



JOHN CURTIN
College of the Arts
COLLEGE OF THE ARTS

LOWER SCHOOL HANDBOOK 2009



Department of
Education and Training



JOHN CURTIN
College of the Arts
COLLEGE OF THE ARTS

YEAR 11 HANDBOOK 2009



Department of
Education and Training



JOHN CURTIN
College of the Arts
COLLEGE OF THE ARTS

YEAR 12 HANDBOOK 2009



Department of
Education and Training

CONTENTS

INTRODUCTION	1
AN IMPORTANT NOTE TO YEAR 10 STUDENTS/PARENTS	2
COURSE ADVISING PROCESS & SOURCES OF INFORMATION	3
THE NEW WACE: ESSENTIAL INFORMATION	4
WACE REQUIREMENTS FOR 2010 ONWARDS	4
SELECTING A PROGRAM OF STUDY	5
CHOOSING COURSES	6
REQUIREMENTS FOR UNIVERSITY ENTRANCE	6
TECHNICAL AND FURTHER EDUCATION (TAFE)	7
ANOTHER PATHWAY TO UNIVERSITY	8
SOURCES OF INFORMATION	15
VOCATIONAL EDUCATION AND TRAINING (VET)	17
GOOD STANDING POLICY YEARS 8 TO 12	18
LIBRARY	18
YEAR 11 – 2009 CURRICULUM COUNCIL COURSES AND ENDORSED PROGRAMS OFFERED AT JOHN CURTIN COLLEGE OF THE ARTS	19
PREREQUISITES FOR YEAR 11 COURSES 2009	20
COURSE DESCRIPTIONS IN ALPHABETICAL ORDER	22

This publication is an information document for prospective students of John Curtin College of the Arts. Every effort has been made to ensure that the information in this document is correct at the date of printing.
June 2008

INTRODUCTION

John Curtin College of the Arts has a strong tradition of academic excellence.

From 2009 onwards there is full implementation of the Western Australia Certificate of Education (WACE) in which courses are arranged in stages. John Curtin will offer over 30 Curriculum Council courses and two endorsed programs from which students can compile their course selection to meet WACE requirements.

In Year 11, university bound students should select to study mainly stage 2 courses and non-university bound students should select predominately stage 1 courses.

It is vital that students seek counselling from John Curtin's course counselling staff as part of the course selection process. Counselling staff make use of teachers' recommendations based on students' current achievement.

I would like to encourage all parents to seek as much information as they need from the college to make these important decisions. Please feel very welcome to contact teachers, course counsellors, deputy principals or myself to clarify any issues.

MITCHELL MACKAY

Principal

AN IMPORTANT NOTE TO YEAR 10 STUDENTS/PARENTS

COURSE SELECTIONS FOR YEAR 11 2009

This booklet has been prepared to assist parents and students in making educational decisions for 2009 and beyond. Whenever you seek a course adviser's assistance, please have your most recent report with you.

Students, it is important that you follow these procedures:

- 1 read the information contained in this handbook;
- 2 see your course adviser or the careers coordinator to consider a learning program involving courses within your capacity, please check that you have the **prerequisite Year 10 background** to study a particular course (see individual course descriptions);
- 3 tertiary entrance requirements are complex and students with tertiary ambitions should note these very carefully and choose courses appropriate for their goals and record of academic achievement; and
- 4 all information and counselling should be carefully considered before the completion and submission of the course selection sheet by **Friday, 1 August 2008**.

CONSULT YOUR COURSE ADVISER (CHECK BELOW)

or

THE CAREERS COORDINATOR

- Ms ALICE SOUNNESS

Phone: 9433 7266

or

MANAGER OF STUDENT SERVICES

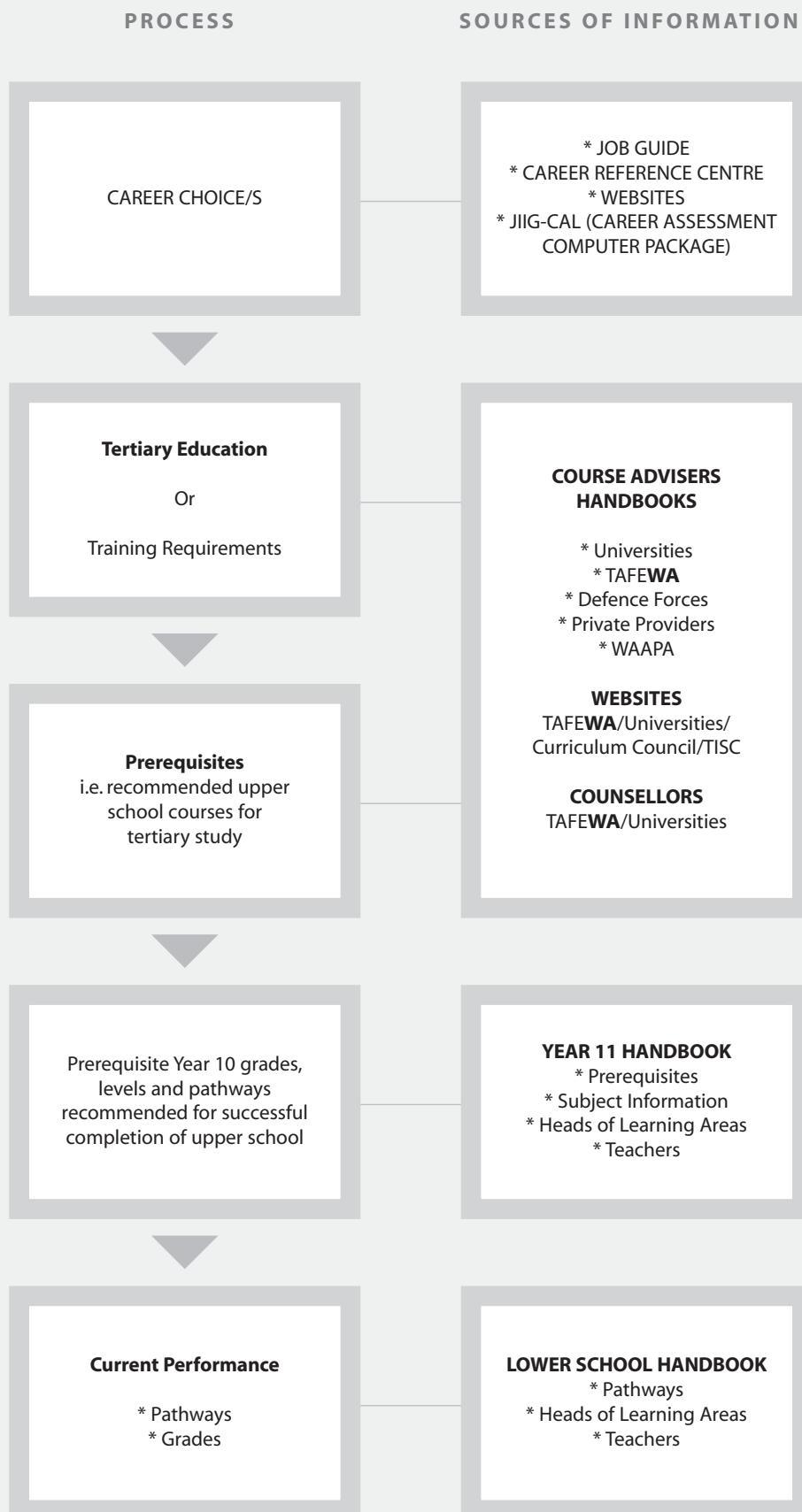
- Mr GAVIN BRADSHAW

Phone: 9433 7243

COURSE ADVISORY TEAM

COURSE ADVISERS	SURNAME	ROOM	TELEPHONE NO.
MRS JO CORBETT	A - C	BUS ED OFFICE - RM 11	9433-7245
MRS LINA FORLANO	D - G	ENGLISH OFFICE - RM 29	9433-7536
MS MARIA KEELY	H - L	ENGLISH OFFICE - RM 29	9433-7535
MS CAROLYN MOULE	M - O	PHYS. EDUCATION OFFICE	9433-7528
MR STEVE COX	P - S	SOC. & ENV. - RM 42	9433-7579
MR CRAIG OWENS	T - Z	SOC. & ENV. - RM 42	9433-7279

COURSE ADVISING PROCESS & SOURCES OF INFORMATION



THE NEW WACE: ESSENTIAL INFORMATION

Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements (see page 4 of this handbook). The WACE is recognised by universities, industry, TAFEWA and other training providers

COURSES

All WACE courses are divided into two units, with each unit having a syllabus. Students start with courses appropriate to their stage of development.

Typically:

- University-bound students would study a program of stage 2 and stage 3 units over their senior secondary years. In their final year, all or most of the units would be at stage 3.
- Students headed to TAFE and further education and training or the workforce would take stage 1 units or a mix of stage 1 and 2 units in Years 11 and 12.

SUBJECTS

At John Curtin College of the Arts from 2009 onwards WACE courses will replace all existing TEE and wholly school assessed (WSA) subjects.

ENDORSED PROGRAMS

Endorsed programs provide areas of learning not covered by WACE courses. They range from workplace learning to college developed programs such as Ballet Showcase. These programs can contribute to a student's WACE requirements.

COMMUNITY SERVICE

To be awarded the WACE from 2009 onwards, students must complete 20 hours of community service.

EXTERNAL EXAMINATIONS

In 2010, all Year 12 students studying at least one stage 2 unit pair (eg 2A / 2B) or one stage 3 unit pair (eg 3A / 3B) must sit an examination for the course, unless they qualify for exemption. **Note: There are no external examinations for stage 1 courses.**

BREADTH-OF-STUDY

To meet WACE requirements students must complete at least one course from list A (arts / languages / social sciences) and list B (mathematics / science / technology) (see page 5 of this handbook).

CURRICULUM COUNCIL

This body sets the requirements for achievement of the WACE and issues students with a statement of results. For more information refer to: www.curriculum.wa.edu.au

TERTIARY INSTITUTIONS IN WESTERN AUSTRALIA

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

TECHNICAL AND FURTHER EDUCATION (TAFEWA).

For other Australian universities, see guides *Universities in Australia* or *Good Universities Guide* in the library's careers resource centre.

TERTIARY ENTRANCE RANK (TER)

The TER is the basis of admission to most university courses. It is calculated using scaled marks over a student's best four courses.

UNIVERSITY ADMISSION

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

TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)

100 Royal Street
EAST PERTH WA 6004
Phone: 9318 8000
Facsimile: 9225 7050
Phone-line times 9.00am – 4.30pm (Mon-Fri)
Counter times 9.00am – 4.00 pm
Email: info@tisc.edu.au

GIFTED AND TALENTED EDUCATION (GATE)

Students are specially selected for the GATE programs at John Curtin College of the Arts.

WACE REQUIREMENTS FOR 2010 ONWARDS

To qualify for the WACE a student must:

Complete at least 20 course units

- At least 10 units must be from Curriculum Council courses (including at least three two-unit combinations).
- Up to 10 unit equivalents can be from endorsed programs.

Achieve an average of a C grade or better

- Across at least 10 course units from at least five courses (at least three two-unit combinations must be included), or
- Across at least eight course units from at least four courses if endorsed programs equivalent to eight units are included, or
- Across at least six course units from at least three courses if endorsed programs equivalent to 10 units are included.
- Achievement of a VET course unit equates to a C grade.

Meet the standard for English language competence.

- Complete at least four units from an English course. Full-time students are required to complete, in each year of their senior secondary schooling, two units of an English course.
- Meet the English language competence standard, as defined by work samples, or
- Pass the Curriculum Council English language competence test.

Meet the breadth-of-study requirement

Students in Year 12 must complete at least one course from list A (arts / languages / social science) and one course from list B (mathematics / science / technology). Completion of a course means the student has:

- received a grade in at least two units of that course;
- made a genuine attempt in the external exam, unless exempt, for that course.

Complete 20 hours of community service.

Sit for WACE examinations, unless exempt.

SELECTING A PROGRAM OF STUDY

WACE BREADTH-OF-STUDY LIST

LIST A (ARTS/LANGUAGES/SOCIAL SCIENCE)

CAE	Career and Enterprise
CFC	Children, Family and the Community
DAN	Dance
DRA	Drama
ECO	Economics
ENG	English
GEO	Geography
HEA	Health Studies
HIM	History – Modern
HIA	History – Ancient
ITA	Italian
LIT	Literature
MPA	Media Production and Analysis
MUS	Music
VAR	Visual Art
WPL	Workplace Learning

LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

ACF	Accounting and Finance
AIT	Applied Information Technology
CSC	Computer Science
BIO	Biological Science
CHE	Chemistry
DES	Design
FST	Food Science and Technology
HBS	Human Biological Science
ISC	Integrated Science
MDT	Materials, Design and Technology
MAT	Mathematics
MAS	Mathematics Specialist
OED	Outdoor Education
PES	Physical Education
PHY	Physics

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

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

Lower school requirements for upper school courses are listed on pages 20 to 21 as well as in individual course descriptions. Students are advised to request courses that class teachers can recommend based on past and current performance.

The following pages outline:

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

Students intending to study at a university (UWA, Curtin, Murdoch, Edith Cowan or Notre Dame University) in 2011 must refer to the relevant university handbooks to become aware of likely prerequisite Year 12 courses. Students should also consult the *Summary of Undergraduate Admission Requirements for School Leavers* published each year by TISC. Students may also wish to become familiar with TAFE options, and how to enter university through TAFE with advanced standing. TAFE information is available from its handbooks and from the relevant website.

Please Note:

- Students enrolled in a Gifted and Talented (GATE) course or Soccer Excellence are expected to remain enrolled in those courses.
- Courses will only proceed if there are sufficient student numbers for classes to be viable.
- Students enrolling in Year 11 are required to choose at least six (6) courses.
- Approval for course changes will only be given on written request from the student's parents/guardians and after an interview with the course adviser or careers coordinator or manager of student services or a dean.

CHOOSING COURSES

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

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

When choosing a program of study, consider:

- abilities
- future goals
- interests.

Abilities

It is important to check the recommended prerequisite levels for different courses to ensure that you select a course that is best suited to you. Your end of Year 10 achievement is the best indicator. Also your teachers' recommendations are an important part of the upper school course selection process.

Future Goals

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

Interests

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

TRANSFER FROM ONE COURSE TO ANOTHER

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

- it does not involve transfer out of a GATE program or Soccer Excellence;
- it is possible on the timetable;
- it does not interfere with maximum class numbers; and
- it does not interfere with future goals.

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

Students who wish to change courses must do so by the college deadlines which are set in first term. Any change must be discussed with the appropriate course adviser, who may refer you to the careers coordinator. Final approval must be obtained from either the careers coordinator, the manager of students services responsible for upper school students or a dean. If it is a late change, then approval is needed from the Curriculum Council.

REQUIREMENTS FOR UNIVERSITY ENTRANCE

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

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

Information will be provided to students by TISC in mid June 2008 before course selections for next year need to be made. Students are strongly advised to take note of particular university course prerequisites and to select courses that give them the best opportunity to maximise their TER.

Admission into university is competitive with most courses having more applicants than places. In order to process applicants fairly they will be ranked using the TER.

IMPORTANT NOTES REGARDING UNIVERSITY ENTRANCE

- Students wishing to study at a university are strongly recommended to attempt stage 3 units in Year 12.
- Stage 2 and stage 3 of the same WACE course cannot both count towards a student's TER.
- A student cannot use the following course combinations in the calculation of a TER. However it may be possible to take both courses but the result of only one may be used in the TER calculation:
 - Biological Sciences with Human Biological Science
 - Chemistry with Integrated Science
 - English and Literature
 - Physics with Integrated Science

TECHNICAL AND FURTHER EDUCATION (TAFE)

WHAT DOES TAFE OFFER?

TAFEWA is WA's largest tertiary institution with some 800 courses covering around 5500 subjects.

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

TAFEWA awards listed in order of increasing value are:

- Certificates II to IV
- Diplomas
- Advanced Diplomas

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

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

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

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

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

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

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

Selection criteria

Maximum score = 100 points

Qualification pathway

- Maximum score = 29 points

Work experience/employment

- Maximum score = 29 points
- 0.002 points per hour worked
- includes paid/unpaid, full time/part time work, work experience, voluntary work, community service.

Secondary education/skill development

- Maximum score = 42 points
- Scoring based on the best three 2-unit combinations. One of these must be English or Literature.

TAFEWA

- See the *TAFEWA Full Time Studies Guide* which maps evidence to entry requirements.
- www.tafe.wa.edu.au

For further information:

- contact any TAFEWA College;
- call the WA Training Information Centre;
- talk to your John Curtin College of the Arts course adviser; and
- look at the websites of TAFEWA Colleges.

THE LINKS BETWEEN TAFE AND UNIVERSITY

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

TAFEWA QUALIFICATIONS

AUSTRALIAN QUALIFICATIONS FRAMEWORK

TAFE	UNIVERSITY
	Doctorate
	Masters Degree
	Graduate Diploma
	Bachelor Degree
Advanced Diploma	Advanced Diploma
Diploma	Diploma
Certificate IV	
Certificate III	
Certificate II	
Certificate I	

If you intend to follow this pathway to university admission then you are advised to consult with the counsellors at the relevant university to identify which TAFEWA courses are recommended.

ANOTHER PATHWAY TO UNIVERSITY

ALTERNATIVE ENTRY OPTIONS

(NB: Alternate Entry Programs are reviewed annually)

GAINING ADMISSION TO UNIVERSITY FROM TAFE

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

TAFEWA graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities, visit www.tisc.edu.au.

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

UNIVERSITY ACCESS VIA TAFE

This chart shows the current entry requirements for each university for students applying after completing a TAFEWA course.

University	Minimum Entry Requirement	Contact Information (Universities Admissions Centres)
Curtin University of Technology	Certificate IV English language competence and subject prerequisites in many instances a diploma and subject prerequisites are recommended.	Curtin will assess applicants with diplomas and/or advanced diplomas for advanced standing. The amount of credit given will depend on the relevance of the TAFEWA qualification for the course of study at Curtin. Visit www.prospective.curtin.edu.au and select the Recognition of Prior Learning link.
Edith Cowan University	Certificate IV	Edith Cowan will assess applicants with diplomas and/or advanced diplomas for advanced standing. The amount of credit given will depend on the relevance of the TAFEWA qualification to the course of study at Edith Cowan. Visit www.edugreatcareers.com
Murdoch University	Certificate IV	Murdoch University will assess students with certificate IV, diploma and/or advanced diploma TAFEWA studies for advanced standing. Advanced standing is not dependent on the overlap, if any, between these studies and the proposed study at Murdoch University. However, the number of exemptions given will depend on the relevance of the TAFEWA qualification to the course of study at Murdoch. Visit: www.choose.murdoch.edu.au
University of Notre Dame Australia	Certificate IV and English language competence.	Notre Dame will assess applicants with diplomas and/or advanced diplomas for advanced standing. The amount of credit given will depend on the relevance of the TAFEWA qualification to the course of study at Notre Dame. Visit: www.nd.edu.au/credit
University of Western Australia	Diploma, English language competence and subject prerequisites.	On gaining a place at UWA, a diploma and/or advanced diploma graduate may be eligible for credit transfer (advanced standing). Applications for credit are assessed on an individual basis. The amount of credit granted will depend on the relevance of elements of the TAFEWA qualification to the degree course and on evidence of academic quality beyond "competent". Visit: admissions.uwa.edu.au

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement is the minimum level of educational achievement necessary to be eligible to apply for a place at a university. Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.

Entry to courses is very competitive and some university courses have subject prerequisites. Completing a diploma may increase your chance of selection.

ADVANCED STANDING AND CREDIT TRANSFER

Once you have gained admission into university, you may be eligible for advanced standing or credit for your previous studies.

In many cases, the universities have determined which TAFEWA qualification will earn you advanced standing or credit.

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

EDITH COWAN UNIVERSITY (ECU) Alternative Entry Pathways

University Preparation Course (UPC)

- For students who have not satisfied the traditional requirements for university entry.
- For near-miss students i.e. TER below 68 and above 64.
- For students who have completed fewer than four full courses.
- Point system for non-university bound students
 - A = 5 points
 - B = 3 points
 - C = 1 pointMinimum requirement is 8 points.
- UPC is a one semester course. Satisfactory completion will enable students to enrol in a degree program in Semester Two.
- Students must apply through TISC.

Portfolio Pathway to ECU

In addition to the requirements outlined above, ECU offers an additional pathway for entry by school leavers. Students will need to satisfy ECU's competence in English requirement, and achieve a certain number of points determined by their school assessed results for their Year 12 courses. Applications will be partially assessed prior to release of final results based on experience and results achieved to date.

Contact ECU for further information.

TAFE or Business College

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

Indigenous University Orientation Course (IUOC)

The IUOC is designed for students who wish to do a pre-tertiary course to access university studies. Admission to the IUOC is normally open to Aboriginal and Torres Strait Islander people who will be at least 18 years in the year of study. Mature-aged persons who may have been away from formal education for some time are particularly encouraged to apply.

Further Enquiries:

Further information may be obtained by contacting the;

Student Recruitment Centre

Building 2

Edith Cowan University

JOONDALUP WA 6027

Tel: (08) 6304 2029

Net address: <http://www.ecugreatcareers.com.au>

ECU provides some programs for students who either do not meet the normal TER requirements or are not able to decide on the particular course in which they wish to enrol. Details of such courses may be obtained by contacting the Centre for Prospective Students.

MURDOCH UNIVERSITY

Applicants with TAFE Qualifications

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

Tertiary Options Project (TOP)

- Aimed at those students studying for university entry who experience disruption to their final year studies in the form of:
 - a family crisis;
 - medical or psychological problems;
 - a disability; or
 - other demonstrated disruption which may lead to poor results.
- Assessment includes:
 - personal statement from the student including reference to the problems experienced;
 - supporting evidence from school teaching staff outlining the student's academic potential; and
 - student's school results and TER.
- Contact the Equity Office on 9360-6146.

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

Access South West

- This program is aimed at high schools in the Rockingham area of the South West corridor.
- This program encourages applications from all students who enrolled in the WACE and who wish to study at Rockingham Campus.
- Assessment is based on evidence from teaching staff which supports the student's academic potential, a letter from the student, and the student's school and WACE course results.
- Information – contact the Equity Office on 9360 6146.

CURTIN UNIVERSITY

Applicants with TAFE Qualifications

- All TAFEWA Advanced Diploma, Associate Diploma, Diploma and Certificate IV awards as well as a number of Advanced Certificate awards, satisfy Curtin's general matriculation requirement. The former two year certificate courses may also be considered for matriculation.
- Applications with a certificate level must show separately that they have attained a satisfactory level of competency in English. A number of TAFEWA communication units are acceptable for this purpose. A list of qualifications that may be used to meet the English requirement is available from the Admission Office.
- Applicants should note that selection for a particular course may require completion of studies not covered in their TAFEWA course. Students intending to apply for Engineering courses should consult with the Sub-Dean of Faculty of Engineering.

Tertiary Bridging Courses

- Curtin University offers bridging programs to selected students who narrowly fail to satisfy normal matriculation requirements for selected courses at Bentley, Muresk Institute of Agriculture and pre-registration nursing at some country centres. The Curtin Business School (08) 92667713 and School of Mathematics and Statistics (08) 92667171 also offer bridging mathematics units.
- The Faculties of Engineering and Science offer a two semester enabling course in Engineering and Science for applicants who have had limited educational opportunity in areas of science and mathematics. Successful completion of the course satisfies the university's matriculation requirements to a Bachelor's degree in the Faculties of Engineering and Science.
- Curtin's Centre for International English conducts a special bridging program in English to enable recently arrived, matriculated immigrants to improve their use of English and thus enter Curtin programs in Semester 2. Further information may be obtained from the Centre (08) 92662385.

UNIVERSITY OF WESTERN AUSTRALIA

Applicants with TAFEWA Qualifications

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

Special Entry Scheme: Uway

School leaver applicants who believe their academic achievements have been adversely affected by certain disadvantages.

Factors considered to be disadvantageous:

- attending a school where very few students aspire to tertiary education;
- education in a rural/remote area;
- a lack of supportive study environment at home;
- having to care for family members;
- having to engage in excessive part-time employment to help with family income; and
- disruption of education due to frequent family relocation.

THE UNIVERSITY OF NOTRE DAME

Standard Entry - Admission requirements

- Notre Dame considers academic results and records, motivation, willingness to participate along with personal qualities and accomplishments as a true indication of a student's ability to success at university.
- The university believes that the TER, an isolated score, is an insufficient means to determine a student's suitability for university.

A place is offered following consideration of an overall assessment of academic records, applicant's motivation and experience.

NB: Applications may be made at any time of the year before the closing date at the end of September. Applications should be made direct to the university.

The Gateway Programme

- For students who have not qualified for university entrance.
- A bridging course.
- WACE completion and an interview are both required.
- On successful completion students can apply for admission to a degree program following standard entry procedures i.e application and interview.
- The Gateway program is a semester long course and is available in Semester 1 or Semester 2.

If you are planning to enter university via this pathway then you are advised to consult the TAFE Handbook, University Handbooks and prospective student officers at the relevant campuses.

Depending on your TAFEWA studies you may be granted exemptions on some units in a university degree course.

SAMPLE OF TAFEWA COURSES LEADING TO UNIVERSITY DEGREES

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

Following are samples of John Curtin College of the Arts Year 12 courses which lead directly to TAFEWA certificates and diplomas and then articulation into degree courses at university. Select your Year 11 courses with the recommended Year 12 courses in mind.

Students must study at least six subjects.

ART & DESIGN (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Career and Enterprise 3. Workplace Learning Plus a choice from the following subjects to reflect the student's interest in the arts: • Visual Arts • Media Production & Analysis • Dance • Drama • Applied Information Technology • Music • Design – Photography* * Helps meet folio requirements	Advanced Diploma of Art & Design – Fine Art (3 years).	Entry into 2nd Semester of 2nd Year of Bachelor of Arts (Art), 18 months exemption.	Curtin University
	Diploma of Mass Communication (1 year).	Entry into 2nd Year of Bachelor of Arts (Mass Communication) OR Bachelor of Arts (Film & Television) OR Bachelor of Arts (Journalism) OR Bachelor of Arts (Internet Studies).	Curtin University
	Diploma of Multimedia (2 years).	Students may get up to 8 units exempt in the following bachelor degrees (depending on what TAFE modules have been completed and their chosen area of study): Bachelor of Communications – Interactive Multimedia OR Film & Video OR Photomedia OR Media Studies OR Advertising OR Journalism OR Public Relations OR Mass Communication OR Bachelor of Computer Technology OR Bachelor of Science (Digital Media).	Edith Cowan University

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

BUSINESS (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Mathematics 2CMAT/2DMAT OR Mathematics 1DMAT/1EMAT 3. Accounting and Finance 4. Applied Information Technology 5. Career and Enterprise 6. Workplace Learning	C540 Advanced Diploma of Accounting (2 years)	Entry into 2nd Year of Bachelor of Commerce (Accounting) OR Bachelor of Commerce (Finance) – 24 credits.	Notre Dame University
		Entry into 2nd Semester of the 2nd Year of Bachelor of Commerce (Accounting) – 36 credits equivalent to 18 months advanced standing.	Murdoch University
		Entry into 2nd Year of the Bachelor of Commerce (Professional Accounting) – 24 Credits (equivalent to 1 year advanced standing).	Murdoch University
		8 unit exemptions in single majors of Bachelor of Business OR Bachelor of Business (Hospitality, Wine Tourism & Regional Enterprise).	Edith Cowan University
	C333 Diploma of Business Management (1 year)	Entry into 2nd Year of Bachelor of Commerce (Management) – 24 Credits.	Notre Dame University
		Entry into 2nd Year of Bachelor of Commerce (Management) – 24 Credits (equivalent to 1 year advanced standing).	Murdoch University
		6 unit exemptions in the following Bachelors (single majors): Business OR Social Sciences (Leisure Management) OR Social Sciences (Sport Management) OR Tourism Management OR Hospitality Management OR e-Commerce OR e-Business OR Burliness (Hospitality, Wine, Tourism & Regional Enterprise).	Edith Cowan University

ENGINEERING (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Mathematics 2CMAT/2DMAT 3. Integrated Science 4. Career and Enterprise 5. Workplace Learning Plus one other course	Advanced Diploma of Engineering – Civil (2 Years)	Entry into 2nd Year of Bachelor of Engineering (Civil & Construction Engineering). ** Students must complete 43768 – Advanced Engineering Mathematics & 43302 – Calculus at TAFE.	Curtin University
	Advanced Diploma of Engineering – Structural (2 years)	Entry into 2nd Year of Bachelor of Engineering (Civil & Construction Engineering). ** Students must complete 43768 – Advanced Engineering Mathematics & 43302 – Calculus at TAFE.	Curtin University
	Advanced Diploma of Electrotechnology – Computer Systems Engineering (2 years)	Entry into 2nd Year of Bachelor of Engineering (Computer Systems Engineering). ** Students must complete 43768 Advanced Engineering Mathematics & 43302 Calculus at TAFE.	Curtin University
	Advanced Diploma Engineering – Mechanical Engineering (2 years)	Entry into 2nd Year of the Bachelor of Engineering (Mechanical Engineering). ** Students must complete 43768 Advanced Engineering Mathematics & 43302 – Calculus.	Curtin University
	MS48 Advanced Diploma Electrotechnology (Electrical Engineering)	Entry into 2nd Year of Bachelor of Engineering Instrumentation and Control. Entry into 2nd Year of Bachelor of Power Engineering or Bachelor of Technology.	Murdoch University
	MS49 Advanced Diploma Electrotechnology (Electronic)	Entry into 2nd Year of Bachelor of Power Engineering.	Murdoch University
	8980 – Advanced Diploma of Engineering (Instrumentation and Control)	Entry into 2nd Year of Bachelor of Power Engineering	Murdoch University

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

SCIENCE (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	Articulation Agreement	University
1. English 2. Mathematics 1DMAT/1EMAT 3. Integrated Science 4. Career and Enterprise 5. Workplace Learning Plus one other course	5318/5319 Diploma of Environmental Science Management	Entry into 2nd Year of the Bachelor of Science (Environmental Management) OR (Environment Biology) – 24 Credits.	Notre Dame University
		Entry into 2nd Year of the Bachelor of Science (Environmental Science) OR (Environmental Restoration) OR (Environmental Technology) OR (Conservation Biology).	Murdoch University

SPORT & RECREATION (AREA OF STUDY)

JCCA Recommended Course	TAFE Course	A Recognised Pathway but no formal agreement yet	University
1. English 2. Mathematics 1DMAT/1EMAT 3. Integrated Science 4. Career and Enterprise 5. Workplace Learning Plus a choice from the following courses: <ul style="list-style-type: none"> • Physical Education Studies OR • Physical Education Studies (Soccer Excellence) OR • Outdoor Education OR • Dance OR • Health Studies 	Certificate IV in Outdoor Recreation (3 semesters)	Bachelor of Health Science	Edith Cowan University
	Certificate IV in Sport Development (2 semesters)	Bachelor of Sports Management	Edith Cowan University
		Bachelor of Exercise & Sports Science	Edith Cowan University
		Bachelor of Exercise & Sport Science	Notre Dame University
		Bachelor of Health & Physical Education	Notre Dame University

SOURCES OF INFORMATION

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

These are relevant sources of information

- The University Tertiary Admission Booklet
- The TAFE Handbook and/or "Smart Move" Booklet and
- The Centrelink Job Guide (*available ONLY online*. Website: www.jobguide.thegoodguides.com.au)

For further information refer to:

John Curtin College of the Arts Library Resource Centre

The Careers section in the School Library Resource Centre has a wide range of up-to-date information in many different formats including video and print, on careers and further study and/or training. Please ask the Library Resource Centre staff for assistance.

Career Information Centre

2nd Floor City Central Building
166 Murray Street Mall
PERTH WA 6000
Phone: 9464 1305

*Career Information Centre
information can also be accessed
through the Centrelink website
on www.centrelink.gov.au*

The Career Information Centre has a variety of information on almost every career. Sources of information include handbooks, cassettes, videos and film. Trained staff are on hand to answer queries from 9.00 am to 4.30 pm weekdays. School holidays are a good time to visit the Centre; appointments will be necessary so make them well in advance.

South Metro Youth Link (SMYL)

SMYL provides a Jobs Pathways Program offering Employment and Training at:

29 Queen Victoria Street
FREMANTLE WA 6962
Contact: Casey Hill on 9430 4921

Tertiary Institutions and TAFE

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

UNIVERSITY CONTACT INFORMATION

Curtin University of Technology

Careers & Prospective
Bentley Campus
BENTLEY WA 6012
Website: www.curtin.edu.au
Ph: (08) 9266 2662
Fax: (08) 9266 4108

Edith Cowan University

Student Recruitment Centre
Building 2
Edith Cowan University
JOONDALUP WA 6027
Ph: (08) 6304 6304
Website: <http://www.ecugreatcareers.com.au>

Murdoch University

Office of Community Relations
MURDOCH WA 6150
Website: www.murdoch.edu.au
Prospective students:
Website: <http://choose.murdoch.edu.au>
Ph: (08) 9360 6147

University of Notre Dame Australia

Prospective Students
Admissions & Marketing
Mouat Street
FREMANTLE WA 6160
Website: www.nd.edu.au
Ph: (08) 9433 0531

University of Western Australia

Prospective Students Office
NEDLANDS WA 6097
Website: www.uwa.edu.au/prospective
1800 653 050 (Country Callers)
Ph: (08) 6488 3050

SOURCES OF INFORMATION (CONTINUED)

TAFE CONTACT INFORMATION

Technical and Further Education (TAFE)

Tafe Online: www.tafe.wa.gov.au

TAFE Colleges, Campuses and Centres are listed in the telephone book.

TAFE provides information about the technical college courses available, including pre-apprenticeships and selection criteria for entry to TAFE. Students can contact a counsellor at the college where a course is conducted or ask the Careers Coordinator, Year Coordinator or Course Adviser for information on TAFE courses.

Fremantle TAFE

Ph: 9239 8200

Website: www.challengertafe.wa.gov.au

15 Grosvenor Street
BEACONSFIELD 6162

Liaison Officers:

Ph: (08) 9239 8189

CENTRELINK

Centrelink is for people actually seeking employment, including those still at school over the age of 15 years. The Centrelink officers provide current information about job availability in your area. Students who require assistance in finding a job should register with Centrelink before the end of the school year. John Curtin students should contact Centrelink at the following address:

7 Pakenham Street
FREMANTLE 6160

OR

PO Box 806
FREMANTLE 6160

Call help information line Ph: 131021

Website: www.centrelink.gov.au

West Australian Training and Information Centre

The Career Skills Workshop aims to help in the transition from school to employment and with training. Computer programs are available to assist with career decision making and resume writing. A counselling service is also available.

2nd Floor, 166 Murray Street Mall
(above new Woolworths)
PERTH WA

Ph: (08) 9325 9322

WA Department of Training website:
www.training.wa.gov.au

The Western Australian Academy of Performing Arts

Admissions Officer - James Hamilton

2 Bradford Street
MT LAWLEY WA 6050
jhamilton@ecu.edu.au

Yellow Pages

Yellow pages list all the firms and government agencies which are possible providers of positions that you may be interested in.

Additional Websites for online career information:

Getaccess

Website: www.getaccess.wa.gov.au

A fantastic WA site offering salary ranges, job prospects and detailed background material on each job.

Careers Online Australia

Website: www.careersonline.com.au

Future Finder

Website: www.futurefinder.com.au

Provides students with information that is relevant to them, about further study, employment, or transition from one to another.

Job Guide

Website: www.jobguide.detya.gov.au

A wonderful career information resource.

Careers

Website: www.careers.gov.au

Collection of links to help you explore sites which can help with career exploration and decision making, job search preparation, career related education, trainers resources, vacancies and more.

Detya

Website: www.detya.gov.au

Career guidance, occupational information, job search preparation, researching employers and industries, training information, professional resources, overseas people seeking study of work in Australia, job hunting.

Apprenticeships

Website: www.newapprenticeships.gov.au

Information on Apprenticeships and Traineeships for job seekers and employers.

VOCATIONAL EDUCATION AND TRAINING (VET)

John Curtin College of the Arts provides courses that include industry standard training and recognition. The major part of these courses remains as general education. As a result, students will be able to leave the college either well equipped to seek employment or with credits towards a nationally accredited industry qualification that will be of assistance in further study at TAFE or university.

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

The current Year 11 VET programs at the college are delivered in the following areas:

- **School Based Traineeships (SBTs)**
- **Artsmedia (film, television, radio, multimedia)**
- **Hospitality (food)**
- **Career and Enterprise (business, sales, tourism, and others)**

The two key principles in VET programs are:

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

The John Curtin VET programs embody both of these principles.

The inclusion of industry national competencies into the learning program for students is done in two ways. The first is to embed these competencies into WACE courses and endorsed programs and the second is for students to have a combination of embedded and stand-alone competencies to satisfy the requirements for the achievement of nationally accredited certificate courses as well as the WACE. In this way successful students achieve credit in both the secondary education system (WACE) and the industry training system for the same learning.

School Based Traineeships (SBTs)

SBTs are aimed at vocationally oriented students with the dual goals of increasing school retention rates and improving career and employment opportunities. Students in Year 11 will have the opportunity to access SBTs pending on employer availability. For further information contact the VET coordinator.

Workplace Learning (WL)

Workplace Learning is a Curriculum Council endorsed program which aims to facilitate the provision of structured learning opportunities to students in real or simulated workplace situations. The work placements involve training and mentoring that provide students with a broad understanding of the world of work, and the opportunity to develop their technical and generic employability skills. In most cases the skills are assessed and the achievement of competencies is recognised nationally by industry and the education system.

Artsmedia

In Year 11, Artsmedia students who have already completed Certificate I in Media will continue to gain industry experience through Workplace Learning and be afforded the opportunity to complete further units of competency for the award of Certificate II in Broadcasting (Television). This leads the way for students continuing in Year 12 to gain further industry experience and national competencies for the completion of Certificate III in Screen. Workplace Learning is compulsory for all Year 11 Artsmedia students and recommended in Year 12 for those students who want to pursue further studies in media related courses and industry placements.

Career and Enterprise

Career and Enterprise students in Year 11 can elect to gain industry experience through Workplace Learning in a related industry area of interest. In addition students will complete three units of competency from the Certificate I in Business (BSB10101).

These are:

- BSBCMN101A – Prepare for Work
- BSBCMN102A – Complete Daily Work Activities
- BSBCMN106A – Follow Workplace Safety Procedures

Parents and applicants should also be aware that VET programs in upper school which include on-the-job training require students to spend 110 hours in industry gaining employability skills. Workplace Learning is a Curriculum Council endorsed program and can only be taken as a seventh subject, in conjunction with Career and Enterprise. This has important implications for the student's time management in order to meet college requirements, as well as recreational pursuits and part time employment.

For further details of the program, contact Mr Pellone (VET Coordinator); Tel. 9433 7221 or Mobile 0419 917 690.

GOOD STANDING POLICY YEARS 8 TO 12

Background

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

Loss Of Good Standing Status

Good Standing status can be removed if a student is:

- suspended from the college;
- withdrawn from all classes;
- involved in bullying (including cyber bullying) or fighting;
- found to be in possession of, or has used, illegal drugs;
- not following the Student Vehicle Use and Parking Conditions Policy;
- not following the college's Uniform Policy;
- not maintaining a satisfactory attendance record; and
- involved in any other serious breach of college rules.

The period of suspension from Good Standing will be determined by the principal or a dean. Students who are continually breaching college rules will be reviewed by the administration. Each student in this category will be interviewed so that strategies can be implemented which will assist those students to return to Good Standing status.

Rewards and Recognition

Students on Good Standing status can:

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

Students of Good Standing will be recognised in a variety of ways in formal or informal contexts as determined by the Rewards and Recognition System (RARS). This system provides positive rewards for those students who are maintaining their Good Standing status, have received a blue RARS token, and are excelling in the college community.

LIBRARY

HOURS

8.00am - 3.30pm (Monday - Wednesday)

8.00am - 2.30pm (Thursday - Friday)

Closed for recess

Closed 1st half of lunch

WHAT IS IN THE LIBRARY FOR YOU

- books on every subject;
- internet;
- access to online database EBSCO for current information;
- work processing;
- great range of magazines;
- current affairs articles;
- CD-Roms and videos;
- A/V equipment including cameras audio recorders and thumbdrives;
- career and course information;
- two copies of *The West Australian* purchased daily;
- comfortable reading area and
- assistance from the library staff.

As well as all of the above, we always welcome your suggestions for new resources or changes to the library.

BORROWING

Up to four resources can be borrowed at a time for two weeks.

SENIOR STUDY ROOM

Whenever the library is open the senior study room is available.

WACE EXAMINATION REVISION BOOKS

We have a selection of external examination revision books for loan.

Enjoy the library and remember:

- The college's Code of Conduct applies equally in the library. All students can expect to work without being disrupted.
- Students must adhere to the accepted college policy for computer use.

YEAR 11 - 2009

CURRICULUM COUNCIL COURSES AND ENDORSED PROGRAMS OFFERED AT JOHN CURTIN COLLEGE OF THE ARTS

UNIVERSITY PATHWAY COURSES

ACCOUNTING AND FINANCE (2ACF4 & 2BACF4)
ANCIENT HISTORY (2AHIA4 & 2BHIA4)
BIOLOGICAL SCIENCES (2ABIO4 & 2BBIO4)
CHEMISTRY (2ACHE4 & 2BCHE4)
DANCE (2ADAN4 & 2BDAN4)
DANCE (GIFTED AND TALENTED) (2ADANS4 & 2BDANS4)
DRAMA (2ADRA4 & 2BDRA4)
DRAMA (GIFTED AND TALENTED) (2ADRAS4 & 2BDRAS4)
ECONOMICS (2AECO4 & 2BECO4)
ENGLISH (2AENG4 & 2BENG4)
GEOGRAPHY (2AGEO4 & 2BGEO4)
HUMAN BIOLOGICAL SCIENCE (2AHBS4 & 2BHBS4)
ITALIAN (2AITA4 & 2BITA4)
LITERATURE (2ALIT4 & 2BLIT4)
MATHEMATICS (2AMAT4 & 2BMAT4)
MATHEMATICS (2CMAT4 AND 2DMAT4)
MATHEMATICS (3AMAT4 & 3BMAT4)
MATHEMATICS: SPECIALIST (3AMAS4 & 3BMAS4)
MEDIA, PRODUCTION AND ANALYSIS (2AMPA4 & 2BMPA4)
MEDIA, PRODUCTION AND ANALYSIS (GIFTED AND TALENTED) (2AMPAS4 & 2BMPAS4)
MODERN HISTORY (2AHIM4 AND 2BHIM4)
MUSIC: CONTEMPORARY MUSIC (2AMUSC4 & 2BMUSC4)
MUSIC: CONTEMPORARY MUSIC (GIFTED AND TALENTED - MUSIC THEATRE) (2AMUSCS & 2BMUSCS)
MUSIC: WESTERN ART MUSIC (2AMUSW4 & 2BMUSW4)
PHYSICS (2APHY4 & 2BPHY4)
VISUAL ARTS (2AVAR4 & 2BVAR4)

TAFE / VOCATIONAL PATHWAY COURSES

APPLIED INFORMATION TECHNOLOGY (1CAIT4 & 1DAIT4)
BALLET SHOWCASE 2 AND 3 (GIFTED AND TALENTED) (BALSC2 & BALSC3) *
CAREER AND ENTERPRISE (1ACAE4 & 1BCAE4)
CHILDREN, FAMILY AND COMMUNITY: CARING FOR OTHERS (1ACFCC4 & 1BCFCC4)
CHILDREN, FAMILY AND COMMUNITY: LIVING INDEPENDENTLY (1ACFCL4 & 1BCFCL4)
COMPUTER SCIENCE (1ACSC4 & 1BCSC4)
DANCE (1ADAN4 & 1BDAN4)
DESIGN: GRAPHICS (1ADESG4 & 1BDESG4)
DESIGN: PHOTOGRAPHY (1ADESP4 & 1BDESP4)
ENGLISH (1CENG4 & 1DENG4)
FOOD, SCIENCE AND TECHNOLOGY: HOSPITALITY (1CFSTH4 & 1DFSTH4)
HEALTH STUDIES (1AHEA4 & 1BHEA4)
INTEGRATED SCIENCE (1AISC4 & 1BISC4)
MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (1AMDTT4 & 1BMDTT4)
MATERIALS, DESIGN AND TECHNOLOGY: WOOD (1AMDTW4 & 1BMDTW4)
MATHEMATICS (1DMAT4 & 1EMAT4)
MEDIA, PRODUCTION AND ANALYSIS (1AMPA4 & 1BMPA4)
MUSIC: CONTEMPORARY MUSIC (1CMUSC4 & 1DMUSC4)
OUTDOOR EDUCATION (1AOED4 & 1BOED4)
PHYSICAL EDUCATION STUDIES (1APES4 & 1BPES4)
PHYSICAL EDUCATION STUDIES (SOCCER EXCELLENCE) (1APESS4 & 1BPESS4)
VISUAL ARTS (1AVAR4 & 1BVAR4)
WORKPLACE LEARNING (WL24) *

* ENDORSED PROGRAM

PREREQUISITES FOR YEAR 11 COURSES 2009

The following table indicates the minimum Year 10 prerequisites to undertake the listed Year 11 courses.

COURSE	PREREQUISITES
Accounting and Finance (2ACF4 & 2BACF4)	Nil
Ancient History (2AHIA4 & 2BHIA4)	Grade A i.e. level 5 in Society and Environment outcomes plus entry to English 2A/2B or Literature 2A/2B
Applied Information Technology (1CAIT4 & 1DAIT4)	Nil
Ballet Showcase 2 and 3 (Gifted and Talented) (BALSC2 & BALSC3)	By selection only
Biological Sciences (2ABIO4 & 2BBIO4)	Grade B i.e. level 5 in Science, particularly in the unit <i>Life and Living</i>
Career and Enterprise (1ACAE4 & 1BCAE4)	Nil
Chemistry (2ACHE4 & 2BCHE4)	Grade B i.e. level 5 in pathway one Science
Children, Family and Community: Caring for Others (1ACFCC4 & 1BCFCC4)	Nil
Children, Family and Community: Living Independently (1ACFCL4 & 1BCFCL4)	Nil
Computer Science (1ACSC4 & 1BCSC4)	Nil
Dance (1ADAN4 & 1BDAN4)	Nil
Dance (2ADAN4 & 2BDAN4)	Previous dance experience
Dance (Gifted and Talented) (2ADANS4 & 2BDANS4)	By selection only
Design: Graphics (1ADESG4 & 1BDESG4)	Nil
Design: Photography (1ADESP4 & 1BDESP4)	Nil
Drama (2ADRA4 & 2BDRA4)	Previous drama experience in lower school is essential plus entry into English 2A/2B
Drama (Gifted and Talented) (2ADRAS4 & 2BDRAS4)	By selection only
Economics (2AECO4 & 2 BECO4)	Grade A i.e. level 5 in Society and Environment outcomes plus entry to English 2A/2B
English (1CENG4 & 1DENG4)	Nil
English (2AENG4 & 2BENG4)	Grade B i.e. level 5 in English outcomes
Food, Science and Technology: Hospitality (1CFSTH4 & 1DFSTH4)	Nil
Geography (2AGEO4 & 2BGEO4)	Grade A i.e. level 5 in Society and Environment outcomes plus entry to English 2A/2B
Health Studies (1AHEA4 & 1BHEA4)	Nil
Human Biological Science (2AHBS4 & 2BHBS4)	Grade B i.e. level 5 in Science, particularly in the unit <i>Life and Living</i>
Integrated Science (1AISC4 & 1BISC4)	Grade C i.e. level 4 across Science outcomes
Italian (2AITA4 & 2BITA4)	Grade B i.e. levels 3/4 across all Italian outcomes
Literature (2ALIT4 & 2BLIT4)	Grade A i.e. level 6 in English outcomes
Materials, Design and Technology: Textiles (1AMDTT4 & 1BMDTT4)	Nil
Materials, Design and Technology: Wood (1AMDTW4 & 1BMDTW4)	Nil
Mathematics (1DMAT4 & 1EMAT4)	Grade C in pathway MAT101 i.e. level 4 in all outcomes
Mathematics (2AMAT4 & 2BMAT4)	Grade A in pathway MAT201 i.e. level 5 in all outcomes except for level 6 in algebra
Mathematics (2CMAT4 and 2DMAT4)	Grade B in pathway MAT301 i.e. level 6/7 in algebra
Mathematics (3AMAT4 & 3BMAT4)	Grade A in pathways MAT301/MAS301 i.e. level 6/7 in algebra and at least level 6 in all other outcomes
Mathematics: Specialist (3AMAS4 & 3BMAS4)	Grade A in pathway MAS301 i.e. level 6 in space and measurement and level 6/7 in algebra. Also students must be enrolled concurrently in 3AMAT and 3BMAT
Media, Production and Analysis (1AMPA4 & 1BMPA4)	Nil

COURSE	PREREQUISITES
Media, Production and Analysis (2AMPA4 & 2BMPA4)	Grade B in a lower school media course
Media, Production and Analysis (Gifted and Talented) (2AMPAS4 & 2BMPAS4)	By selection only
Modern History (2AHIM4 and 2BHIM4)	Grade A i.e. level 5 in Society and Environment outcomes and entry into English 2A/2B or Literature 2A/2B
Music: Contemporary Music (1CMUSC4 & 1DMUSC4)	Previous involvement in college's music program both classroom and instrumental and grade C i.e. level 4 in arts outcomes
Music: Contemporary Music (2AMUSC4 & 2BMUSC4)	Completion Years 8 to 10 class music (specialist or enrichment), instrumental / vocal tuition for a minimum of three years and grade B i.e. level 5 in arts outcomes
Music: Contemporary Music (Gifted and Talented - Music Theatre) (2AMUSCS & 2BMUSCS)	By selection only
Music: Western Art Music (2AMUSW4 & 2BMUSW4)	Completion Years 8 to 10 class music (specialist or enrichment), instrumental / vocal tuition for a minimum of three years and grade B i.e. level 5 in arts outcomes
Outdoor Education (1AOED4 & 1BOED4)	Nil
Physical Education Studies (1APES4 & 1BPES4)	Nil
Physical Education Studies (Soccer Excellence) (1APESS4 & 1BPES4)	By selection only
Physics (2APHY4 & 2BPHY4)	Grade B i.e. level 5 in pathway one Science
Visual Arts (1AVAR4 & 1BVAR4)	Grade C i.e. level 3/4 in lower school art
Visual Arts (2AVAR4 & 2BVAR4)	Grade B i.e. level 5 in lower school art
Workplace Learning (WL24)	Must be enrolled in Career and Enterprise 1A/1B.

Prerequisites provided in this handbook are intended as a guide. Students are advised to follow teacher recommendations when selecting courses to study in upper school.

ACCOUNTING AND FINANCE

COURSE 2AACF4 (S1) and 2BACF4 (S2)

Prerequisites: Nil

Unit 2AACF4: Semester 1

Approximate unit charge: \$30.00

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily accessible finance and high banking costs are daily issues. Everyone has to make financial decisions on a personal or business level and this course aims to make students financially literate as well as understand the ethical, social and environmental issues involved.

The focus for this unit is **double entry accounting for small businesses**. Students record and process financial information using the double entry system and apply the principles of Goods and Services Tax (GST). Students learn about various forms of business organisations adopted by small businesses. On completion students should be able to record and report financial data, select and use financial and non-financial information and identify legislation pertinent to establishing, operating and improving the performance of a variety of small businesses.

Unit 2BACF4: Semester 2

Approximate unit charge: \$30.00

The focus for this unit is **accrual accounting for business**. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of small business organisations and become familiar with the main aspects of electronic processing of financial data using either MYOB or QuickBooks. Students learn how the activities of business affect the natural and social environments and what costs are associated with observing legislation and maintaining ethical practice.

On completion of this unit the student should be able to:

- record and report using balance day adjustments financial data and information for a sole trader using manual and computerised double-entry accounting;
- select and apply accounting concepts when using financial and non-financial information;

- evaluate a small business entity and formulate strategies that will improve business performance; and
- identify legislation pertinent to establishing a variety of small business entities and identify the financial costs associated with small business maintaining good business practice.

In Year 12, these units lead on to 3AACF and 3BACF.

ANCIENT HISTORY

COURSE 2AHIA4 (S1) and 2BHIA4 (S2)

Prerequisites: Grade A i.e. level 5 in Year 10 Society and Environment outcomes and entry into English 2A/2B or Literature 2A/2B.

Unit 2AHIA4: Semester 1

Approximate unit charge: \$30.00

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

The unit will be studied in the context of Rome:

The Late Republic – from the Gracchi to Sulla. This includes, but is not restricted to; the rise of the tribunate, extraordinary commands, Marius' reforms, citizenship and social wars.

Unit 2BHIA4: Semester 2

Approximate unit charge: \$30.00

The focus for this unit is **confrontation and resolution**. Students learn that there are internal and external forces that result in confrontation and resolution within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater confrontation and more effective resolution.

The unit will be studied in the context of Rome:

From Pompey to the emergence of Augustus in 27 BC. This includes, but is not restricted to; the emergence of client armies, the Catiline Conspiracy, civil wars and the dictatorship of Caesar and the Second Triumvirate.

In Year 12, these units lead on to 3AHIA and 3BHIA.

APPLIED INFORMATION TECHNOLOGY

COURSE 1CAIT4 (S1) and 1DAIT4 (S2)

Prerequisites: Nil

Unit 1CAIT4: Semester 1

Approximate unit charge: \$35.00

The focus for this unit is **personal information and communication technologies** and using technology to meet personal computing needs. This is a practical and hands on unit where you learn what information technology culture is all about. It is about designing access to information, time management, the use of productivity tools, such as Microsoft Excel and the use of web editors like Front page and Dreamweaver. In addition students learn about ICT careers, converging technologies as well as how people use ICT and operate in a modern ICT environment.

The unit emphasis is on design and designing for an audience and producing a personalised webpage, which constitutes 60% of the assessment.

Unit 1DAIT4: Semester 2

Approximate unit charge: \$35.00

The focus for this unit is **community information and communication technologies** and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system. In addition students examine the impact of information technology solutions within the community.

This unit leads on from 1CAIT4, but has a business focus. The production component is 60% so this unit is also very practical and hands on as students learn how to design for clients within certain time frames.

In Year 12, these units lead on to 2AAIT and 2BAIT.

BALLET SHOWCASE 2 AND 3 (Gifted and Talented)

ENDORSED PROGRAM BALSC2 (S1) and BALSC3 (S2)

Prerequisites: This endorsed program is available only for vocational GATE ballet students.

Program BALSC2: Semester 1
Approximate program charges: \$125.00 plus

Costume Levy: \$25.00

Performance Levy: \$25.00

This endorsed program is recommended for students who wish to pursue dance/ballet as a vocation and it is expected that students would undertake both Ballet Showcase 2 and Ballet Showcase 3. Students are able to focus on the experience of being involved in the process of staging a ballet as a coryphée thus encouraging technical development, collaboration and leadership. Students will also engage in time and place research relevant to the ballet under production as well as participate in the design and management of costumes. This program aims to provide students with a learning environment reflective of the workplace.

Key areas of study will include:

- ballet technique and presentational skills;
- historical social and cultural contexts in ballet periods;
- safe dance practices;
- production roles – design and costume management; and
- performance – as coryphée (minor soloist roles).

Additional requirements for the program include classes, rehearsals and performances outside college hours.

Students who complete this program will receive a Certificate of Achievement.

Note: For students pursuing dance/ballet as a vocation, the following courses are recommended:

- Dance 2A/2B (Gifted and Talented);
- Ballet Showcase 2 & 3 (Gifted and Talented); and
- Certificate II in Dance.

Program BALSC3: Semester 2
Approximate program charges: \$125.00 plus

Costume Levy: \$25.00

Performance Levy: \$25.00

This endorsed program is recommended for students who wish to pursue dance/ballet as a vocation and it is expected that students would undertake both Ballet Showcase 2 and Ballet Showcases 3. Students are able to focus on the experience of being involved in the process of staging a ballet as a soloist thus encouraging technical development, artistic creativity and leadership. Students will also engage in time and place research relevant to the ballet under production as well as participate in the publicity and promotion of the show. This program aims to provide students with a learning environment reflective of the workplace.

Key areas of study will include:

- ballet technique and presentational skills;
- historical social and cultural contexts in ballet periods;
- safe dance practices;
- production roles – publicity and promotion; and
- performance – as soloists.

Additional requirements for the program include classes, rehearsals and performances outside college hours.

Students who complete this course will receive a Certificate of Achievement.

Note: For students pursuing dance/ballet as a vocation, the following courses are recommended:

- Dance 2A/2B (Gifted and Talented);
- Ballet Showcase 2 & 3 (Gifted and Talented); and
- Certificate II in Dance.

In Year 12, this program leads on to Ballet Showcase 4 (Gifted and Talented).

BIOLOGICAL SCIENCES

COURSE 2ABIO4 (S1) and 2BBIO4 (S2)

Prerequisites: Grade B i.e. level 5 in Year 10 Science particularly in the unit *Life and Living*.

Unit 2ABIO4: Semester 1
Approximate unit charge: \$30.00

The focus of this unit is **population biology** where students investigate a range of different organisms relevant to their life. The unit will provide students with opportunities to extend their investigations to the adaptations and cell chemistry of individuals in populations and modes of relationships between organisms. After completing this unit students will understand population dynamics and the factors which affect populations, including the ethical implications of human intervention in population control.

Unit 2BBIO4: Semester 2
Approximate unit charge: \$30.00

The focus of this unit is **conservation biology**. For example students may study the importance of meiosis, gamete production and gene conservation in the context of the work of wildlife parks. Major environmental challenges can be local or global. Students will focus on content which relates to the sustainability of the biosphere as an ecosystem.

In Year 12, these units lead on to 3ABIO and 3BBIO.

CAREER AND ENTERPRISE

COURSE 1ACAE4 (S1) and 1BCAE4 (S2)

Prerequisites: Nil

Unit 1ACAE4: Semester 1

Approximate unit charge: \$20.00

The focus of this unit is **exploring my world and its connections**. Students recognise themselves as part of a network of people and organisations and identify who can help with college-to-work transitions. Students realise that employment is connected with responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored. Students understand that transitions can be facilitated by resources made available through the family, college, workplace and community and that these groups assist young people to learn what is expected of them as workers.

Unit 1BCAE4: Semester 2

Approximate unit charge: \$20.00

The focus of this unit is **entry-level work readiness**. Basic skills and entry-level jobs are examined and links are drawn between the two as students broaden their understanding of work roles within specific industry areas. Career development options are examined through case studies. Students understand the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level positions. Students realise that environmental influences and trends exist and that these could affect their career development opportunities.

Note: Students who are enrolled in Career and Enterprise can enrol in Workplace Learning: Employability Skills (Mode2). This endorsed program enables students to develop and be assessed on employability skills whilst in the workplace. It requires the completion of a minimum 110 hours in the workplace (equivalent to two units). This program has a cost of \$85.00 per annum.

In Year 12, these units lead on to 1CCAЕ and 1DCAЕ.

CHEMISTRY

COURSE 2ACHE4 (S1) and 2BCHE4 (S2)

Prerequisites: Grade B i.e. level 5 in pathway one Year 10 Science.

Unit 2ACHE4: Semester 1

Approximate unit charge: \$30.00

The focus of this unit is **chemistry in and around the home** as it enables students to understand the chemical information relating to materials and their uses in their surroundings. Students learn and apply bonding theories and atomic structure, including an introduction to electron configurations. Students examine various endothermic and exothermic chemical reactions, interpreting formulas and balancing equations.

Unit 2BCHE4: Semester 2

Approximate unit charge: \$30.00

In this unit students further their understanding of how **chemistry plays a vital role in addressing environmental problems**. Students are introduced to organic chemistry, acid/base theories and oxidation/reduction processes. They are also introduced to the concept of chemical equilibrium. Students use the mole as a unifying concept in multi-step stoichiometric calculations including limiting reagents, concentration, mass and volumes.

In Year 12, these units lead on to 3ACHE and 3BCHE.

CHILDREN, FAMILY AND COMMUNITY: CARING FOR OTHERS

COURSE 1ACFCC4 (S1) and 1BCFCC4 (S2)

Prerequisites: Nil

Unit 1ACFCC4: Semester 1

Approximate unit charge: \$18.00

The focus of this unit is **me, my family and my community**. The unit examines the development of the individual, including the relationship between nature and nurture. There are many opportunities for students to participate in practical and group activities to expand their understanding, skills and knowledge to enhance development and wellbeing of children and individuals in the community.

Unit 1BCFCC4: Semester 2

Approximate unit charge: \$18.00

The focus for this unit is **family uniqueness**. The unit explores the range of aspects that affect family structure, cultural traditions and history. Students learn how to make adjustments in times of individual and family need. There are many opportunities to participate in practical activities to build understanding of human diversity and uniqueness, and to develop and consolidate skills.

In Year 12, these units lead on to 1CCFCC and 1DCFCC.

CHILDREN, FAMILY AND COMMUNITY: LIVING INDEPENDENTLY

COURSE 1ACFCL4 (S1) and 1BCFCL4 (S2)

Prerequisites: Nil

Unit 1ACFCL4: Semester 1

Approximate unit charge: \$35.00

The focus for this unit is **me, my family and my community**. The unit examines basic nutrition and its effect on our bodies, how to cope with life challenges and opportunities. Students discover how to become more independent and be a positive member of the community. There are many opportunities to participate in practical and group activities to expand understanding, skills and knowledge to enhance development and wellbeing.

Unit 1BCFCL4: Semester 2

Approximate unit charge: \$35.00

The focus for this unit is **family uniqueness**. The unit explores different aspects of the family unit and its importance in the development of the individual. Students will learn the value of working as part of a team. There are many opportunities to participate in practical activities to build understanding of human diversity and uniqueness, and to develop and consolidate skills and investigations.

In Year 12, these units lead on to 1CCFCL AND 1DCFCL.

COMPUTER SCIENCE

COURSE 1ACSC4 (S1) and 1BCSC4 (S2)

Prerequisites: Nil

Unit 1ACSC4: Semester 1

Approximate unit charge: \$35.00

The focus for this unit is the **personal use of computer systems**. It will give students the knowledge and skills required to maintain a personal computer. Whilst the focus of this unit is on the hardware, students will be exposed to software that is appropriate for personal use, including maintaining an operating system, software used to connect to the internet and software that will allow students to write a sequence of simple instructions. Whilst considering personal needs and wants, students will examine the social, ethical and legal implications of personal computer use.

Unit 1BCSC4: Semester 2

Approximate unit charge: \$35.00

The focus for this unit is the **personal use of communication and information systems**. It introduces a formal method for developing an information system, databases, networks and internet technologies. Students gain an understanding of the concepts and skills required to create a system from an initial idea through to implementation. They will also investigate the effects that personal information systems have on daily life, as well as career opportunities within the information technology industry.

In Year 12, these units lead on to 2ACSC and 2BCSC.

DANCE

COURSE 1ADAN4 (S1) and 1BDAN4 (S2)

Prerequisites: Nil

Unit 1ADAN: Semester 1

Approximate unit charge: \$60.00 plus

Costume levy: \$13.00

Performance levy: \$13.00

The focus of this unit is **exploring the components of dance**. Within this broad focus, teachers select learning contexts that tap into the interest of their students and build upon the understandings they have already acquired.

Students are introduced to the language of dance to reflect on and respond to their own work and the work of others. Through practical lessons, they learn safe dance practices, improve their physical competencies and acquire genre-specific technique. The introduction of performance qualities and etiquette is integral to their development as performers.

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

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

Students will study the contemporary genre as well as a variety of other genres, explore the choreographic process, participate in performances and be introduced to the functions, contexts and social value of dance.

Unit 1BDAN: Semester 2

Approximate unit charge: \$60.00 plus

Costume levy: \$13.00

Performance levy: \$13.00

The focus for this unit is **dance as entertainment**. Within this broad focus, teachers select learning contexts that tap into the interests of students and build upon the understandings they have already acquired.

Students have the opportunity to develop further their knowledge and understanding of dance language and apply it to both dance-making and dance interpretation.

In particular, students explore the entertainment potential of dance and choreography. In practical lessons they improve safe dance practices and their physical competencies whilst acquiring genre-specific technique. The exploration of dance as entertainment further develops students as competent performers.

Students explore and investigate the elements of dance and processes of choreography to solve choreographic tasks for performance. They investigate ways to document their thinking and working practices to resolve personal ideas and refine reflection and decision-making skills.

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

The investigation of selected dance works, past and present, addresses issues of style and form, and analysis develops students' understanding of the concepts embedded in dance.

Students will study the contemporary genre as well as a variety of other genres, explore the choreographic process, participate in performances and be introduced to the functions, contexts and social value of dance.

In Year 12, these units lead on to 2ADAN and 2BDAN.

DANCE

COURSE 2ADAN4 (S1) and 2BDAN4 (S2)

Prerequisites: Previous dance experience.

Unit 2ADAN4: Semester 1

Approximate unit charge: \$60.00 plus

Costume levy: \$13.00

Performance levy: \$13.00

The focus for this unit is **popular culture** and within this broad focus learning contexts are selected that tap into the interests of students and build upon the understandings that they have already acquired.

Students further develop their knowledge and understanding of dance language and examine how the language of movement contributes to the process of conveying concepts. Through practical lessons students use safe dance practices and improve physical competencies to acquire genre specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles.

Students solve choreographic tasks to produce new dance works incorporating dance elements and choreographic processes using technologies and design concepts that reflect current trends.

The exploration of dance in popular culture leads to a wider understanding of the functions of contexts of dance in our society. Students understand and value the way dance works are subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which dance works are created.

Specifically, within the broad area of popular culture, students have the opportunity to study the contemporary genre as well as a range of other dance genres, investigate the choreographic process, participate in performance processes and research the functions, contexts and social value of dance.

Unit 2BDAN4: Semester 2

Approximate unit charge: \$60.00

Costume levy: \$13.00

Performance levy: \$13.00

The focus for this unit is **Australian dance**. Within this broad focus, learning contexts are selected that tap into the interests of students and build upon the understandings they have already acquired.

Specifically, within the context of Australian dance, students have the opportunity to study the contemporary genre as well as a variety of other dance genres, investigate the choreographic process and research the historical, social, cultural and economic value of dance in Australia.

In Year 12, these units lead into 3ADAN and 3BDAN. Also units 2ADAN and 2BDAN will be offered using different contexts to the Year 11 units.

DANCE (Gifted and Talented)

COURSE 2ADANS4 (S1) and 2BDANS4 (S2)

Prerequisites: By selection only.

Unit 2ADANS4: Semester 1

Approximate unit charge: \$125 plus

Costume levy: \$25.00

Performance levy: \$25.00

The focus for this unit is **popular culture** and within this focus learning contexts are selected that tap into the interests of students and build upon the understandings that they have already acquired.

Students further develop their knowledge and understanding of dance language and examine how the language of movement contributes to the process of conveying concepts. Through practical lessons, students use safe dance practices to improve physical competencies and acquire genre specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles.

Students solve choreographic tasks to produce new dance works incorporating dance elements and choreographic processes using technologies and design concepts that reflect current trends.

The exploration of dance in popular culture leads to a wider understanding of the functions of contexts of dance in our society. Students understand and value the way dance works are subject to different interpretations and appreciate that informed responses should take in to account the varying contexts within which dance works are created.

Within the broad area of popular culture, students have the opportunity to study the contemporary genre as well as a range of other dance genres, investigate the choreographic process, participate in performance processes and research the functions, contexts and social value of dance.

Additional requirements for this unit include classes, rehearsals and performances outside college hours.

Unit 2BDANS: Semester 2

Approximate unit charge: \$125 plus

Costume levy: \$25.00

Performance levy: \$25.00

The focus for this unit is **Australian dance**. Within this broad focus, learning contexts are selected that tap into the interests of students and build upon the understandings they have already acquired.

Specifically, within the context of Australian dance, students have the opportunity to study the contemporary genre as well as a variety of other dance genres, investigate the choreographic process, participate in the performance process and research the historical, social, cultural and economic value of dance in Australia.

Additional requirements for this unit include classes, rehearsals and performances outside college hours.

Note: For students pursuing dance/ballet as a vocation, the following courses are recommended:

- Dance 2A/2B (Gifted and Talented);
- Ballet Showcase 2 & 3; and
- Certificate II in Dance.

In Year 12, these units lead on to 3ADANS and 3BDANS (Gifted and Talented). Also units 2ADANS and 2BDANS (Gifted and Talented) will be offered using different contexts to the Year 11 units.

DESIGN: GRAPHICS

COURSE 1ADESG4 (S1) and 1BDESG4 (S2)

Prerequisites: Nil

Unit 1ADESG4: Semester 1

Approximate unit charge: \$25.00

The focus for this unit is **design basics**. Students understand that design is a discipline area with its own history, traditions, tools and techniques. Students are introduced to design elements and principles as well as the design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and processes plus materials and technologies.

Unit 1BDESG4: Semester 2
Approximate unit charge: \$25.00

The focus for this unit is **applied design**. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students expand visualising/rendering techniques and the basic terminology for design principles. Students increase familiarity with basic production skills and processes as well as materials and technologies.

In Year 12, these units lead on to 1CDESG and 1DDESG.

DESIGN: PHOTOGRAPHY

COURSE 1ADESP4 (S1) and 1BDESP4 (S2)

Prerequisites: Nil

Unit 1ADESP4: Semester 1
Approximate unit cost: \$75.00

The focus for this unit is **design basics in photography**. Students will understand that design is a discipline area with its own history, traditions, tools and techniques. Students are introduced to design elements and principles as well as design process and practice. In addition, they will use a range of techniques to demonstrate their control over the elements of design. Students will develop basic photographic production skills and processes as well as materials and technologies.

Unit 1BDESP4: Semester 2
Approximate unit cost: \$60.00

The focus for this unit is **applied design in photography**. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students will expand techniques and their terminology for design principles. Students increase their familiarity with basic photographic production skills and processes as well as materials and technologies.

In Year 12, these units lead on to 1CDESP and 1DDESP.

DRAMA

COURSE 2ADRA4 (S1) and 2BDRA4 (S2)

Prerequisites: Previous drama experience in lower school is essential plus entry into 2A/2B English.

Unit 2ADRA4: Semester 1
Approximate unit charge: \$60.00 plus

Costume levy: \$13.00

Performance levy: \$13.00

The recommended focus for this unit is **dramatic action**. This involves the driving force of drama that arises from conflicting human desires, motivations, objectives and the dramatic tension they create. In this unit students will extend their voice and movement skills and develop specific techniques to enable them to present characters that audiences believe. They will also learn how to write and devise realistic dialogue that drives dramatic action.

This unit covers representational and/or realistic drama forms and styles and students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski.

Students consider audience/performance relationships in representational and/or realistic drama. They analyse the way drama technologies have been developed to represent realistic sets, situations and characters in a variety of performance spaces.

In contexts related to dramatic action, students have the opportunity to research, workshop, interpret perform and produce texts from forms and styles to representational and/or realistic drama.

Unit 2BDRA4: Semester 2
Approximate unit charge: \$60.00 plus

Costume levy: \$13.00

Performance levy: \$13.00

The recommended focus for this unit is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity. They learn how drama is shaped by its historical and cultural context and how drama can provide a commentary or critique that may challenge conventional thinking about particular issues.

Students extend their knowledge of drama forms and styles that have been considered challenging either because of the way that they challenged the conventions of dramatic structure and styles of performance or because of the way they questioned notions of identity related to politics, nationalism, gender or class.

Students learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realistic drama. They consider the ways that such drama can use a wide variety of different forms and purpose-built performance spaces and how productions can be staged using minimal or symbolic sets and props.

In contexts related to challenge and identity, students have the opportunity to research, workshop, interpret and perform presentational and/or non realistic drama texts. They undertake production roles and collaborate to work safely and present their drama in a well-organised manner.

In Year 12, these units lead on to 3ADRA and 3BDRA. Also units 2ADRA and 2BDRA will be offered using different contexts to the Year 11 units. Students are required to consult with Ms Atkinson before enrolling in Drama.

DRAMA (Gifted and Talented)

COURSE 2ADRAS4 (S1) and 2BDRAS4 (S2)

Prerequisites: By selection only.

Unit 2ADRAS4: Semester 1
Approximate unit charge: \$125.00 plus

Costume levy: \$25.00

Performance levy: \$25.00

The recommended focus for this unit is **dramatic action**. This involves the driving force of drama that arises from conflicting human desires, motivations, objectives and the dramatic tension they create. In this unit students will extend their voice and movement skills and develop specific techniques to enable them to present characters that audiences believe. They will also learn how to write and devise realistic dialogue that drives dramatic action.

This unit covers representational and / or realistic drama forms and styles and students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski.

Students consider audience / performance relationships in representational and / or realistic drama. They analyse the way drama technologies have been developed to represent realistic sets, situations and characters in a variety of performance spaces.

DRAMA CONTINUED...

In contexts related to dramatic action, students have the opportunity to research, workshop, interpret, perform and produce texts from forms and styles to representational and / or realistic drama.

Unit 2BDRAS4: Semester 2

Approximate unit charge: \$125.00 plus

Costume levy: \$25.00

Performance levy: \$25.00

The recommended focus for this unit is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity. They learn how drama is influenced by its historical and cultural context and how drama can provide a commentary or critique that may challenge conventional thinking about particular issues.

Students extend their knowledge of drama forms and styles that have been considered challenging either because of the way that they challenged the conventions of dramatic structure and styles of performance or because of the way they questioned notions of identity related to politics, nationalism, gender or class.

Students learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realistic drama. They consider the ways that such drama can use a wide variety of different forms and purpose-built performance spaces and how productions can be staged using minimal or symbolic sets and props.

In contexts related to challenge and identity, students have the opportunity to research, workshop, interpret and perform presentational and/or non-realistic drama texts. They undertake production roles and collaborate to work safely and present their drama in a well-organised manner.

In Year 12, these units lead on to 3ADRAS and 3BDRAS. Also units 2ADRAS and 2BDRAS will be offered using different contexts to the Year 11 units.

ECONOMICS

COURSE 2AECO4 (S1) and 2BECO4 (S2)

Prerequisites: Grade A i.e. level 5 in Year 10 Society and Environment outcomes and entry into English 2A/2B.

Unit 2AECO4: Semester 1

Approximate unit charge: \$30.00

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

Unit 2BECO4: Semester 2

Approximate unit charge: \$30.00

The focus for this unit is **macroeconomics**. It is an introduction to macroeconomics and the government's role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

In Year 12, these units lead on to 3AECO and 3BECO.

ENGLISH

COURSE 1CENG4 (S1) and 1DENG4 (S2)

Prerequisites: Grade C i.e. level 3 in Year 10 English.

Unit 1CENG4: Semester 1

Approximate unit charge: \$30.00

The focus for this unit is **language and self**. Students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively. They explore the ways in which language varies according to purpose and audience.

Unit 1DENG4: Semester 2

Approximate unit charge: \$30.00

The focus for this unit is **language and society** and the development of students' competence in the language skills needed to operate effectively in modern society and to meet social, academic and personal needs.

In Year 12, these units lead on to 2AENG and 2BENG. Also units 1CENG and 1DENG will be offered using different contexts to the Year 11 units.

ENGLISH

COURSE 2AENG4 (S1) and 2BENG4 (S2)

Prerequisites: Grade B i.e. level 5 in Year 10 English.

Unit 2AENG4: Semester 1

Approximate unit charge: \$35.00

The focus for this unit is **language and action**. Students develop their language skills by exploring issues of concern or controversy and examining the way language is used in relation to these topics.

Unit 2BENG4: Semester 2

Approximate unit charge: \$35.00

The focus for this unit is **language and the world**. Students examine the relationship between language and the world by exploring the way in which language offers particular ideas and information about topics, events or people.

Course 2A/2B English is to be studied by students who are planning to attend a university. It is a demanding course and should only be attempted on teacher recommendation.

In Year 12, these units lead on to 3AENG and 3BENG.

FOOD, SCIENCE AND TECHNOLOGY: HOSPITALITY

COURSE 1CFSTH4 (S1) and 1DFSTH4 (S2)

Prerequisites: Nil

Unit 1CFSTH4: Semester 1

Approximate unit charge: \$65.00

The focus for this unit is **food and my life**. In this unit students learn about food through practical preparation skills in relation to themselves and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, its nutritional nature and properties in relation to selection and management when developing products, services and systems. Students determine the appropriateness of equipment used as they evaluate products and designs. There is a focus on working with others in teams, following safe and hygienic food handling skills and practice. Students are given the opportunity to complete practical tasks that involve catering for a college function.

Unit 1DFSTH4: Semester 2
Approximate unit charge: \$65.00

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

Note: Students are given the opportunity to complete a VET unit of competency THHGSO 1B: Follow Workplace Hygiene Procedures.

In Year 12, these units lead on to 2AFSTH and 2BFSTH.

GEOGRAPHY

COURSE 2AGEO4 (S1) and 2BGEO4 (S2)

Prerequisites: Grade A i.e. level 5 in Year 10 Society and Environment outcomes and entry to English 2A/2B.

Unit 2AGEO4: Semester 1
Approximate unit charge: \$30.00

The focus of this unit is the **geography of natural hazards and impact minimisation**. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

Unit 2BGEO4: Semester 2
Approximate unit charge: \$30.00

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

In Year 12, these units lead on to 3AGEO and 3BGEO.

HEALTH STUDIES

COURSE 1AHEA4 (S1) and 1BHEA4 (S2)

Prerequisites: Nil

Unit 1AHEA4: Semester 1
Approximate unit charge: \$25.00

The focus for this unit is **personal health**. This unit explores the health issues that concern students as adolescents and young adults. Relevant issues, such as preparing to drive, body image, alcohol and other drug use and accessing and assessing relevant health services may be selected to examine personal health priorities and the factors that influence health. Opportunities are provided to develop the knowledge and skills to influence positively their own and others' personal health. In this unit, there is the opportunity to investigate, develop and evaluate health promotion strategies to address personal health issues. The understanding, skills and beliefs to enable students to make informed health choices, cope better with their lives and to advocate for their own and others' personal health needs are developed.

Unit 1BHEA4: Semester 2
Approximate unit charge: \$25.00

The focus for this unit is **adolescent health**. The unit looks at the influence of interaction with other individuals and groups. An investigation is made into how peers can positively influence the health of the individuals within a group. The relationships and dynamics within the family structure and the influence of factors in the social environment on family health are examined. Skills

are developed to influence positively personal health, and to understand and manage influences from others, especially peers and family. Socially responsible health-promotion strategies that enhance personal health and the health of other people close to students are investigated, developed, implemented and evaluated.

Participants in the Health Studies Course may be provided with the opportunity to complete the Senior First Aid Certificate.

In Year 12, these units lead on to 1CHEA and 1DHEA.

HUMAN BIOLOGICAL SCIENCE

COURSE 2AHBS4 (S1) and 2BHBS4 (S2)

Prerequisites: Grade B i.e. level 5 in Year 10 Science, particularly in the unit *Life and Living*.

Unit 2AHBS4: Semester 1
Approximate unit charge: \$30.00

The focus for this unit is **functioning humans**. The functioning body has many needs including food, oxygen and the removal of its wastes. For each one of these needs, the body has a system that fulfils them, and a transport system that links them together. Cells that make up the body rely on these systems to survive. All of the cell processes, including metabolism and division, have specific requirements that must be met from the surrounding environment. Offspring show features of both parents and it is possible to predict these due to the known patterns of inheritance. New genetic combinations result from reproductive processes and chance occurrences during cell division. Many factors can affect the body's health and it must be able to defend itself. Every person is unique and responds differently to medical treatments.

Unit 2BHBS4: Semester 2
Approximate unit charge: \$30.00

The focus of this unit is **human survival**. The unit provides students with opportunities to explore more fully the mechanisms of transfer of genetic material in linking generations and how interactions between genetics and the environment influence development. They will also examine the various physiological and behavioural mechanisms which regulate body functions.

In Year 12, these units lead on to 3AHBS and 3BHBS.

INTEGRATED SCIENCE

COURSE 1AISC4 (S1) and 1BISC4 (S2)

Prerequisites: Grade C i.e. level 4 across Year 10 Science units.

Approximate unit charge: \$30.00 (per semester)

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

In unit 1AAISC the emphasis will be on Forensic Science and Flight, whilst in unit 1BAISC the fields of Ecology and Environmental Degradation will be explored.

In Year 12, these units lead on to 1CAIS and 1DAIS.

ITALIAN

COURSE 2AITA4 (S1) and 2BITA4 (S2)

Prerequisites: Grade B i.e. levels 3/4 across all Year 10 Italian outcomes.

Unit 2AITA4: Semester 1

Approximate unit charge: \$25.00

The focus for this unit is **rapporti (relationships)**. It is aimed at students who have sound basic skills in Italian and are ready for further development. They compare their own culture and identity with that of their peers in Italy, exploring different Italian speaking communities through the medium of the Italian language. They explore popular or traditional culture, the culture of everyday life, notions of national or regional identity, or other forms of culture specific to Italy.

Unit 2BITA4: Semester 2

Approximate unit charge: \$25.00

The focus for this unit is **andiamo! (travel – let's go)**. It is aimed at students who are ready to engage with more complex Italian and develop their skills to a higher level. They interact with Italian speakers at a deeper level, and begin to view their own culture from the perspective of an Italian-speaker. This unit also focuses on ways in which learning Italian may be of benefit to students in relation to future work.

In Year 12, these units lead on to 3AITA and 3BITA.

LITERATURE

COURSE 2ALIT4 (S1) and 2BLIT4 (S2)

Prerequisites: Grade A i.e. level 6 in Year 10 English.

Approximate unit charge: \$30.00 (per semester)

In this course, students read and respond to poetry, prose and drama texts, exploring how form and language work to position readers and to create meaning. Across a pair of units, students will study at least one novel and one Australian text.

Students learn how texts are structured and how conventions are used. Students also consider how the readers' expectations about genre can influence their response to texts. Through discussion and essays, students explore the idea that language is a tool for representing individual, groups and ideas. They will consider how meaning is related to the historical and cultural context of the text and the reader. Students also learn about the different reading strategies that they might bring to a text.

Students create their own stories, poems or plays. They learn to use language and the conventions of genre; and to learn to consider the effects of context on how their own writing might be read.

In Year 12, these units lead on to 3ALIT and 3BLIT.

MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES

COURSE 1AMDTT4 (S1) and 1BMDTT4 (S2)

Prerequisites: Nil

Unit 1AMDTT: Semester 1

Approximate unit cost: \$55.00

The focus for this unit is **production fundamentals**. It is for students who have limited experience in textile courses. Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills. They generate ideas and realise these ideas through their design projects. Students will produce some personal items and clothing for themselves.

Unit 1BMDTT4: Semester 2

Approximate unit cost: \$55.00

The focus for this unit is **design fundamentals**. It is for students who have informal experiences interacting with a variety of items designed to meet certain needs. Students learn to conceptualise and communicate their own ideas and various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills. They generate ideas and realise these through their design projects. Students will produce personal items and clothing that will be designed to suit a specified need.

This course has previously given students the required portfolio needed to gain entry into Melbourne University of Fashion (RMIT).

In Year 12, these units lead on to 1CMDTT and 1DMDTT. There is the possibility of students electing to undertake units 2AMDTT and 2BMDTT in consultation with counselling staff.

MATERIALS, DESIGN AND TECHNOLOGY: WOOD

COURSE 1AMDWTW4 (S1) and 1BMDWTW4 (S2)

Prerequisites: Nil

Unit 1AMDWTW4: Semester 1

Approximate unit charge: \$65.00

The focus for this unit is **production fundamentals**. It is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design as well as the fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills.

Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

Unit 1BMDTW4: Semester 2
Approximate unit charge: \$65.00

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

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

In Year 12, these units lead on to 1CMDTW and 1DMDTW. There is the possibility of students electing to undertake units 2AMDTW and 2BMDTW in consultation with counselling staff.

MATHEMATICS

COURSE 1DMAT4 (S1) and 1EMAT4 (S2)

Prerequisites: Grade C in the Year 10 pathway MAT1O1 i.e. level 4 in all outcomes.

Unit 1DMAT4: Semester 1
Approximate unit charge \$18.00

In this unit, students:

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

Unit 1EMAT4: Semester 2
Approximate unit charge \$18.00

In this unit, students:

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

This course is recommended for students wishing to enter TAFE or the workplace.

In Year 12, these units lead on to 2AMAT and 2BMAT.

MATHEMATICS

COURSE 2AMAT4 (S1) and 2BMAT4 (S2)

Prerequisites: Grade A in the Year 10 pathway MAT201 i.e. level 5 in all outcomes except for level 6 in algebra.

Unit 2AMAT4: Semester 1
Approximate unit charge: \$18.00

In this unit, students:

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

Unit 2BMAT4: Semester 2
Approximate unit charge: \$18.00

In this unit, students:

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

This course is intended for students who wish to study Mathematics and who may be preparing for entry to courses at university or TAFE, which have little or no formal mathematical requirement.

In Year 12, these units lead on to 2CMAT and 2DMAT.

MATHEMATICS

COURSE 2CMAT4 (S1) and 2DMAT4 (S2)

Prerequisites: Grade B in the Year 10 pathway MAT301 i.e. level 6/7 in algebra.

Unit 2CMAT4: Semester 1
Approximate unit charge: \$18.00

In this unit, students:

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

MATHEMATICS CONTINUED...

Unit 2DMAT4: Semester 2

Approximate unit charge: \$18.00

In this unit, students:

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

This course is intended for students who wish to study mathematics and who may be preparing for entry to courses at university or TAFE, which require a preliminary knowledge of calculus. Calculus is covered in the Year 12 units.

In Year 12, these units lead on to 3AMAT and 3BMAT.

MATHEMATICS

COURSE 3AMAT4 (S1) and 3BMAT4 (S2)

Prerequisites: Grade A in the Year 10 pathways MAT301/MAS301 i.e. level 6/7 in algebra and at least level 6 in all other outcomes.

Unit 3AMAT4: Semester 1

Approximate unit charge: \$18.00

In this unit, students:

- explore and analyse the properties of functions and their graphs;
- develop and use algebraic skills for solving equations;
- apply recursion in practical situations, including for finance;
- use trigonometry for the solution of triangles;
- use counting principles to calculate probabilities and analyse normally-distributed data;
- plan sampling methods, analyse data from samples and infer results for populations; and

- use mental and written methods and technologies where appropriate.

Unit 3BMAT4: Semester 1

Approximate unit charge: \$18.00

In this unit, students:

- study differential and integral calculus of polynomial functions and use calculus in optimisation problems;
- develop algebraic skills for solving equations and apply them in linear programming;
- analyse and construct project networks;
- reason deductively in algebra and geometry;
- analyse bivariate data, and argue to support or contest conclusions about data;
- use mental and written methods and technologies where appropriate.

This course is invaluable to students proceeding to tertiary studies in courses which make use of calculus and is a much desired prerequisite for universities.

In Year 12, these units lead on to 3CMAT and 3DMAT.

MATHEMATICS : SPECIALIST

COURSE 3AMAS4 (S1) and 3BMAS4 (S2)

Prerequisites: Grade A in the Year 10 pathway MAS301 i.e. level 6 in space and measurement and level 6 / 7 in algebra. Also students must be enrolled concurrently in 3AMAT4 and 3BMAT4. Teacher recommendation is essential.

Unit 3AMAS4: Semester 1

Approximate unit charge: \$18.00

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

Topics include:

- vectors
- trigonometry
- exponential and logarithms
- functions
- mathematical reasoning
- polar coordinates.

UNIT 3BMAS4 : Semester 2

Approximate unit charge: \$18.00

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

Topics include:

- vectors
- trigonometry
- exponential and logarithms
- functions
- mathematical reasoning
- complex numbers.

This course is recommended for students wishing to enter university to do higher studies in mathematics. It is a highly desirable course for engineering at university.

In Year 12, these units lead on to 3CMAS and 3DMAS. Note: 3CMAT and 3DMAT must be studied concurrently with these units.

MEDIA, PRODUCTION AND ANALYSIS

COURSE 1AMPA4 (S1) and 1BMPA4 (S2)

Prerequisites: Nil

Unit 1AMPA : Semester 1

Approximate unit charge: \$60.00

Students are introduced to the language of the media, learning how particular forms, codes and conventions are used to construct stories. Students generate ideas and learn the basic production skills and processes that will allow them to apply their knowledge and creativity in their own media productions.

UNIT 1BMPA : Semester 2

Approximate unit charge: \$60.00

In contexts related to infotainment students view, listen to, analyse and compare non-fiction media in commercial and non-commercial forms. They learn about production controls, constraints and responsibilities, and develop their ideas and production skills whilst creating their own non-fiction media works either individually or in collaboration with others.

In Year 12, these units lead on to 1CMPA and 1DMPA.

MEDIA, PRODUCTION AND ANALYSIS

COURSE 2AMPA4 (S1) and 2BMPA4 (S2)

Prerequisites: Grade B in a Year 10 media course.

Unit 2AMPA4 : Semester 1

Approximate unit charge: \$60.00

Many aspects of popular culture such as reality television, popular music and video clips, tabloid press, interactive forms, television drama, non-narrative forms and/or animation are used to provide students with interesting and relevant learning contexts. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understanding and skills in creating their own productions.

Unit 2BMPA4 : Semester 2

Approximate unit charge: \$60.00

In contexts related to press and broadcasting students view, listen to and analyse a range of non-fiction media forms and genre such as television, press, radio or photo journalism. Students extend their understanding of production practices and responsibilities as they become more independent in manipulating technologies and techniques to express their ideas in their own productions.

In Year 12, these units lead on to 3AMPA and 3BMPA.

MEDIA, PRODUCTION AND ANALYSIS (Gifted and Talented)

COURSE 2AMPAS4 (S1) and 2BMPAS4 (S2)

Prerequisites: By selection only.

Unit 2AMPAS4: Semester 1

Approximate unit charge: \$125.00

Many aspects of popular culture such as reality television, popular music and video clips, tabloid press, interactive forms, television drama, non-narrative forms and/or animation are used to provide students with interesting and relevant learning contexts. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understanding and skills in creating their own productions.

Unit 2BMPAS4: Semester 2

Approximate unit charge: \$125.00

In contexts related to press and broadcasts, students view, listen to and analyse a range of non-fiction media forms and genre such as television, press, radio or photo journalism. Students extend their understanding of production practices and responsibilities as they become more independent in manipulating technologies and techniques to express their ideas in their own productions.

Embedded in this course are extra curricular production opportunities and industry experience through Workplace Learning placements.

Note: To attain Certificate II in Broadcasting (Television) students, in addition to the Certificate I in Media, will need to complete the following three units of competency:

- CUSRAD01A – Collect and organise information;
- CUFBRD01A – Communicate using a two way system; and
- CUFCAM10A – Operate the clapperboard.

In Year 12, these units lead on to 3AMPAS and 3BMPAS.

MODERN HISTORY

COURSE 2AHIM4 (S1) and 2BHIM4 (S2)

Prerequisites: Grade A i.e. level 5 in Year 10 Society and Environment outcomes and entry into English 2A/2B or Literature 2A/2B.

Unit 2AHIM4: Semester 1

Approximate unit charge: \$30.00

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

This unit will be studied in the context of:

The history of the USA between World War I and World War II.

Unit 2BHIM4: Semester 2

Approximate unit charge: \$30.00

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

This unit will be studied in the context of:

The history of Nazism in Germany from 1918 to 1945.

In Year 12, these units lead on to 3AHIM and 3BHIM.

MUSIC: CONTEMPORARY MUSIC

COURSE 1CMUSC (S1) and 1DMUSC (S2)

Prerequisites: Previous involvement in the college's music program both classroom and instrumental, and grade C i.e. level 4 in arts outcomes.

Approximate unit charge: \$60.00 (per semester) plus

Costume levy: \$13.00 (per semester)

Performance levy: \$13.00 (per semester)

This course includes the study of folk, country, African-American, rock, pop and electronic music. It is suited to students who wish to specialise in contemporary music.

Students who have studied an instrument/voice through the School of Instrumental Music in lower school are offered continuing weekly tuition in single or small group lessons.

The course includes activities and assessments in the following:

- aural
- theory
- analysis
- composition
- performance.

Students continue their instrumental tuition with individual weekly lessons and are required to participate in the relevant ensemble.

In Year 12, these units lead on to 2AMUSC and 2BMUSC.

MUSIC: CONTEMPORARY MUSIC

COURSE 2AMUSC4 (S1) and 2BMUSC4 (S2)

Prerequisites: Completion of Years 8 to 10 class music (Specialist or Enrichment). Instrumental / vocal tuition for a minimum of three years, and grade B level i.e. level 5 in arts outcomes.

Approximate unit charge: \$60.00 (per semester) plus

Costume levy: \$13.00 (per semester)

Performance levy: \$13.00(per semester)

This course includes the study of folk, country, African-American, rock, pop and electronic music. It is suited to students who wish to specialise in contemporary music.

Students who have studied an instrument/voice through the School of Instrumental Music in lower school are offered continuing weekly tuition in single or small group lessons and are required to participate in the relevant ensemble.

The course includes activities and assessments in the following:

- aural
- theory
- analysis
- composition
- performance.

Students continue their instrumental tuition with individual weekly lessons and are required to participate in the relevant ensemble.

Students are required to consult Ms Sheridan to confirm that they can meet the necessary prerequisites.

In Year 12, these units lead on to 3AMUSC and 3BMUSC.

MUSIC: CONTEMPORARY MUSIC (Gifted and Talented - Music Theatre)

COURSE 2AMUSCS (S1) and 2BMUSCS (S2)

Prerequisites: By selection only.

Approximate unit charge: \$125.00 (per semester) plus

Costume levy: \$25.00 (per semester)

Performance levy: \$25.00(per semester)

This course includes the study of folk, country, African-American, rock, pop and electronic music.

Students who have studied an instrument/voice through the School of Instrumental Music in lower school are offered continuing weekly tuition in single or small group lessons and are required to participate in the relevant ensemble.

The course includes activities and assessments in the following:

- aural
- theory
- analysis
- composition
- performance.

Students continue their instrumental tuition with individual weekly lessons and are required to participate in the relevant ensemble.

In Year 12, these units lead on to 3AMUSCS and 3BMUSCS.

MUSIC: WESTERN ART MUSIC

COURSE 2AMUSW4 (S1) and 2BMUSW4 (S2)

Prerequisites: Completion of Years 8 to 10 class music: Specialist or Enrichment, instrumental/vocal tuition for a minimum of three years, and grade B i.e. level 5 in arts outcomes.

Approximate unit charge: \$60.00 (per semester) plus

Costume levy: \$13.00 (per semester)

Performance levy: \$13.00 (per semester)

This course further develops musicianship skills from the work begun in lower school and involves the study of genres such as concerto, symphony, chamber music and choral music. The course includes activities and assessments in the following:

- aural
- theory
- analysis
- composition
- performance.

Students continue their instrumental/vocal tuition with individual weekly lessons and are required to participate in the relevant ensemble.

Students are required to consult Ms Sheridan to confirm that they can meet the necessary prerequisites.

In Year 12, these units lead on to 3AMUSW and 3BMUSW.

OUTDOOR EDUCATION

COURSE 1AOED4 (S1) and 1BOED4 (S2)

Prerequisites: Nil

Unit 1AOED4: Semester 1

Approximate unit charge: \$45.00

The focus for this unit is **experiencing the outdoors**. It encourages students to engage in outdoor activities. An experiential approach is encouraged, to discover what being active in the environment is all about. Outdoor activities are introduced where basic technical skills are developed and improved and appropriate practices are applied to ensure safe participation. Students are introduced to basic roping and navigation skills. In addition, self-awareness is developed, personal skills, interpersonal and leadership skills are introduced. An understanding is developed of the environments students interact with, our impact on these and ways to minimise this impact and local management practices.

Students in this unit will undertake a series of off site excursions in a variety of natural environment settings. The cost of these off site excursions is additional to the unit charge.

Unit 1BOED4: Semester 2

Approximate unit charge: \$45

The focus for this unit is **facing challenges in the outdoors**. This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Risk management strategies and basic first aid are taught. Students continue to develop roping and navigation skills and are introduced to generic camping skills. They work to develop time management and goal setting skills and become familiar with leadership styles and strategies to work effectively with others. The unit introduces conservation and biodiversity, and explores the development of our relationship with nature.

Students who participate in this unit will complete an expedition in a wilderness environment. The expedition is an integral component of the course assessment. The cost of the expedition is additional to the unit charge.

In Year 12, these units lead on to 1COED and 1DOED.

PHYSICAL EDUCATION STUDIES

COURSE 1APES4 (S1) and 1BPES4 (S2)

Prerequisites: Nil

Unit 1APES4: Semester 1

Approximate unit charge: \$30.00

The focus of this unit is **participation in physical activity**. Within this broad focus, students participate in an intensive skills program in a range of selected sports and they are provided with the opportunity to develop an understanding about their own participation in physical activity. Students are introduced to fundamental movement concepts and the structure of their body. This provides a basis for exploring their participation in the selected sports. Students use observation and simple qualitative methods to assess their own personal movement competency, undertake general fitness activities, practise interpersonal and mental skills and set simple goals. They reflect on personal attitudes towards the values associated with physical activity and the characteristics of the coach.

Specialist sports coaches are used to accelerate skill development.

Unit 1BPES4: Semester 2

Approximate unit charge \$55

The focus for this unit is **participation in sport with peers**. Students will be provided with the opportunity to extend the depth and breadth of their knowledge of participation in physical activity. Students will enhance their understanding of themselves and others in an active physical context. Students will be introduced to sports coaching techniques and learn to teach simple skills, including implementation of these skills and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making and strategies to enhance motivation. Students plan and conduct warm-up and cool-downs and develop skills in sports first aid.

Students achieving the course of study outcomes will be well prepared for a range of post college destinations. They will be valuable recruits to an increasingly diverse range of employment and study opportunities in the sport, leisure and recreation industries. They will also be well positioned to take on the roles of volunteers and leaders in community activities.

Specialist sports coaches are used to accelerate skill development.

In Year 12, these units lead on to 1CPES and 1DPES.

PHYSICAL EDUCATION STUDIES

(SOCCER EXCELLENCE)

COURSE 1APESS4 (S1) and 1BPESS4 (S2)

Prerequisites: By selection only

Approximate unit charge: \$150.00 (per semester)

This course is an approved Department of Education specialist program and is designed for those who possess a high level of skill and knowledge within the game of soccer. Graduates from this program have played at state and national levels in both under age and senior competitions.

Participants will be provided with advanced coaching from John Curtin staff and specialist coaches in the full range of skills and game strategy. Students will be expected to represent the college in the 'Champion Schools' round robin competition and other games and tournaments.

This outstanding program is incorporated in the Physical Education course and all students will complete the 1APES and 1BPES units in Year 11.

In addition, students will complete a Class 3 Soccer Referee's course.

In Year 12, these units lead on to 1CPES and 1DPES.

PHYSICS

COURSE 2APHY4 (S1) and 2BPHY4 (S2)

Prerequisites: Grade B i.e. level 5 in pathway one Year 10 Science.

Unit 2APHY4: Semester 1

Approximate unit charge: \$30.00

The focus of this unit is on **objects and acceleration, and energy and particles**. Within the focus of objects and acceleration students will develop their understanding of motion in one direction to solve both quantitative and qualitative problems. Within the focus of energy and particles, they will further explore ways that energy is transformed in physical phenomena and extend their understanding of atomic structure and sub-atomic particles and processes which occur within the nucleus.

Unit 2BPHY4: Semester 2

Approximate unit charge: \$30.00

The focus of this unit is **effects of waves, and electromagnetism**. Through the study of light and sound students will further develop their understanding of waves. In learning about

PHYSICS CONTINUED...

electromagnetism students will apply the concepts of charge and energy transfer to situations involving electrostatics and current electricity. In addition, students will relate physical principles to natural systems such as the eye and ear; and to technologies such as optical fibres and loudspeakers.

In Year 12, these units lead on to 3APHY and 3BPHY.

VISUAL ARTS

COURSE 1AVAR4 (S1) and 1BVAR4 (S2)

Prerequisites: Students need to have completed arts units in lower school to at least a grade C i.e. level 3/4.

Unit 1AVAR4: Semester 1

Approximate unit charge: \$65.00

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

Unit 1BVAR4: Semester 2

Approximate unit charge: \$65.00

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

Key areas of study will include:

- visual inquiry - the investigation, development, planning, documentation and refinement of art work;
- visual language - this involves using the elements and principles of art, signs, symbols, codes and the communication of ideas;
- visual influence - this involves viewing and exploring others artworks in order to inform and influence the inquiry process;
- use of media and technique - students will be provided with opportunities to discuss innovative solutions and develop original approaches to art making through exploration and experimentation of media;

- art practice and presentation - this involves the use of skills and processes in order to produce and present art works including legal, ethical and economic issues such as copyright, marketing and censorship; and
- art interpretation - visual analysis promotes critical thinking, personal response and develops knowledge about artists in a social, cultural and historical context.

In Year 12, these units lead on to 1CVAR and 1DVAR.

VISUAL ARTS

COURSE 2AVAR4 (S1) and 2BVAR4 (S2)

Prerequisites: Grade B i.e. level 5 in lower school art units.

Course Description

This is an academic subject combining knowledge, analysis, imagination, appreciation and evaluation. Studio experience forms the basis of this course although emphasis is given to developing a broad view of the visual arts.

Unit 2AVAR4: Semester 1

Approximate unit charge: \$65.00

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

Unit 2BVAR4: Semester 2

Approximate unit charge: \$65.00

The focus for this unit is **identities**. In this unit students explore concepts or issues related to personal, social, cultural or gender identity. They investigate themes of personal interest and a range of observational, conceptual and/or imaginative ideas.

Key areas of study will include:

- visual inquiry - the investigation, development, planning, documentation and refinement of art work;
- visual language - this involves using the elements and principles of art, signs, symbols, codes and the communication of ideas;
- visual influence - this involves viewing and exploring others artworks in order to inform and influence the inquiry process;
- use of media and technique - students will be provided with opportunities to discuss innovative solutions and develop original approaches to art making through exploration and experimentation of media;

- art practice and presentation - this involves the use of skills and processes in order to produce and present art works including legal, ethical and economic issues such as copyright, marketing and censorship; and
- art interpretation - visual analysis promotes critical thinking, personal response and develops knowledge about artists in a social, cultural and historical context.

In Year 12, these units lead on to 3AVAR and 3BVAR.

WORKPLACE LEARNING: EMPLOYABILITY SKILLS (MODE 2)

COURSE WL24

Prerequisites: To undertake this endorsed program, students must also be enrolled in Career and Enterprise 1A/1B

Approximate course charge: \$85.00

Workplace Learning provides opportunities for students to work in a **real workplace** of their choice for an equivalent of three to four weeks. During this time students will develop and be assessed on at least 20 employability skills relevant to entry-level training in the areas of:

- communication
- teamwork
- problem-solving
- self management
- planning and organising
- technology
- learning
- initiative and enterprise
- safety and health.

Completion requirements

To achieve Workplace Learning, students must:

- complete a total of 110 hours (equivalent to two units) in the workplace;
- be signed off on at least 20 employability skills by the workplace supervisor; and
- maintain a logbook that documents the tasks and the number of hours completed in the workplace.

In Year 12, this endorsed program leads on to WL2 however different employability skills will be assessed.