAR or General	Religion and Life ATAR or General	Religion and Life General
English ATAR or General	English ATAR or General	English General
List B ATAR or General	List B ATAR or General	List B General
List A ATAR or A / B General or VET subject	List A ATAR or A / B General or VET subject	List A or B General or VET subject
List A or B General or VET subject	List A or B General or VET subject	List A or B General or VET subject
ASPIRE	ASPIRE	ASPIRE

Enrichment Pathway

This pathway is by invitation only. It is designed for students who are identified as requiring additional support and individual customisation of their education program. Students may participate in a range of experiences to assist their development as part of an Individual Education Plan.

Post-school focus: apprenticeships / traineeships, open employment or TAFE studies

Pathway A (5 days)	Pathway B (4 days)
Religion and Life General or Foundation or Preliminary	Religion and Life General or Foundation or Preliminary
English General or Foundation or Preliminary	English General or Foundation or Preliminary
Mathematics Essentials General or Foundation or Preliminary	Mathematics Essentials General or Foundation or Preliminary
List A or B General or VET or supported learning	List A or B General or VET or supported learning
List A or B General or VET subject or supported learning	List A or B General or VET or supported learning
List A or B General or VET subject or supported learning	ASPIRE

YEAR 11 SUBJECTS AVAILABLE FOR SELECTION

Students should ensure they check the pathway requirements and subject entry requirements when selecting their subjects.

LIST A (Arts, Languages, Social Science)	LIST B (Mathematics, Science, Technology)
<ul style="list-style-type: none"> • Religion and Life ATAR • Drama ATAR • Economics ATAR • English ATAR • Geography ATAR • Japanese: Second Language ATAR • Literature ATAR • Modern History ATAR • Visual Arts ATAR <hr/> <ul style="list-style-type: none"> • Children, Family & Community General • Drama General • English General • Religion and Life General • Visual Arts General 	<ul style="list-style-type: none"> • Accounting and Finance ATAR • Biology ATAR • Chemistry ATAR • Human Biology ATAR • Mathematics Applications ATAR • Mathematics Methods ATAR • Mathematics Specialist ATAR • Physical Education Studies ATAR • Physics ATAR <hr/> <ul style="list-style-type: none"> • Applied Information Technology General • Food Science and Technology General • Integrated Science General • Mathematics Essentials General • Physical Education Studies General
VET Courses	
<p>On campus</p> <ul style="list-style-type: none"> • CUA20220 Certificate II Creative Industries in partnership with RTO 41549 Cosamp • MEM20422 Certificate II Engineering in partnership with RTO 121314 AIET (2 year program) • SIT20322 Certificate II Hospitality in partnership with RTO 40548 IVET Institute (Year 10 Hospitality units required) • BSB20120 Certificate II Work Skills in partnership with RTO 40548 IVET Institute 	
<p>ASPIRE – Out-of-School Learning (Off campus)</p> <ul style="list-style-type: none"> • Workplace Learning Program • School-based traineeships (employer sponsored – hospitality, business admin, retail) 	
<p>VET Partners</p> <ul style="list-style-type: none"> • South Metro TAFE (Funded) - https://www.southmetrotafe.wa.edu.au/secondary-school-students-vetdss • North Metro TAFE (Funded) - https://www.northmetrotafe.wa.edu.au/schools-and-parents/vet-delivered-secondary-students • Construction Futures (Funded) - https://ctf.wa.gov.au/construction-futures/scholarships • College of Electrical Training (Funded) - https://www.cet.asn.au/Courses/Pre-Apprenticeship • Master Plumbers Association (Funded) - https://plumbing.mpaskills.com.au/school-programs-2-2/ • Fremantle Education Centre (Fee for service) - https://fec.org.au/vet-in-schools-programs/ • Health Science Hub (Fee for service) - https://healthsciencehub.com.au/course-lists/ • Australian Health and Fitness Federation (Fee for service) - https://www.ahff.edu.au/ • Austraining WA (Fee for service) - https://www.austrainingwa.com.au/ • Mt Pleasant College (Fee for service) - https://mpc.wa.edu.au/ 	

YEAR 11, 2024 SUBJECT SELECTION FORM

- Year 11 students must study 6 subjects. Students should indicate their preferred pathway and complete their subject choices
- Students should include TWO reserve subjects in case their selected subjects are unavailable due to timetabling and resourcing decisions.
- It is compulsory for all students to study Religion and Life, English and a List B subject in Year 11. Students can select these courses at a level which best suits their individual needs.
- Foundation courses are only available on the Enrichment Pathway and by invitation only.
- Please circle your pathway and use this as a reference to complete your subject selection.

ATAR Pathway			Comprehensive Pathway			ASPIRE Pathway			Enrichment Pathway	
A	B	C	A	B	C	A	B	C	A	B

	Record your preferred subjects based on the Pathway you have selected
Subject 1	Religion and Life _____
Subject 2	English _____
Subject 3 (List B)	
Subject 4	
Subject 5	
Subject 6	
Reserve Subject 1	
Reserve Subject 2	
ASPIRE Pathway notes (if ASPIRE selected eg. WPL or VET course name)	

Student name		Parent / Carer name	
Student signature		Parent / Carer signature	
Date		Date	
Course counsellor name		Course counsellor signature	

YEAR 12 SUBJECTS AVAILABLE FOR SELECTION

Students should ensure they check the pathway requirements and subject entry requirements when selecting their subjects.

LIST A (Arts, Languages, Social Science)	LIST B (Mathematics, Science, Technology)
<ul style="list-style-type: none"> • Religion and Life ATAR • Drama ATAR • Economics ATAR • English ATAR • Geography ATAR • Japanese: Second Language ATAR • Literature ATAR • Modern History ATAR • Visual Arts ATAR <hr/> <ul style="list-style-type: none"> • Drama General • English General • Religion and Life General • Visual Arts General 	<ul style="list-style-type: none"> • Accounting and Finance ATAR • Applied Information Technology ATAR • Biology ATAR • Chemistry ATAR • Human Biology ATAR • Mathematics Applications ATAR • Mathematics Methods ATAR • Mathematics Specialist ATAR • Physical Education Studies ATAR • Physics ATAR <hr/> <ul style="list-style-type: none"> • Applied Information Technology General • Children, Family & Community General • Food Science and Technology General • Integrated Science General • Mathematics Essentials General • Physical Education Studies General
VET Courses	
<p>On campus</p> <ul style="list-style-type: none"> • CUA20220 Certificate II Creative Industries in partnership with RTO 41549 Cosamp • MEM20422 Certificate II Engineering in partnership with RTO 121314 AIET (continuing students only – 2 year program) • SIT20322 Certificate II Hospitality in partnership with RTO 40548 IVET Institute • BSB20120 Certificate II Work Skills in partnership with RTO 40548 IVET Institute • BSB30120 Certificate III Business in partnership with RTO 40548 IVET Institute (Cert I or II Work Skills required) 	
<p>ASPIRE – Out-of-School Learning (Off campus)</p> <ul style="list-style-type: none"> • Workplace Learning Program • School-based traineeships (employer sponsored – hospitality, business admin, retail) 	
<p>VET Partners</p> <ul style="list-style-type: none"> • South Metro TAFE (Funded) - https://www.southmetrotafe.wa.edu.au/secondary-school-students-vetdss • North Metro TAFE (Funded) - https://www.northmetrotafe.wa.edu.au/schools-and-parents/vet-delivered-secondary-students • Construction Futures (Funded) - https://ctf.wa.gov.au/construction-futures/scholarships • College of Electrical Training (Funded) - https://www.cet.asn.au/Courses/Pre-Apprenticeship • Master Plumbers Association (Funded) - https://plumbing.mpaskills.com.au/school-programs-2-2/ • Fremantle Education Centre (Fee for service) - https://fec.org.au/vet-in-schools-programs/ • Health Science Hub (Fee for service) - https://healthsciencehub.com.au/course-lists/ • Australian Health and Fitness Federation (Fee for service) - https://www.ahff.edu.au/ • Austraining WA (Fee for service) - https://www.austrainingwa.com.au/ • Mt Pleasant College (Fee for service) - https://mpc.wa.edu.au/ 	

YEAR 12, 2024 SUBJECT SELECTION FORM

- Year 12 students must study 6 subjects. Students should indicate their preferred pathway and complete their subject choices
- Students should include TWO reserve subjects in case their selected subjects are unavailable due to timetabling and resourcing decisions.
- It is compulsory for all students to study Religion and Life, English and a List B subject in Year 12. Students can select these courses at a level which best suits their individual needs.
- Foundation courses are only available on the Enrichment Pathway and by invitation only.
- Please circle your pathway and use this as a reference to complete your subject selection.

ATAR Pathway			Comprehensive Pathway			ASPIRE Pathway			Enrichment Pathway	
A	B	C	A	B	C	A	B	C	A	B

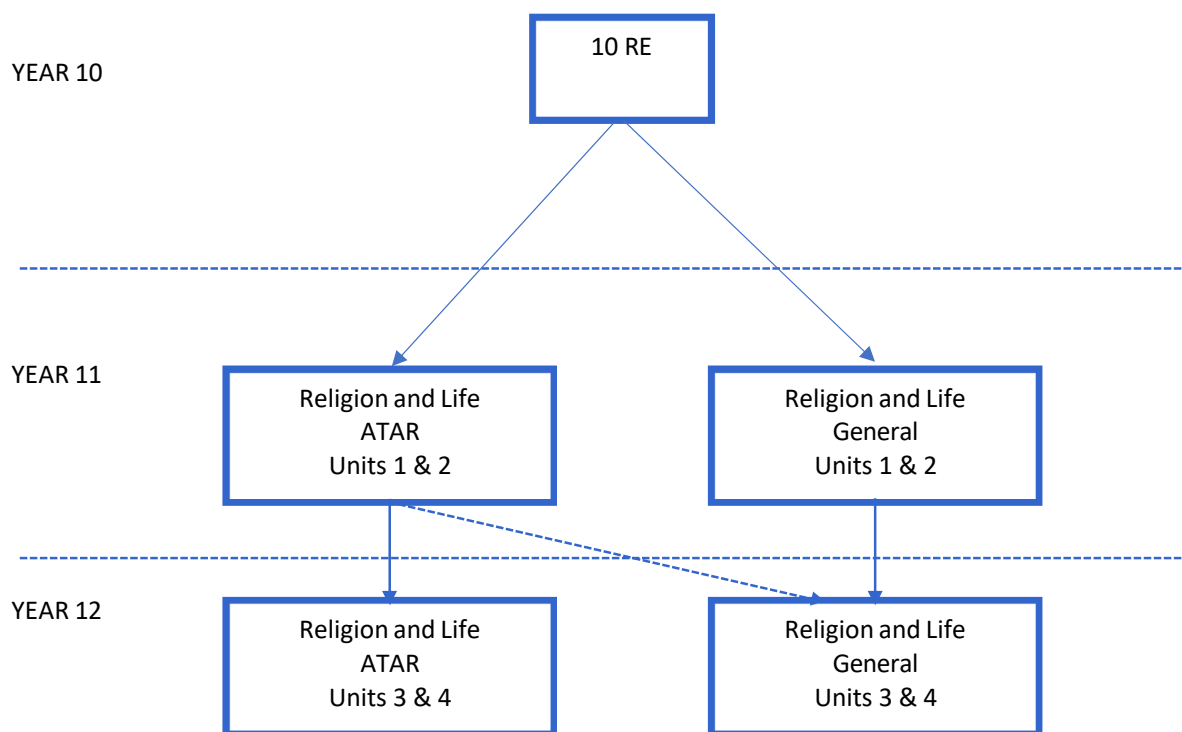
	Record your preferred subjects based on the Pathway you have selected
Subject 1	Religion and Life _____
Subject 2	English _____
Subject 3 (List B)	
Subject 4	
Subject 5	
Subject 6 ASPIRE PATHWAY NOTES (If ASPIRE selected eg. WPL or VET course name)	
Reserve Subject 1	
Reserve Subject 2	

Student name		Parent / Carer name	
Student signature		Parent / Carer signature	
Date		Date	
Course counsellor name		Course counsellor signature	

YEAR 11/12

COURSE OUTLINES

RELIGIOUS EDUCATION LEARNING AREA



Learning Area Coordinator: Religious Education

Mr Joshua Stock

joshua.stock@ufcc.wa.edu.au

RELIGIOUS EDUCATION

Students who take Religion and Life ATAR in Year 11 are normally expected to continue with this in Year 12. Students who choose Religion and Life ATAR in Year 12 will sit an external WACE Examination for Religion and Life at the completion of Year 12. This applies to all students studying this course regardless of whether they wish to gain entry into University.

Students who have studied Religion and Life General in Year 11 can choose Religion and Life ATAR in Year 12 provided that they have achieved an 'A' grade for the General Course and a 'B' grade or better for ATAR English. Please note that a student must have excellent analytical and literacy skills, with the capacity to write lengthy essays in order to be successful in Year 12 Religion and Life ARAR.

YEAR 11 RELIGION & LIFE ATAR

Year Length Course: One Unit per Semester

Prerequisite: B grade in Year 10 Religious Education **and** a B grade in Year 10 English General

Unit 1

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Unit 2

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

YEAR 11 RELIGION & LIFE GENERAL

Year Length Course: One Unit per Semester

Prerequisite: Compulsory if students have selected Religion & Life ATAR

Unit 1

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Unit 2

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

RELIGION & LIFE PRELIMINARY

Year Length Course: One Unit per Semester

Prerequisite: Course designed for Education Support students.

All Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

The Religion and Life Preliminary course provides students with opportunities to learn about one or more religions. They recognise features of religion and the role religion plays in human affairs. Through the course, students learn and apply skills that enable them to learn about religion and the role it plays in society and in the lives of people. Students learn to use information about religion and follow suitable steps that assist and help them to engage with their own learning.

Structure of the syllabus

This course consists of a combined Year 11 and Year 12 syllabus. The syllabus is divided into four units. Each unit is designed to be delivered over a semester, however the pace of delivery will reflect the abilities of the students.

Unit 1

The focus for this unit is experiences of religion. This unit helps students develop a basic understanding of religion and how it is present in society. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion.

Unit 2

The focus for this unit is people and religion. This unit helps students further develop a basic understanding of religion. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion, including how people express religion in their own lives and ways people participate in religion.

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YEAR 12 RELIGION & LIFE ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: C grade in Year 11 Religion & Life ATAR **OR** an A grade in Year 11 Religion & Life General plus B grade Year 11 English ATAR

Unit 3

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

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YEAR 12 RELIGION & LIFE GENERAL

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Compulsory if students have selected Religion & Life ATAR

Unit 3

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

Unit 4

The focus of this unit is religious identity. It examines in more detail the influence of religion on people and how religious people interact with society. Students conduct research and consolidate the skills required for processing information and communicating findings about religion and life.

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YEAR 12 RELIGION & LIFE PRELIMINARY

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Nil. Course designed for Education Support students

This course consists of a combined Year 11 and Year 12 syllabus. Each unit is designed to be delivered over a semester, however the pace of delivery will reflect the abilities of the students.

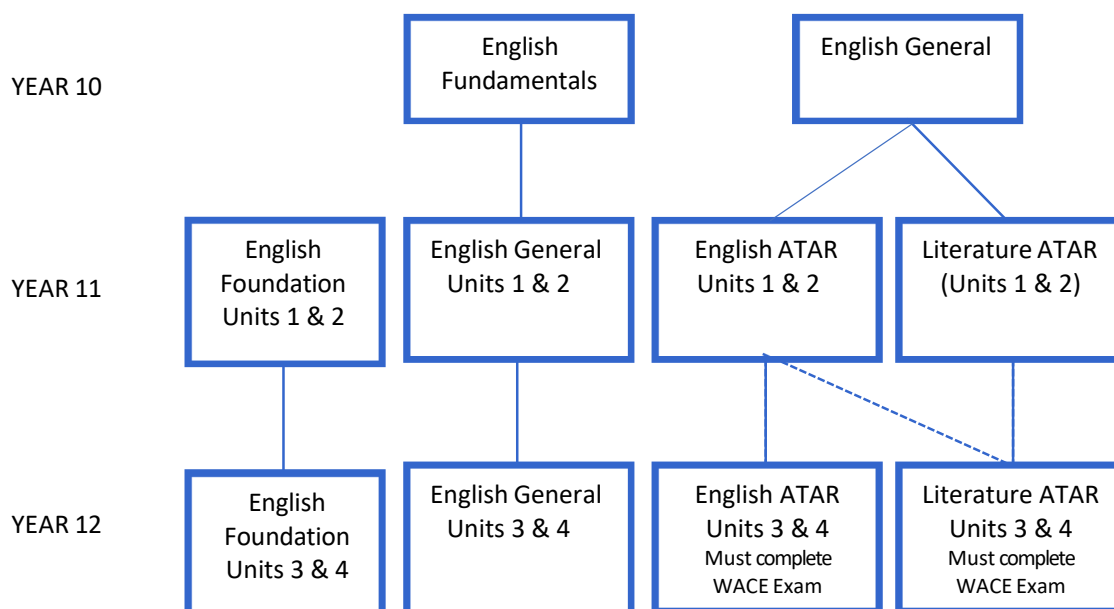
Unit 3

The focus for this unit is belonging to a religion. This unit explores some of the features and roles of religious communities. Through drawing on personal experience and examples, students familiarise themselves with the work of religious communities, and how these communities contribute to society.

Unit 4

The focus for this unit is the role of religion in society. This unit explores some of the ways religion participates in, and contributes, to society. Through drawing on personal experience and examples, students familiarise themselves with the role of religion in society, including ways in which people contribute to the work of religion.

ENGLISH LEARNING AREA



Please note: Students who wish to gain direct entry into university are advised to select **English** or **Literature ATAR** in Years 11 and 12.

Learning Area Coordinator: English

Ms Margaret Rath

margaret.rath@ufcc.wa.edu.au

YEAR 11 ENGLISH ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum achievement of **60%** in Year 10 English Course Mark and Semester 2 Examination

Unit 1

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

Unit 2

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

YEAR 11 ENGLISH GENERAL

Year Length Course: One unit per semester

Prerequisite: Demonstrated literacy standard in the OLNA

Unit 1

Unit 1 focuses on the way in which students comprehend and respond to the ideas and information presented in texts. Students will employ a variety of strategies to assist comprehension. In doing so, they read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure. Students consider how organisational features of texts help the audience to understand the text. They learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts. Students 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. They consider the purposes and possible audiences of texts, and 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. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact effectively in a range of contexts. This unit gives students the opportunity to create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

YEAR 11 ENGLISH FOUNDATION

Year Length Course: One unit per semester

Prerequisite: This course is designed for students who have not demonstrated the minimum standard in the literacy component of the OLNA (specific conditions apply).

Units 1 & 2

Students will develop skills in functional literacy, including appropriate spelling, punctuation and grammar. They will read and create texts for work, learning, community and/or everyday personal contexts. Students will develop their speaking and listening skills for a wide range of contexts.

YEAR 11 ENGLISH PRELIMINARY

Year Length Course: One Unit per Semester

Prerequisite: Nil. Course is designed for Enrichment Pathway students only.

Units 1 & 2

The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language through the use of receptive and expressive communication. Receptive skills can include reading, comprehending, listening and/or viewing. Expressive skills can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts.

The course recognises the diversity of the student population and builds on students' knowledge of how language works and how to use language in a variety of forms and situations. An understanding of how to use language empowers students: it gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

YEAR 11 LITERATURE ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum achievement of 65% in Year 10 English Course Mark and Semester 2 Examination

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.

YEAR 12 ENGLISH ATAR

Year Length Course: One unit per semester, offered as a Unit Pair

Prerequisite: Minimum High C (at least 60%) grade in Year 11 English ATAR or Literature ATAR Course Mark and Semester 2 Examination

Unit 3

Students explore the representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. They compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

YEAR 12 ENGLISH GENERAL

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Demonstrated literacy standard in the OLNA

Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts. Students will explore attitudes, text structures and language features to understand a text's meaning and purpose. They will examine relationships between context, purpose and audience in different language modes and types of texts. Students will consider how perspectives and values are presented in texts to influence specific audiences. They will respond to texts by developing and justifying their own interpretations. Students will learn to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts, and on developing students' reasoned responses to them. Students will explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will analyse the ways in which authors influence and position audiences, and investigate differing perspectives. Students will construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context. When creating their own persuasive, analytical, imaginative, and interpretive texts students will consider purpose and the intended audience response.

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YEAR 12 ENGLISH FOUNDATIONS

Year Length Course: One Unit per Semester

This course is for those students who are yet to meet OLNA Literacy requirements in Reading and Writing.

Units 3 and 4

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

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YEAR 12 ENGLISH PRELIMINARY

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Nil. Course is designed for Enrichment Pathway students

Units 3 & 4

The focus for these units is a continuation of the focus on independence in Units 1 and 2. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings. These units develop students' participation and interaction skills. Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches. Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interaction.

YEAR 12 LITERATURE ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum achievement of **60%** in Year 11 Literature Course Mark and Semester 2 Examination

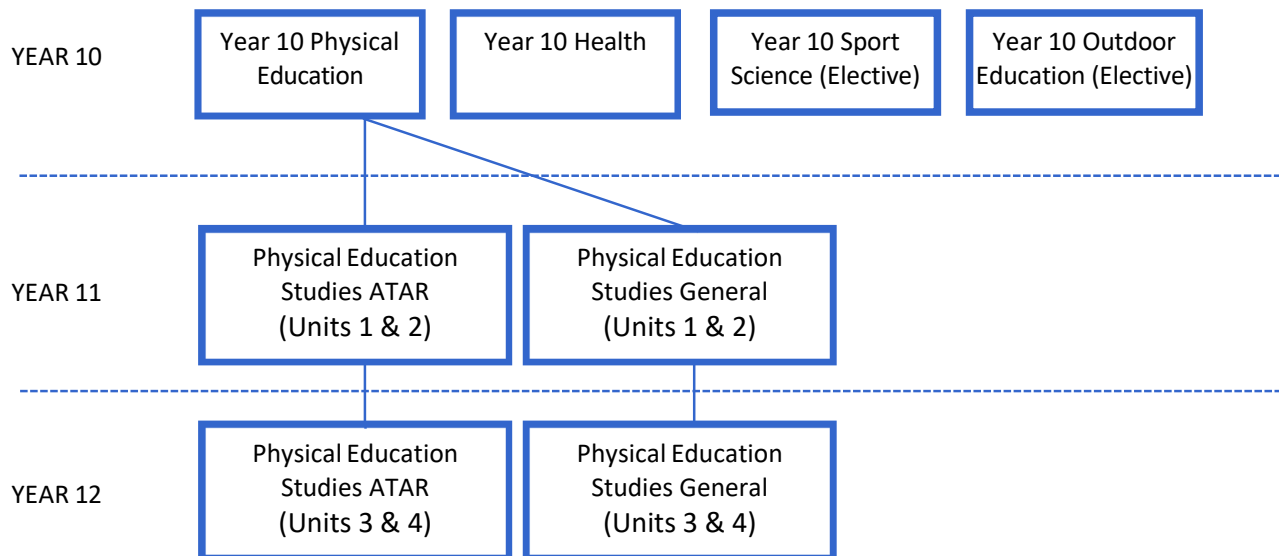
Unit 3

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

Unit 4

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA



Learning Area Coordinator: Health and Physical Education

Mrs Jodie Walsh

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YEAR 11 PHYSICAL EDUCATION STUDIES ATAR

Year Length Course: One Unit per Semester.

Prerequisite: Minimum B grade in Year 10 Physical Education and minimum 55% in Year 10 Science. Please note that students will require both a strong PE background and a willingness to complete a large theoretical workload.

Unit 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes to improve their own and others' performance in physical activity. On completion of this unit, students should be able to: develop sport-specific movement skills and techniques, classify motor skills and phases of motor learning, understand a variety of body systems (skeletal, muscular, circulatory, respiratory and energy), and evaluate the mental skills required for improving performance. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

Unit 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance. On completion of this unit, students should be able to understand: strategies to solve a range of tactical problems, types of feedback, Newton's laws of motion, principles of balance, the relationship between energy systems and physical activity, and explain the interrelationship between training types, fitness components and the principles of training.

YEAR 11 PHYSICAL EDUCATION STUDIES GENERAL

Year Length Course: One unit per semester

Prerequisite: Satisfactory performance in Year 10 PE

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

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. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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.

YEAR 12 PHYSICAL EDUCATION STUDIES ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Year 11 Physical Education Studies ATAR

Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others' performance in physical activity. On completion of this unit, students should be able to: adjust and refine movement skills in dynamic and challenging environments, define transfer of learning and understand its effects, define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum, understand and describe the microstructure of skeletal muscles and how they contract, investigate the relationship between nutritional requirements and energy demands during physical activity, understand the implications of preparing and performing in different environmental conditions, explain the physiological impact of performance enhancers, analyse mental skills strategies used pre, during and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.

Unit 4

The focus of this unit is to extend students' understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance. On completion of this unit, students should be able to: adapt and implement strategic responses varying in complexity to situational demands in dynamic and challenging environments, apply biomechanical principles to analyse and evaluate specific skills, understand the role of the neuromuscular systems in relation to muscle function, critically evaluate training programs designed to improve performance, apply Carron's model of group cohesion to analyse participation in physical activity. Assessment will include Internal and External Theory and Practical examinations after the completion of the course.

YEAR 12 PHYSICAL EDUCATION STUDIES GENERAL

Year Length Course: One unit per semester

Prerequisite: Year 11 Physical Education Studies General

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The General 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 appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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.

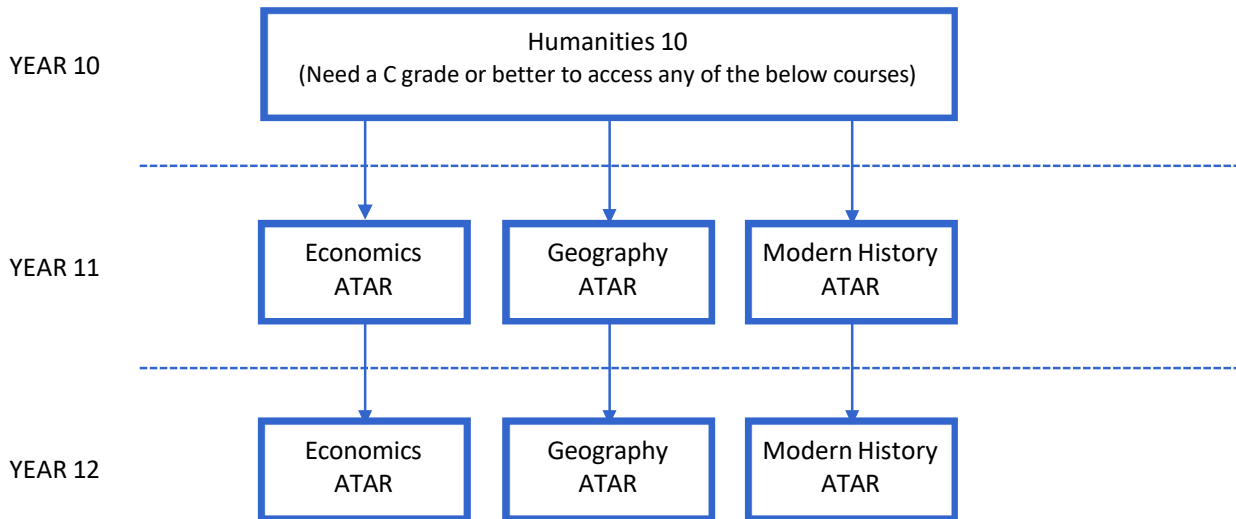
Practical Component

For students studying the Physical Education Studies General Year 12 syllabus, the focus of study is on two sports that will challenge and engage students. This can include Volleyball, Ultimate Frisbee, Touch Rugby and Badminton. Students require the full College sports uniform, including College cap and socks, and shoes suitable for movement.

Assessments

A variety of assessments are included in the General Physical Education Studies program. These are allocated to 50% theory and 50% practical. Assessments can include assignments, tests, investigations and practical components. There are NO examinations in the General course.

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA



Learning Area Coordinator: Humanities and Social Sciences

Mr Paul Colombini

paul.colombini@ufcc.wa.edu.au

YEAR 11 ECONOMICS ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum mid to high C grade in Year 10 Humanities & Social Sciences

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.

Macroeconomics

This unit is an introduction to macroeconomics and the government's role in the economy. It explores macroeconomic issues and problems such as economic growth, inflation and unemployment with an emphasis on the Australian economy. It is important to measure and monitor changes in these macroeconomic variables because they have an important effect on the wellbeing of society. Whilst most economies typically follow a long-term trend of economic growth and rising living standards, they are subject to cyclical fluctuations in the level of economic activity. It is important to understand the nature of the business cycle because changes in the levels of output income, spending and employment have important implications for households, firms and the government. The government, through its spending and taxing powers, plays an important role in the economy. It can affect the allocation of resources and the level of economic activity by targeting important economic objectives.

YEAR 11 GEOGRAPHY ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum mid to high C grade in Year 10 Humanities & Social Sciences

Natural and Ecological Hazards

This unit examines how natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. It also focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards (eg storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides). They will also explore ecological hazards such as the nature and impact of environmental diseases/pandemics.

Global Networks and Interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live. The processes of diffusion, adoption and adaptation at various scales are investigated. Case studies include the globalization of wine production and sport.

YEAR 11 MODERN HISTORY ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum mid to high C grade in Year 10 Humanities & Social Sciences

Understanding the Modern World

The context in which this course is covered is “Capitalism: The American Experience 1907-1941”. Students will become aware of the dynamic nature of US society during this period and examine the values, beliefs and traditions that were prevalent amongst the people at the time. The course examines the main causes of the rise of capitalism in the USA, the impact that events such as conflicts (eg World Wars I) and economic circumstances (eg the “boom” of the 1920s and the Great Depression of the 1930s) had on US society in both the short and the long term. Also examined is the impact that capitalism and consumerism had on groups within American society (eg migrants, African-Americans).

Movements for Change in the Twentieth Century

The context in which this course is covered is “Nazism in Germany 1918-1945”. Students will understand how events, ideas, beliefs and values contributed to the rise of Nazism in Germany during the 1920s and 1930s. In addition to this, a focus will be placed upon the impact that Nazism had on all aspects of German society and the consequences this movement had on foreign relations in the 1930s and 1940s. Groups and individuals who supported and resisted Nazism and their ultimate fate in the Third Reich will also be examined.

YEAR 12 ECONOMICS ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum C grade in Year 11 Economics ATAR

Australia and the Global Economy

This unit explores Australia’s economic relationships with other economies and contemporary global economic events and issues of significance to Australia. Australia is a relatively open economy and, as such, is influenced by changes in the world economy. Globalisation has become an important force in world economics and students have the opportunity to examine its causes and effects. This unit will focus on the importance of foreign trade and foreign investment to the Australian economy. Topics such as the balance of payments, exchange rates and the terms of trade are examined as well as issues such as trade liberalisation and protection. This unit allows students to explore the facts, values and opinions that surround some of the complex international economic events and issues as well as policymaking options that face our society.

Economic Policies and Management

The focus for this unit is how economic actions and policies such as fiscal policy, monetary policy and microeconomic reform operate in the pursuit of the government's economic objectives. The changes that have taken place in the operation of these policies in recent times are also examined. Students learn to make informed predictions about the operation of these policies using economic models and past and current key economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current government policy mix.

YEAR 12 GEOGRAPHY ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum C grade in Year 11 Geography ATAR

Global Environmental Change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. This unit begins with an overview of land cover change drawn from different regions and countries. Two depth studies provide greater detail. The first study focuses on the interrelationship between land cover and either global climate change or biodiversity loss. The second study focuses on the evaluation of a local land cover change initiative designed to address either climate change or biodiversity loss.

Planning Sustainable Places

This unit examines the challenges that exist in designing cities to be more productive, vibrant and sustainable. The unit begins with a global scale overview of the process of urbanisation and its consequences. It recognises the challenges faced by urban planners in making locations more liveable. Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

YEAR 12 MODERN HISTORY ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum C grade in Year 11 Modern History ATAR

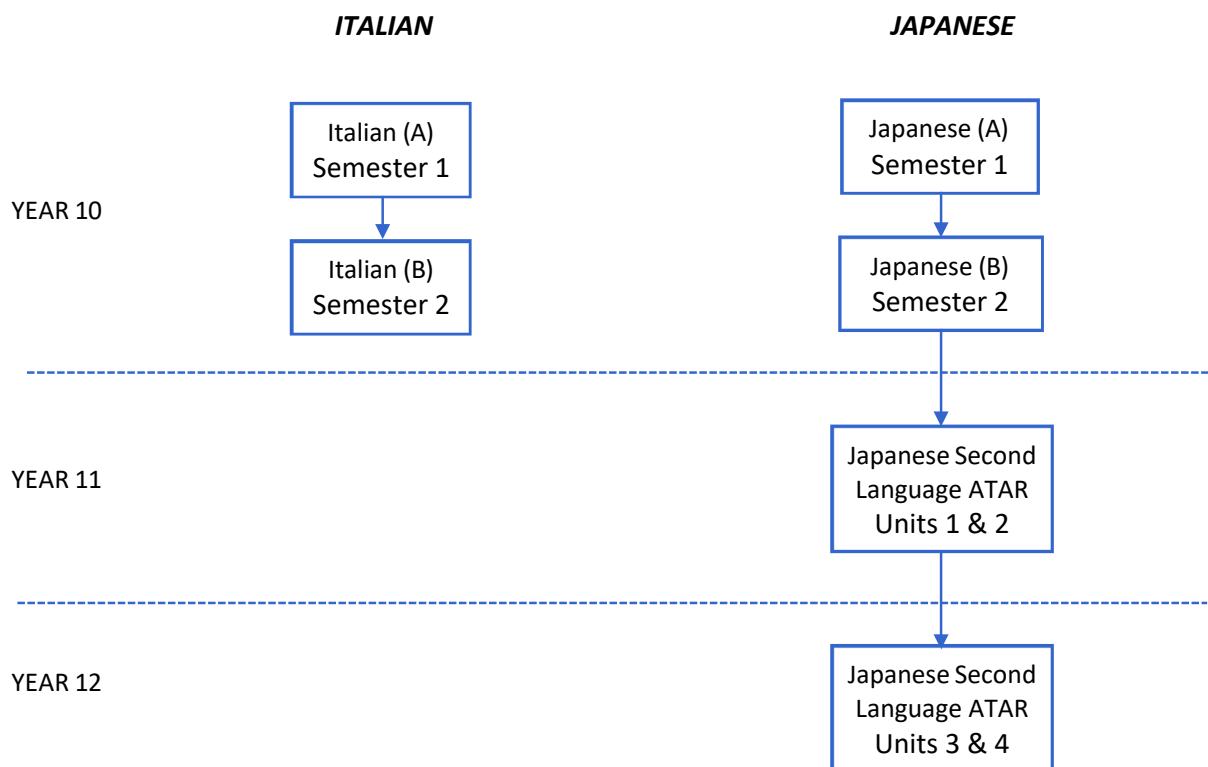
Modern Nations in the Twentieth Century

The context in which this course is covered is "Russia and the USSR 1914-1945". The aim of this unit is to investigate crises that challenged the stability of the Russian government, the path of development that was taken and the social, economic and political order that was established. More specifically, students will explore the events, leaders and ideas that shaped Russia during the study period such as the Tsarist society, Leninism/Stalinism and the Civil War.

The Modern World Since 1945

The context in which this course is covered is "Australia's Engagement with Asia". The unit examines the internal and external forces that impacted upon Australia and its international relations with Asia during the latter part of the twentieth century. A focus will be placed upon how political events, international conflict, changing immigration policies and trade relations changed Australia's involvement with Asian countries after World War II.

LANGUAGES



Please note: A 10% bonus is credited to the final scaled score for Japanese Second Language ATAR

Coordinating Teacher of Languages

Erika Danker

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APPLICATION FOR ENROLMENT IN A LANGUAGE COURSE

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to their enrolment in the course. Information about the process will be discussed with the Year 10 Language students.

Further guidance and advice related to enrolments in a language course can be found on the School Curriculum and Authority website at:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

YEAR 11 JAPANESE: SECOND LANGUAGE ATAR

Year Length Course: One unit per semester

Prerequisite: A minimum C grade in Year 10 Japanese

Unit 1

にちじょうせいかつ

The focus for this unit is 日常生活 (**Daily Life**). Students reflect on their home life and explore homestay experiences, including exchanging information about their personal and family profile, hobbies and interests. They describe typical rules and routines of home and school life. Students explore home-stay, typical rules, routines, family life, school activities, making contact with visitors and making arrangements to meet within Japanese-speaking communities. Students consider the daily life of young people and how they exchange information and opinions.

Unit 2

The focus for this unit is ようこそ、わたしの国へ！ (**Welcome to my country**). Students reflect on welcoming a visitor, networking with friends, making arrangements to go out, entertaining at home, dining out and describing special occasions. Students explore seasonal activities, celebrations, and giving and receiving on special occasions. Students consider a healthy lifestyle in a changing world.

YEAR 12 JAPANESE: SECOND LANGUAGE ATAR

Year Length Course: One unit per semester, offered as a Unit Pair

Prerequisite: A minimum C grade in Year 11 Japanese: Second Language ATAR

Unit 3

りょこうしゃ

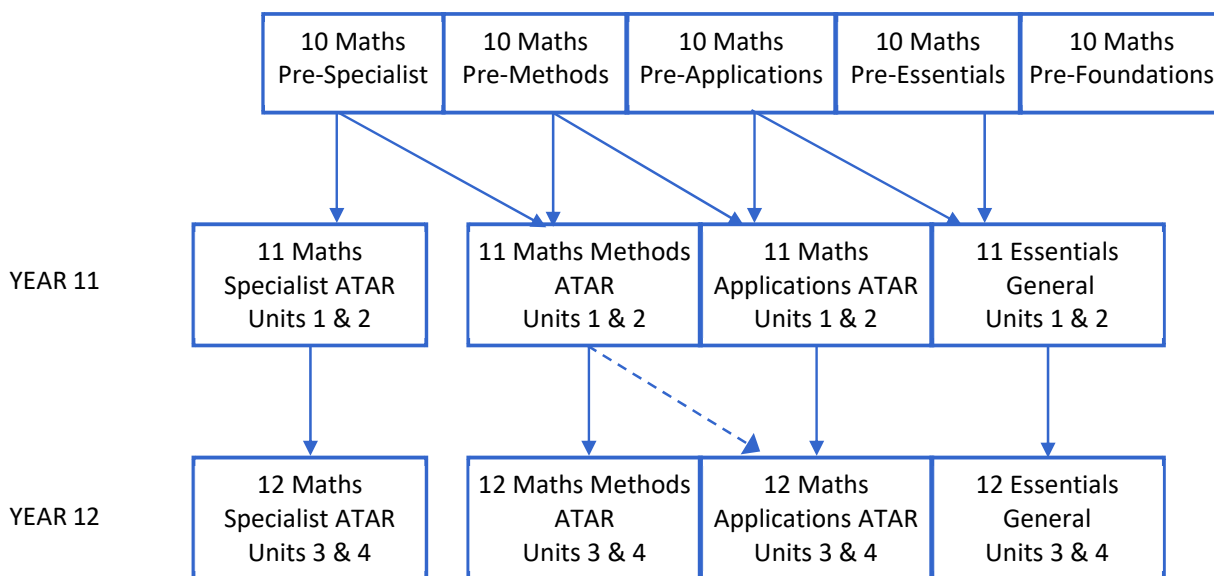
The focus for this unit is わかい旅行者 (**Young travelers**). Students reflect on their own travel experiences, including highlights and problems, travel preparations: what to take, booking accommodation, transport options and sight-seeing. Students explore travel in Japanese-speaking communities: preparation, accommodation, transport options, places of interest and typical travel experiences. Students consider the importance of travel for young people. Students reflect on part time work, pocket money and saving and spending money.

Unit 4

みらい

The focus of this unit is かこと未来 (**Reflections and horizons**). Students reflect on significant events of the year and school life: school balls, graduation, obtaining a driver's license and their future plans. Students explore important events and future plans for young people in Japanese-speaking communities. Students consider the education and career pathways available to young people in a technological world and how the study of Japanese can influence their choices.

MATHEMATICS LEARNING AREA



————— Solid line indicates recommended pathway when the student reaches Year 11.

Please note: A 10% bonus is given to the final scaled ATAR score for Mathematics Specialist and Mathematics Methods

As from 2023:

Mathematics Applications ATAR and Mathematics Methods ATAR is also an acceptable combination in the calculation of an ATAR.

Mathematics Methods ATAR and Mathematics Specialist ATAR is an acceptable combination in the calculation of an ATAR.

Mathematics Applications ATAR is an unacceptable combination with Mathematics Specialist ATAR.

Learning Area Coordinator: Mathematics

Mrs Kerry Ellis

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YEARS 11 AND 12 – OVERVIEW OF MATHEMATICS COURSES

The Mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Mathematics Specialist ATAR is a course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

Mathematics Methods ATAR is a 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.

Mathematics Applications ATAR is a 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.

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

YEAR 11 MATHEMATICS SPECIALIST ATAR

Year Length Course: One Unit per Semester

Prerequisite: B grade or better in Year 10 Pre-Specialist Maths

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

Contains the three topics:

- Trigonometry
- Matrices
- 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.

YEAR 11 MATHEMATICS METHODS ATAR

Year Length Course: One unit per semester.

Note: Students may change to Mathematics Applications Units 3 & 4 in Year 12

Prerequisite: 60% or better in Year 10 Pre-Specialist or Year 10 Pre-Methods Maths

Unit 1

Contains the three topics:

- Counting and probability
- Functions and graphs
- Trigonometric functions

Unit 1 begins with the study of probability and statistics with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. A review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus is covered. 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 the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

Unit 2

Contains the three topics:

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

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

YEAR 11 MATHEMATICS APPLICATIONS ATAR

Year Length Course: One unit per semester

Prerequisite: 60% or better in Year 10 Pre-Applications Maths

Unit 1

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

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

Unit 2

Contains the three topics:

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

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

YEAR 11 MATHEMATICS ESSENTIALS GENERAL

Year Length Course: One unit per semester

Prerequisite: Satisfactory performance in Year 10 Pre-Applications or Year 10 Pre- Essentials Maths. Successful completion of OLNA. This course does not qualify a student for University entrance but may be used for a borderline entrance student.

Unit 1

Contains the four topics:

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

Unit 1 provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to their students. Possible contexts for this unit are Earning and managing money and Nutrition and health.

Unit 2

Contains the four topics:

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

Unit 2 provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit to achieve this goal are Transport and Independent living.

YEAR 12 MATHEMATICS SPECIALIST ATAR

Year Length Course: One unit per semester, offered as a pair.

Prerequisite: C grade or better in Year 11 Mathematics Specialist ATAR

Unit 3

Contains the three topics:

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form. The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

Unit 4

Contains the three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

YEAR 12 MATHEMATICS METHODS ATAR

Year Length Course: One unit per semester, offered as a pair.

Prerequisite: Strong C grade or better in Year 11 Mathematics Methods ATAR

Unit 3

Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4

Contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

YEAR 12 MATHEMATICS APPLICATIONS ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: 60% or better in Year 11 Mathematics Applications ATAR

Unit 3

Contains the three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

‘Graphs and networks’ introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Unit 4

Contains the three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. ‘Loans investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. ‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

YEAR 12 MATHEMATICS ESSENTIALS GENERAL

Year Length Course: One unit per semester, offered as a pair.

Prerequisite: C grade or better in Year 11 Mathematics Essentials General

Unit 3

Contains the four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 3 provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit are Construction and design, and Medicine.

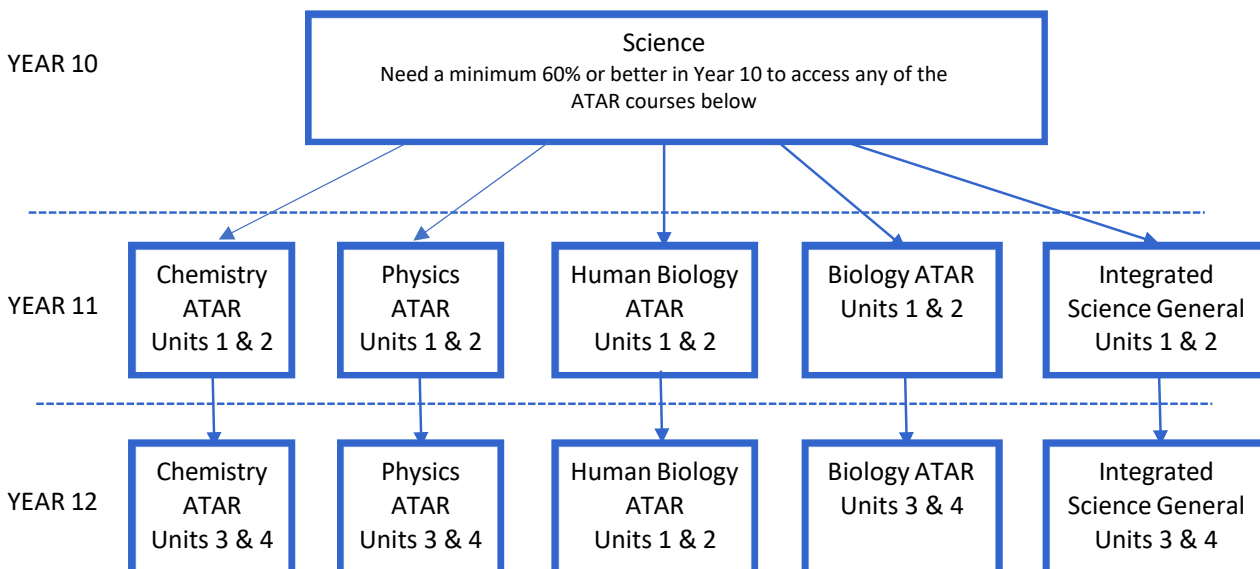
Unit 4

Contains the three topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

Unit 4 provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel. However these contexts may not be relevant for all students and teachers are encouraged to find a suitable context that will make the mathematical topics of this unit relevant for their particular student cohort.

SCIENCE LEARNING AREA



Learning Area Coordinator: Science

Mrs Paula Weston

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YEAR 11 BIOLOGY ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum mid to high C grade in Year 10 Science.

Cost: \$150

Unit 1 – Ecosystems and Biodiversity

In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

Fieldwork is an important part of this unit. It provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment.

Unit 2 – From Single Cells to Multicellular Organisms

In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. Students examine the structure and function of plant and animal systems at cell and tissue levels to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.

Students use Science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

YEAR 11 CHEMISTRY ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum mid to high C grade in Year 10 Science. Please note: students are expected to have a strong Mathematics background and should, at a minimum, have an “A” grade in Pre-Applications Mathematics, or higher.

Unit 1 – Chemical Fundamentals: Structure, Properties and Reactions

In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure and chemical bonding. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

Students use Science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

Unit 2 – Molecular Interactions and Reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts. Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of intermolecular forces and chemical reactions. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behaviour of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

YEAR 11 HUMAN BIOLOGY ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum mid to high C grade in Year 10 Science.

Unit 1 – The Functioning Human Body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

Unit 2 – Reproduction and Inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations. The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid, meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

YEAR 11 PHYSICS ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum mid to high C grade in Year 10 Science. Please note: students are expected to have a strong Mathematics background and should, at a minimum, have an “A” grade in Pre-Applications Mathematics, or higher.

Unit 1 – Thermal, Nuclear and Electrical Physics

In this unit, students explore the ways Physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena. Contexts that can be investigated in this unit include technologies related to nuclear, thermal, or geothermal energy, the greenhouse effect, electrical energy production, large-scale power systems, radiopharmaceuticals, and electricity in the home; and related areas of science, such as nuclear fusion in stars and the Big Bang theory.

Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

Unit 2 – Linear Motion and Waves

Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves. Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of Science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design. Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and many individuals, and the development of ICT and other technologies have contributed to developing understanding of motion and waves and associated technologies.

Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

YEAR 11 INTEGRATED SCIENCE GENERAL

Year Length Course: One unit per semester

Prerequisite: Nil

Cost: \$100

The Integrated Science General course is grounded in the belief that Science is, in essence, a practical activity. From this stems the view that conceptual understandings in Science derives from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of Science as inquiry. It involves students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables students to investigate Science issues in the context of the world around them and encourages them to collaborate and cooperate with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Unit 1

In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.

Unit 2

In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

YEAR 12 BIOLOGY ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum mid to high C grade in Year 11 Biology ATAR

Unit 3 – Continuity of Species

In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making. Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations.

Unit 4 – Surviving in a Changing Environment

In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

YEAR 12 CHEMISTRY ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum mid to high C grade in Year 11 Chemistry ATAR

Unit 3 – Equilibrium, Acids and Bases and Redox Reactions

The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual cells in our bodies. Processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium. In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Unit 4 – Organic Chemistry and Chemical Synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of 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.

Through the investigation of appropriate contexts, students explore the ways in which models and theories have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate regarding current and future uses of local, regional and international resources, evaluate the risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

YEAR 12 HUMAN BIOLOGY ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum mid to high C grade in Year 11 Human Biology ATAR

Unit 3 – Homeostasis and Disease

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

The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine system and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system, including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship with other parts of the nervous system, can be linked to the roles each play in maintaining homeostasis of internal environmental conditions. Comparing and contrasting the endocrine and nervous systems can highlight the roles of each in homeostasis. Humans can intervene to treat homeostatic dysfunction and influence the quality of life for individuals and families.

Different body systems have mechanisms, including physical and chemical barriers that protect the body against invasion by pathogens. The non-specific actions of the body can be aided by the use of antibiotics and antiviral drugs to counter the invasion or reduce the effect of the pathogen. Specific resistance mechanisms involve the recognition of invading pathogens and produce long-lasting immunity. Vaccinations can result in immunity to infection by exposure to attenuated versions of the pathogens.

Unit 4 – Human Variation and Evolution

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

Humans can show multiple variations in characteristics due to the effect of polygenes or gene expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration and chance occurrences. Population gene pools vary due to interaction of reproductive and genetic processes and the environment. Over time, this leads to evolutionary changes. Gene flow between populations can be stopped or reduced by barriers. Separated gene pools can undergo changes in allele frequency, due to natural selection and chance occurrences, resulting in speciation and evolution. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies.

A number of trends appear in the evolution of hominids and these may be traced using phylogenetic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.

YEAR 12 PHYSICS ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum mid to high C grade in Year 11 Physics ATAR

Unit 3 – Gravity and Electromagnetism

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves. Contexts that can be investigated in this unit include technologies, such as artificial satellites, navigation devices, large-scale power generation and distribution, motors and generators, electric cars, synchrotron science, medical imaging, and related areas of science and engineering, such as sports science, amusement parks, ballistics and forensics. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to gravity and electromagnetism, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which Science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students develop their understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena. Through these investigations, they develop skills in relating graphical representations of data to quantitative relationships between variables, using lines of force to represent vector fields, and interpreting interactions in two and three dimensions. They continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations and in evaluating the validity of primary and secondary data.

Unit 4 – Revolutions in Modern Physics

In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory. Contexts that can be investigated in this unit include technologies, such as photo radar, fibre optics, DVDs, GPS navigation, lasers, modern electric lighting, medical imaging, nanotechnology, semiconductors, quantum computers and particle accelerators, and astronomical telescopes such as the Square Kilometre Array. Other contexts may include black holes, dark matter, and related areas of science, such as space travel and the digital revolution.

Through the investigation of appropriate contexts, students explore the ways in which these models and theories, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which Science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and they recognise the limitations of science to provide definitive answers in different contexts.

YEAR 12 INTEGRATED SCIENCE GENERAL

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Nil

Cost: \$100

The Integrated Science General course is a course grounded in the belief that Science is, in essence, a practical activity. From this stems the view that conceptual understandings in Science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of Science as inquiry. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables students to investigate Science issues in the context of the world around them and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

Unit 3

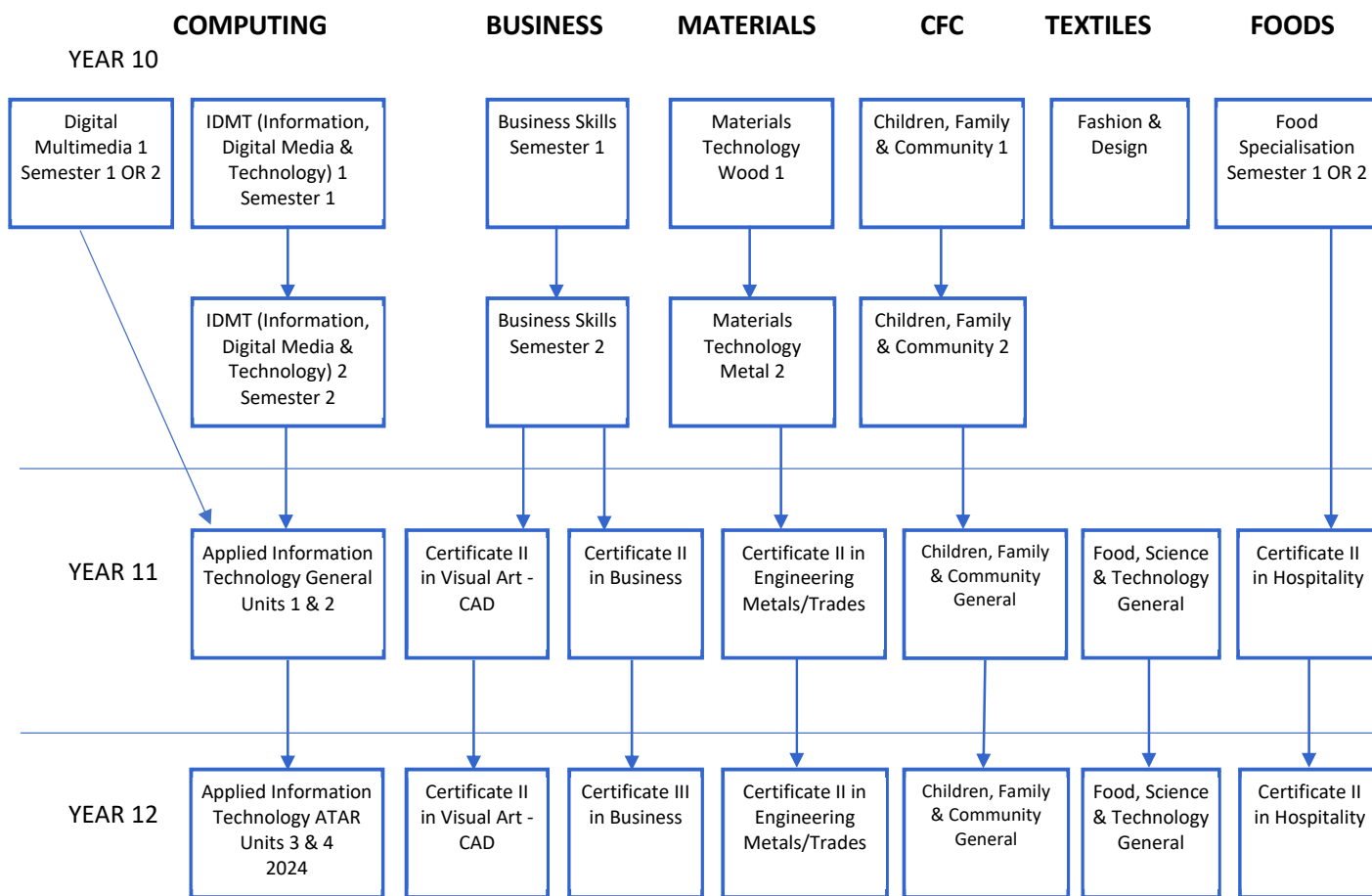
In this unit, students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

They investigate ecosystem dynamics, including interactions within and between species, and interactions between living and non-living components of ecosystems. They also investigate how measurements of population numbers, species diversity, and descriptions of species interactions, can form the basis for comparisons between ecosystems.

Unit 4

This unit provides students with the opportunity to conduct scientific investigations that will increase their understanding of important scientific concepts and processes. Students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems.

TECHNOLOGIES AND BUSINESS



Learning Area Coordinator: Technologies

Ms Paula Szymenderski

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Accounting and Finance Coordinator

Mrs Natali Bennett

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YEAR 11 ACCOUNTING & FINANCE ATAR

Year Length Course: One unit per semester

Prerequisite: Minimum C grade in Year 10 Pre-Applications Mathematics

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

YEAR 11 APPLIED INFORMATION TECHNOLOGY GENERAL

Year Length Course: One unit per semester

Prerequisite: Nil, however completion of a Year 10 Certificate is preferred

The Applied Information Technology General course equips students with the necessary skills and knowledge to create, communicate and manipulate information in an effective, responsible and informed manner. Students will gain an understanding of computer systems, data management and various software applications. This course offers pathways to further studies and a range of technology-based careers, providing 21st century skills and an appreciation for the impact of information technology on society.

In Unit 1, students will develop skills to communicate using appropriate technologies for personal needs. Unit 2 focuses on using a variety of technologies to investigate data management and common software applications required to effectively operate within a small business environment. Students will also examine the legal, ethical and social impacts of technology within society.

YEAR 11 CHILDREN, FAMILY & COMMUNITY GENERAL

Year Length Course: One unit per semester

Prerequisite: Nil

Cost: \$80

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. Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

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.

YEAR 11 FOOD, SCIENCE AND TECHNOLOGY GENERAL

Year Length Course: One Unit per Semester

Prerequisite: Satisfactory performance in Year 9 Foods or Year 10 Foods

Cost: \$115

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.

YEAR 11 MEM20422 CERTIFICATE II IN ENGINEERING PATHWAYS

Auspicing partnership: RTO 121314 AIET

Course information: Nationally accredited, two year program

Prerequisite: Satisfactory performance in Year 10 Materials and Technology. This course is recommended for students who have completed a Certificate II in Furniture Making (Pathways) in Year 11 to expand and consolidate their practical skills.

Cost: \$200 per year (including uniform requirements)

This qualification develops trade-like skills and is not intended to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade -level theory and practice of welding; it is about being introduced to welding, how it can be used to join metal with the opportunity to weld some metal together. Similarly, with machining the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner including people near the learner.

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is intended for simulated work environments.

This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

YEAR 11 SIT20322 CERTIFICATE II IN HOSPITALITY

Auspecting partner: RTO 40548 IVET Institute

Year Length Course: Nationally accredited, full year course

Prerequisite: Year 10 Food Specialisation

Cost: \$220 plus \$40 for uniform

This industry qualification focuses on the skills that would prepare a person to perform front of house duties including: explaining menus, work safety, meeting industry timeframes and use a commercial coffee machine to prepare and serve espresso coffees. It is an advantage but not a requirement for students to have prior knowledge of a Foods unit in Home Economics.

Once successfully completed, the units in this Hospitality Skills program will assist students in applying for work in both the Hospitality and Retail industries. The skills include: WHS, Customer Service, Food Preparation and Styling, Use and Maintenance of Commercial Kitchen and Equipment.

The units covered will include:

1. Use Hygienic practices for food safety
2. Participate in safe work practices
3. Clean kitchen premises
4. Interact with customers
5. Prepare and present simple dishes

Note: Students who are seeking a career in the Hospitality industry should consider taking Workplace Learning so they can practice their new skills in an Industry environment.

YEAR 11 BSB20120 CERTIFICATE II WORK SKILLS

Auspecting partner: RTO 40548 IVET Institute

Year Length Course: Nationally accredited, full year course

Prerequisite: Recommended Certificate I in Business from Year Ten

Cost: \$220

Students will learn skills required to work in variety of business teams. While it is ideal for students who want to pursue employment in the business sector, it is also recommended for students who are considering further studies in Commerce, Business or Management.

Note: Students who are seeking a career in Business should also consider taking Workplace Learning so they can practice their new skills in an Industry environment.

YEAR 12 ACCOUNTING & FINANCE ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum C grade in Year 11 Accounting & Finance ATAR. It is possible for highly motivated and high achieving students to begin this course at Year 12 level.

This course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out. Students develop an understanding of the fundamentals of accounting and financial management. Those wishing to pursue Commerce at university or TAFE, find the skills and concepts acquired in this course invaluable. If students eventually become self-employed and engaged in some form of accounting, this course will equip them with the necessary skills.

Unit 3

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

YEAR 12 APPLIED INFORMATION TECHNOLOGY ATAR

Year Length Course: One unit per semester, offered as a pair

Prerequisite: Minimum C grade in Year 11 Applied Information Technology ATAR

Following on from the Year 11 course, students will continue to investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine a series of design solutions. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions the legal, ethical and social issues associated with each solution are also considered and evaluated. This course provides students with the opportunity to develop the knowledge and skills of digital technologies in order to use them in a responsible and informed manner.

YEAR 12 CHILDREN, FAMILY & COMMUNITY GENERAL

Year Length Course: One unit per semester, offered as a pair

Cost: \$80

Unit 3 – Building on Relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4 – My Place in the Community

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

YEAR 12 FOOD, SCIENCE AND TECHNOLOGY GENERAL

Year Length Course: One unit per semester, offered as a pair

Cost: \$115

Unit 3 – Food Science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over consumption of nutrients on health and investigate a range of diet related health conditions that affect individuals and families. Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems. Students develop their expertise with technology and communication skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

Unit 4 – The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.

Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups. Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

YEAR 12 BSB30120 CERTIFICATE III IN BUSINESS

Auspecting partner: RTO 40548 IVET Institute

Year Length Course: Nationally accredited, full year course

Prerequisite: Nil (recommended Certificate I in Business from Year Ten)

Cost: \$250

Students will learn skills required to work in variety of business teams. While it is ideal for students who want to pursue employment in the business sector, it is also recommended for any students, as all employers function as businesses.

Note: Students who are seeking a career in Business should also consider taking Workplace Learning so they can practice their new skills in an Industry environment.

YEAR 12 SIT20322 CERTIFICATE II IN HOSPITALITY

Auspecting partner: RTO 40548 IVET Institute

Year Length Course: Nationally accredited, full year course

Prerequisite: Year 11 Certificate II in Hospitality

Cost: \$220 plus \$40 for uniform

This industry qualification focuses on the skills that would prepare a person to perform front of house duties including: explaining menus, work safety, meeting industry timeframes and use a commercial coffee machine to prepare and serve espresso coffees. It is an advantage but not a requirement for students to have prior knowledge of a Foods unit in Home Economics.

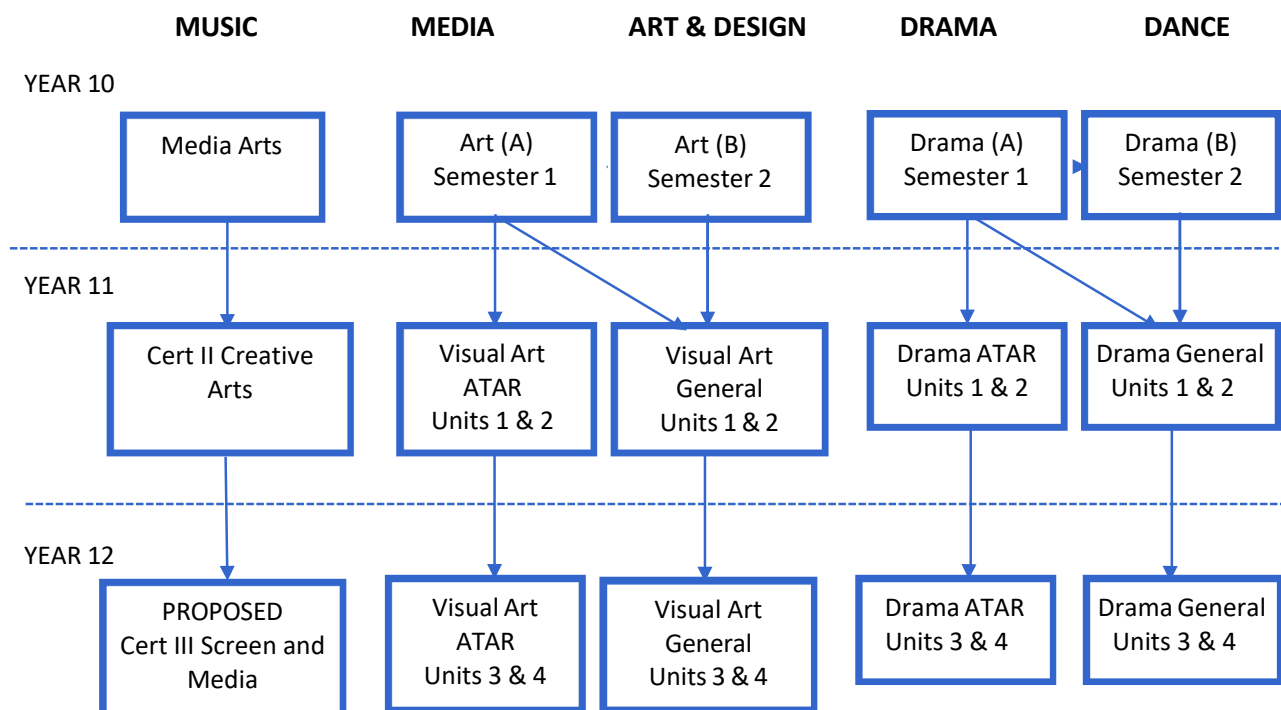
Once successfully completed, the units in this Hospitality Skills program will assist students in applying for work in both the Hospitality and Retail industries. The skills include: WHS, Customer Service, Food Preparation and Styling, Use and Maintenance of Commercial Kitchen and Equipment.

The units covered will include:

1. Use Hygienic practices for food safety
2. Participate in safe work practices
3. Clean kitchen premises
4. Interact with customers
5. Prepare and present simple dishes

Note: Students who are seeking a career in the Hospitality industry should consider taking Workplace Learning so they can practice their new skills in an Industry environment.

THE ARTS



Learning Area Coordinator: The Arts

Mr Matthew Hall

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YEAR 11 CUA20220 CERTIFICATE II CREATIVE INDUSTRIES

Auspecting partner: RTO 41549 COSAMP

Year Length Course: Nationally accredited, full year course

Prerequisite: Recommended for students who have studied Year 10 Media

Cost: \$250

This qualification reflects the role of individuals with the skills and knowledge to perform a range of varied activities in the creative industries. The focus of this qualification is **screen and media**. Students will undertake a range of projects to develop their digital media and work skills related to creation of media content.

YEAR 11 DRAMA GENERAL

Year Length Course: One unit per semester

Preferred grade: Completion of Year 10 Drama or Year 9 Drama

Unit 1 – Dramatic Storytelling

The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2 – Drama Performance Events

The focus for this unit is **drama performance events** for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

YEAR 11 DRAMA ATAR

Year Length Course: One unit per semester

Preferred grade: C grade or better in Year 10 Drama or B grade in Year 9 Drama

Unit 1 – Explores Representational, Realist Drama

Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students can research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to realistic drama.

Unit 2 – Explores Presentational, Non-Realistic Drama

Students explore techniques of role and /or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students can research and collaboratively workshop, interpret and perform drama texts related to presentational texts.

YEAR 11 VISUAL ART GENERAL

Year Length Course: One unit per semester

Prerequisite: Minimum C grade in Year 9 Art or Year 10 Art. Successful completion of Year 10 Art preferred.

Cost: \$80

Unit 1 - Experiences

The focus for this unit is 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 discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives. 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

The focus for this unit is 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. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

YEAR 11 VISUAL ART ATAR

Year Length Course: One unit per semester

Preferred grade: Minimum B grade in Year 10 Art, or an A grade in Year 9 Art.

Cost: \$80

Unit 1 - Differences

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas. Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Unit 2 - Identities

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community. Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

YEAR 12 DRAMA GENERAL

Year Length Course: One unit per semester, offered as a pair.

Preferred grade: C grade or better in Year 11 Drama General

Unit 3 – Explores Representational, Realist Drama

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

Unit 4 – Explores Presentational, Non-Realistic Drama

Students explore techniques of role and /or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational texts.

YEAR 12 DRAMA ATAR

Year Length Course: One unit per semester, offered as a pair

Preferred grade: C grade or better in Year 11 Drama ATAR

Cost: Nil

Unit 3 – Explores Reinterpretation of Drama for Contemporary Audiences

Students will reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre, such as: Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text based approaches, such as: Theatre of the Absurd, Asian Theatre and Poor Theatre.

Unit 4 – Explores Contemporary and Devised Drama

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

YEAR 12 VISUAL ART GENERAL

Year Length Course: One unit per semester, offered as a pair

Prerequisite: C grade in Year 11 Visual Art General

Cost: \$80

Unit 3 - Inspirations

The focus for this unit is 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. The breadth of this focus allows choice of learning contexts that are related to students' interests. In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms. Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

Unit 4 - Investigations

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills. In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

YEAR 12 VISUAL ART ATAR

Year Length Course: One unit per semester, offered as a pair

Preferred grade: Minimum C grade in Year 11 Visual Art ATAR

Cost: \$80

Unit 3 - Commentaries

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms. Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places. Consideration is given to the roles of artists in different societies, for example, hero, outsider, commentator and social critic. Students investigate the social functions of art, for example political and ideological expression, satire, social description or graphic communication. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

Unit 4 – Points of View

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view. Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style. Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express a personal viewpoint or position. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

ASPIRE PATHWAY – OFF-CAMPUS LEARNING OPPORTUNITIES

Ursula Frayne Catholic College supports students to achieve their vocational aspirations through a range of partnerships with workplaces and VET providers. The benefits of ASPIRE are:

- develops work skills and attributes,
- assists in career planning;
- increases self-esteem and confidence and develops broader communication skills,
- complements and reinforces school learning,
- increases awareness of the link between school, further education and employment and
- provides a realistic understanding of the expectations of specific industries.

Application process

Students and families research and identify an ASPIRE opportunity they would like to participate in. Students select the ASPIRE Pathway during the subject selection process and provide information on what they are interested in. Each program and provider may have a different application process. Based on the information provided during subject selection, students and families will be supported in the application process for the program they are interested in.

Students who are applying for Workplace Learning will be interviewed to understand their career aspirations and also their work readiness attributes. Students who need further pre-work placement preparation will be supported by the Learning Area Coordinator: VET.

Some VET programs are competitive and require students to demonstrate strong English and Mathematics results, OLN achievement and knowledge and understanding of the industry / program area. Students who are unsuccessful in their application will be supported to find meaningful participation in other areas to assist in their vocational learning and development.

Whilst the College is supportive of all students undertaking ASPIRE pathway programs, students are expected to maintain their attendance and academic results. The Head of Senior School reserves the right to approve programs and withdraw students who are not meeting the College expectations.

The College has a range of preferred VET partners and is willing to support new partnerships and opportunities as they arise. Please see below for the current list of partnerships and programs available:

VET Partners

- South Metro TAFE (funded) - <https://www.southmetrotafe.wa.edu.au/secondary-school-students-vetdss>
- North Metro TAFE (funded) - <https://www.northmetrotafe.wa.edu.au/schools-and-parents/vet-delivered-secondary-students>
- Construction Futures (funded) - <https://ctf.wa.gov.au/construction-futures/scholarships>
- College of Electrical Training (funded) - <https://www.cet.asn.au/Courses/Pre-Apprenticeship>
- Master Plumbers Association (funded) - <https://plumbing.mpaskills.com.au/school-programs-2-2/>
- Fremantle Education Centre (fee for service) - <https://fec.org.au/vet-in-schools-programs/>
- Health Science Hub (fee for service) - <https://healthsciencehub.com.au/course-lists/>
- Australian Health and Fitness Federation (fee for service) - <https://www.ahff.edu.au/>
- Austraining WA (fee for service) - <https://www.austrainingwa.com.au/>
- Mt Pleasant College (fee for service) - <https://mpc.wa.edu.au/>

WORKPLACE LEARNING – YEARS 11 AND 12

Year Length Course: Full year course

Cost: \$260 per placement (maximum of two placements per year)

This course is designed to prepare students for a workplace they are interested in pursuing post-school. Whilst on the placement, students are assessed on work-related skills by the workplace supervisor. As a Workplace Learning course, it is expected that the majority of learning takes place in the workplace. Preparation for, and reflection on Workplace Learning may take place in the classroom context.

In preparing for, and whilst undertaking, a work placement, students need to understand:

- the similarities and differences between school and workplace environments
- the daily organisational characteristics of workplace environments
- the roles, rights and responsibilities of employees and employers
- Occupational Safety and Health issues in the workplace
- the training to be provided
- the skills to be learned and assessed
- that additional support may be required
- appropriate workplace behaviour and etiquette
- Equal Opportunity and Harassment procedures
- the issues relating to conditions within different workplaces.

Students must demonstrate in the workplace at least ten skills from the list of Workplace Learning skills. At least one skill must be selected from each of the nine areas: communication; teamwork; problem solving; self-management; planning and organising; technology; learning; initiative and enterprise; and safety and health. The skills are verified by the workplace supervisor.

Students are required to reflect on:

- daily tasks undertaken in the workplace
- the skills achieved in the workplace
- the industry/occupation area as a possible career pathway.

Learning Area Coordinator: Careers and VET

Mr Michael Openshaw

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