Compliance and Review
The King's College is committed to the continuous improvement of its Child Protection Programme and adhering to the WA child protection laws, regulation and standards.

Next review: October 2020

Staff Handbook
Endorsed by: The School Board
Updated: October 2019

Reviewed by: The Principal

Student Information
Year 11
The King’s College recognises the importance of student safety and wellbeing as a prerequisite for effective learning. For this reason, the College has implemented, and will continue to review and update, strategies to build a positive school culture that fosters care and respect between students, and between staff and students.

The King’s College offers a safe, caring and positive environment in which a supportive teaching and learning community can flourish. The College promotes student safety, student wellbeing and recognises student diversity. Strategies for the prevention of harassment, aggression, violence and bullying, including cyber-bullying, have been put in place and are continually reviewed and updated, as required.

The King’s College implements policies, procedures, practices and strategies for the prevention of grooming and child abuse. These policies, procedures and strategies will be reviewed regularly. An age-appropriate protective behaviours curriculum is delivered from Kindergarten to Year 12 to assist students in understanding appropriate and inappropriate interactions; how and whom to tell if the boundary of appropriate interactions is crossed or violated.

All students have the right to feel safe and valued and, as such, any form of child abuse, corporal punishment or degrading punishment and discrimination on any basis is not allowed by the College in accordance with government legislation and the Australian Human Rights Commission.

The King’s College takes all complaints seriously and follows a clearly outlined Complaints Policy available on the College website and incorporated into Information Booklets, the Student Diary and Family Handbook.
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# Course Information - General

- Career and Enterprise
- Children Family and the Community
- English
- Food Science and Technology
- Health Studies
- Mathematics Essential

# Course Information - Foundation

- English
- Mathematics (Foundation)

# Course Information - Vocational Education and Training (VET)

- Certificate II in Business
- Certificate III in Education Support
- Certificate IV in Music Industry
- Certificate II in Sport and Recreation

# Helpful Information

2020
ABOUT THE COLLEGE

PURPOSE, VISION, PASSION, VALUES

The King’s College is a dynamic and innovative independent Christian College. For over thirty years, it has been providing programs aimed at equipping students for transformational leadership and inspiring them to “act justly, love mercy and walk humbly with God.” Micah 6:8

Purpose:
For every individual to be equipped to fulfil their God-given potential

Vision:
To be an exceptional Christ-centred learning community

Passion:
• For each person to know and see that God is good, He is for us and His goodness is revealed through Jesus Christ
• For each person to experience a personal relationship with Jesus Christ and live a life of significance
• To equip each student to do with excellence that which God has called and purposed them to do
• To encourage each person to use their gifts and calling to serve God and others

Values:
To practise exceptional:
• Generosity
• Integrity
• Leadership – developing transformational leaders
• Honour – God, family and community
• Service

CORE PRINCIPLES

The Core Principles that surround the values of The King’s College are:

Safety is vitally important for all of our students, our staff and our parents. We create an environment where there are no put downs and no intimidation or bullying. Each student has right to feel physically and psychologically safe. At The King’s College, we uphold this value very strongly.

Service through timely and professional communication is a key component of the College aim to serve our parents and our community. We want to serve everyone better, that we might become a light to the community.

Culture is what we are known for. We develop culture by design, not by default. Culture is promoted by what we encourage, what we tolerate and what we stand for. The King’s College is known for its culture of safety, culture of service and culture of respect through adding value to everything we do.

Respect has to do with our relationships with each other. No matter what the situation is, each student, teacher, parent and community member needs to operate and be treated in a polite and respectful manner.

Adding Value makes us exceptional. We want to do more for our parents and our students and go beyond the ordinary into the extraordinary. We want to be known for being an exceptional College through our culture of adding value.
We promote our values through the College Affirmation, which students and staff are encouraged to memorise and make part of their daily language.

**COLLEGE AFFIRMATION**

Every student is expected to uphold the principles and expectations of The King's College. All students are expected to take full responsibility for their appearance, behaviour and possessions to assist in every way possible with the smooth functioning of the College on a day-to-day basis.

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**ACADEMIC POLICIES**

One of the foundation aims of The King’s College is an emphasis on a high standard of education in a safe, caring and positive environment. Staff endeavour to be mindful of every student and try to assist them in reaching their full potential. It is important, therefore, that students are aware of the academic guidelines and policies outlined in the College Diary.

**ACADEMIC SUPPORT**

The academic progress of each student is very important to us. Staff are always available for consultation regarding a student’s subjects and study. The first point of contact should be the student’s subject teacher, followed by the Dean of Studies (Curriculum) and, if needed, the Dean of Students (Wellbeing) or the Deputy Principal.

**SECONDARY SCHOOL TIMETABLE**

The College day consists of six teaching periods. The welcome bell sounds at 8.25am for students to move to their classroom. The first fifteen minutes of the day are spent in the student’s form class for general administration and daily notices. The first teaching session begins at 8.40am. The College teaching sessions finish at 3.10pm when students return to their form class for the end-of-day administration and notices.
<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:25am</td>
<td>Welcome Bell</td>
<td></td>
</tr>
<tr>
<td>8:25am – 8:40am</td>
<td>Form</td>
<td>20</td>
</tr>
<tr>
<td>8:40am – 9:35am</td>
<td>Period 1</td>
<td>55</td>
</tr>
<tr>
<td>9:35am – 10:25am</td>
<td>Period 2</td>
<td>55</td>
</tr>
<tr>
<td>10:35am – 10:55am</td>
<td>Recess</td>
<td>20</td>
</tr>
<tr>
<td>10:55am – 11:50pm</td>
<td>Period 3</td>
<td>55</td>
</tr>
<tr>
<td>11:50pm – 12:45pm</td>
<td>Period 4</td>
<td>55</td>
</tr>
<tr>
<td>12:45pm – 1:20pm</td>
<td>Lunch</td>
<td>35</td>
</tr>
<tr>
<td>1:20pm – 2:15pm</td>
<td>Period 5</td>
<td>55</td>
</tr>
<tr>
<td>2:15pm – 3:10pm</td>
<td>Period 6</td>
<td>55</td>
</tr>
<tr>
<td>3:10pm – 3:20pm</td>
<td>Form</td>
<td>5</td>
</tr>
<tr>
<td>3:20pm</td>
<td>End of Day</td>
<td></td>
</tr>
</tbody>
</table>

**HOME LEARNING**

Home learning and regular revision improve student achievement at school and this is supported in the research literature. Students are expected to regularly complete work at home.

The recommended nightly amount of homework and revision is:

- **Year 11**  At least two hours plus reading and assignments/study
- **Year 12**  At least two to three hours plus reading and assignments/study

The Student Diary is designed to assist students with their organisational skills and the recording of all homework, assignments and upcoming assessments. Students are encouraged to make use of this organisational tool to give them every possible advantage in maintaining a regular study routine as well as minimise the stress that results from being disorganised and overwhelmed with work that needs to be completed.
GENERAL INFORMATION

INTRODUCTION
This Information Booklet has been produced for parents/carers and students to make the transition into the senior school as easy as possible. It provides important and relevant information for students and families to assist in making informed decisions about courses in Years 11 and 12.

WESTERN AUSTRALIA CERTIFICATE OF EDUCATION (WACE)
It is important that the information provided in this booklet is read carefully, particularly the requirements for the achievement of the Western Australia Certificate Of Education (WACE). While every effort has been made to ensure that the information in this handbook is current and correct, it is the student’s responsibility, in consultation with parents, to ensure that the entry requirements for Technical and Further Education (TAFE) and University courses are met. A list of contacts and information websites to assist with this is available at the back of this Information Booklet.

In Years 11 and 12, students complete a program of study that may involve a variety of subjects.

WACE COURSES:

ATIC courses – for students who are typically aiming to enrol in university directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and the results accepted by the Tertiary Institutions Service Centre (TISC) for the purposes of university entrance.

General courses – for students who are typically aiming to enter further training or the workforce directly from school.

For both ATAR and General subjects, each course has four units. Each unit is normally completed in a semester. Units 1 and 2 (Year 11) are usually studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair. The complexity of the syllabus increases from Year 11 to Year 12. A student cannot enrol in Units 3 and 4 of a course in Year 11 and then complete Units 1 and 2 from the same course in Year 12.

Vocational Education and Training Certificates – for students who wish to enter TAFE courses or the workforce, or who are seeking an apprenticeship.

In school, each VET program is delivered as a 5 period per week school timetabled course.

Endorsed programs also contribute to the achievement of the WACE. Students can enrol in the endorsed program of Workplace Learning through the College. A list of endorsed programs is available on the SCSA website – www.scsa.wa.edu.au

SELECTING COURSES

All students at The King’s College in Year 11 will study six courses in addition to Physical Education, Christian Education, Private Study and Assembly. Students in Year 12 must undertake at least five courses. Those students applying for direct entrance to university after Year 12 must take at least four ATAR courses in Year 12 in addition to at least one other course. Students must sit the external examination for each ATAR subject in order to complete the course.

The four highest results from a student’s ATAR courses will be used to calculate an Australian Tertiary Admission Rank (ATAR).

Generally, students study the same six courses in Year 12 that they took in Year 11. ATAR students may discontinue one subject in Year 12 and complete study sessions in place of that subject.

Students enrolling in Year 11 generally fall into three broad categories:

1. Students choosing a course leading to university.
2. Students choosing a course leading to further education, often through vocational training.
3. Students seeking employment.
ABILITIES, FUTURE GOALS AND INTERESTS

When choosing a program of study in Years 11 and 12, it is important for students to consider:

• abilities
• future goals
• interests

It is important to check the recommended prerequisite levels for the different courses on offer at the College in the following year to ensure that a student’s ability is suitable for that course.

If a student has a definite career path in mind, it is also essential to research the requirements for that career and any associated study required.

Students who choose courses that appeal to their interests and that are enjoyable to study, typically perform better than students who choose courses based on the perceived prestige of the subject.

Entrance into the four public universities in Perth is based on the ATAR determined from the student’s TEA (Tertiary Entrance Aggregate).

It is unwise for a student intending to apply for TAFE to study difficult ATAR courses and achieve lower grades than he/she would in General courses. Past experience shows that students achieving grades of D in more difficult courses may miss out on both university entrance and vocational training (TAFE) entrance because:

1. Their TEA aggregates are too low for university entrance.
2. They lose vocational education places to students with higher grades often in easier courses.

All WACE Courses are governed by the syllabus and assessment structures determined by SCSA. In accordance with their guidelines, students will be awarded a grade in all courses at the conclusion of Year 11 and at the conclusion of Year 12.

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

These grades appear on each student’s Western Australian Statement of Student Achievement (WASSA), issued by SCSA when the student finishes school. For courses where the external exam is undertaken, the ATAR will be calculated based on 50% of the school mark and 50% of the external assessment after moderation, standardisation and scaling.

WESTERN AUSTRALIAN CERTIFICATE OF STUDENT ACHIEVEMENT (WASSA)

At the end of senior secondary schooling, all students who have satisfactorily completed any study that contributes toward a WACE will receive a folio of achievement. The folio will contain one or more of the following items:

• Western Australian Certificate of Education (WACE)
• Certificate of Distinction and Certificate of Merit
• Western Australian Statement of Student Achievement (WASSA)
• ATAR course report

Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education, previously referred to as Graduation, is awarded to secondary students who satisfy its requirements. Generally, students will achieve the WACE through their final two years of senior secondary study.
To qualify for the WACE, students must:

- demonstrate a minimum standard of literacy and numeracy based on skills regarded as essential for individuals to meet the demands of everyday work and life in a knowledge-based economy
- complete at least 20 units or equivalents, including at least 10 or equivalent in Year 12
- achieve a C grade or better across the best 14 course units, or equivalent, from which at least six must be in Year 12
- complete two Year 11 English units and a pair of English units in Year 12
- complete at least one pair of units from each of List A (arts/languages/social science) and List B (mathematics/science/technology) in Year 12

Note: VET and Endorsed programs contribute to both completed units and reduce the required number of C grades. These are the 'equivalent' courses referred to above.

WACE BREADTH OF STUDY

Students will complete a minimum of 20 course units or the equivalent. This must include at least one course from each of the following lists:

<table>
<thead>
<tr>
<th>List A (Arts/Languages/Social Science)</th>
<th>List B (Mathematics/Science/Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE Career and Enterprise</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>CFC Children, Family and the Community</td>
<td>FST Food Science and Technology</td>
</tr>
<tr>
<td>ENG English</td>
<td>HBY Human Biology</td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td>MAT Mathematics</td>
</tr>
<tr>
<td>HIM Modern History</td>
<td></td>
</tr>
<tr>
<td>MPA Media Production and Analysis</td>
<td></td>
</tr>
<tr>
<td>VAR Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>
MINIMUM LITERACY AND NUMERACY STANDARDS

The minimum literacy and numeracy standards are described as the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.

A student meets this minimum standard through either the National Assessment Program – Literacy and Numeracy (NAPLAN) or the Online Literacy and Numeracy Assessment (OLNA).

Through NAPLAN the minimum Literacy standard is Band 8 or higher in Reading and Writing. The minimum Numeracy standard is Band 8 or higher for Numeracy.

A student in Year 10, 11 or 12 who has not met the minimum standard through NAPLAN is required to sit the OLNA. Until the minimum standard is met a student will sit the OLNA in March and September in Year 10, repeating in Years 11 and 12 if required.

A student who is unable to meet the minimum standard of Literacy and Numeracy by March in Year 11 may qualify for the Foundation courses of Mathematics and English. Student enrolment in these courses is prescribed by SCSA. Although a student may choose not to enrol in the Foundation Course if they qualify, it is not possible to place a student in this course if they have met the minimum standard.

UNIVERSITY ENTRANCE

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

1. **Achieve the Western Australian Certificate of Education (WACE)**
   
   It is essential for a student to satisfy the requirements of the WACE to enter all four public universities.

2. **Achieve competency in English (OLNA) plus required university standard in ATAR English**

   For university admission purposes, usually a student demonstrates competence in English by achieving the prescribed one of the WACE ATAR English courses: English, Literature or English as an Additional Language or Dialect (EAL/D).

   • **Curtin University, Murdoch University and The University of Western Australia** require a scaled mark of 50.

   • **Edith Cowan University** requires a scaled mark of 50 or a letter grade of A, B or C in two units of English, Literature or English as an Additional Language or Dialect studied in Year 12.

3. **Achieve a sufficiently high ATAR**

   The following points concerning the determination of the ATAR have been agreed to by the four public Universities. For a student’s Course to be used in the calculation of his/her ATAR, at least Units 3 and 4 need to be completed and the external examination needs to be undertaken.

   The final Course Level of Achievement will be a 50:50 combination of internal and external assessment.

   The highest four final Course scaled marks will be combined, taking into account any unacceptable combinations, to produce a Tertiary Entrance Aggregate (TEA).

   The TEA is converted to an ATAR, taking into account the number of students with a TEA and the total Year 12 School leaving age population in WA, as is currently done.

4. **Satisfy any prerequisites or special entrance requirements for entry to particular courses**

   Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.
Generally, a scaled mark of 50 or more in a WACE ATAR course is required for prerequisite purposes; however, Mathematics prerequisites differ across university courses.

Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual university websites.

*Entrance to the University of Notre Dame (Australia) is made through private application and interview. None of the conditions already mentioned apply.

COMPARISON OF TEA/ATAR

Admission into university is competitive and the ATAR is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR.

The ATAR ranges between zero and 99.95. It reports student rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a TEA as well as the number of people of Year 12 school leaving age in the population of this state. For example, an ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. Remember this is a rank not a percentage mark.

CALCULATION OF THE TEA/ATAR

The ATAR is derived from the TEA which uses scaled marks in courses.

The TEA will be calculated by adding the best four scaled scores in courses. These may be in any combination of courses (except unacceptable combinations, see below).

In calculating the scaled score, equal weight is given to the final school score and the final examination mark except where courses are taken on a private basis.

Possible Unacceptable Subject Combinations:

The following course combinations cannot be used in calculating the TEA of a student. It may be possible to take both courses and for them to count toward the WACE, but the result in only one may be used to calculate the TEA/ATAR.

- English with English as an Additional Language/Dialect
- English with Literature
- English as an Additional Language/Dialect with Literature
- Mathematics Applications and Mathematics Methods
- Mathematics Applications and Mathematics Specialist

TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.
The following table gives an indication of the minimum TEA out of 400* required to achieve a particular ATAR for university entrance. The table is used to roughly check an ATAR calculation, the up to date ATAR calculator is available on the TISC website: www.tisc.edu.au

The TEA will be calculated by adding the best four scaled scores. No course can be counted more than once. In calculating the scaled score, equal weight is given to the final school score and the final examination score. The TEA will be measured out of 400.

* Please note: Incentive bonuses may apply for LOTE, Mathematics Methods and Mathematics Specialist for University entrance. This may result in a selection rank higher than a student’s ATAR.

Example – Four WACE ATAR Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>66</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78</td>
</tr>
<tr>
<td>Modern History</td>
<td>67</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>70</td>
</tr>
</tbody>
</table>

Four subject sum: $66 + 78 + 67 + 70 = 281$  
TEA = 281

Example – Six WACE ATAR Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>65</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78</td>
</tr>
<tr>
<td>French</td>
<td>66</td>
</tr>
<tr>
<td>Human Biological Science</td>
<td>72</td>
</tr>
<tr>
<td>Drama</td>
<td>55</td>
</tr>
<tr>
<td>Applied Information Technology</td>
<td>53</td>
</tr>
</tbody>
</table>

Best four course sum: $78 + 72 + 66 + 65 = 281$  
TEA = 281
Example table:

<table>
<thead>
<tr>
<th>ATAR</th>
<th>Minimum TEA for ATAR</th>
<th>ATAR</th>
<th>Minimum TEA for ATAR</th>
<th>ATAR</th>
<th>Minimum TEA for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.00</td>
<td>132.9</td>
<td>78.00</td>
<td>244.8</td>
<td>92.00</td>
<td>286.7</td>
</tr>
<tr>
<td>40.00</td>
<td>155.0</td>
<td>79.00</td>
<td>247.2</td>
<td>93.00</td>
<td>291.2</td>
</tr>
<tr>
<td>50.00</td>
<td>177.4</td>
<td>80.00</td>
<td>249.4</td>
<td>94.00</td>
<td>295.7</td>
</tr>
<tr>
<td>55.00</td>
<td>189.0</td>
<td>81.00</td>
<td>252.1</td>
<td>95.00</td>
<td>301.0</td>
</tr>
<tr>
<td>60.00</td>
<td>201.2</td>
<td>82.00</td>
<td>254.7</td>
<td>96.00</td>
<td>307.3</td>
</tr>
<tr>
<td>65.00</td>
<td>213.2</td>
<td>83.00</td>
<td>257.5</td>
<td>97.00</td>
<td>315.2</td>
</tr>
<tr>
<td>70.00</td>
<td>225.4</td>
<td>84.00</td>
<td>260.3</td>
<td>98.00</td>
<td>324.2</td>
</tr>
<tr>
<td>71.00</td>
<td>227.5</td>
<td>85.00</td>
<td>263.2</td>
<td>98.50</td>
<td>331.0</td>
</tr>
<tr>
<td>72.00</td>
<td>230.0</td>
<td>86.00</td>
<td>266.1</td>
<td>99.00</td>
<td>339.3</td>
</tr>
<tr>
<td>73.00</td>
<td>232.2</td>
<td>87.00</td>
<td>269.1</td>
<td>99.50</td>
<td>353.9</td>
</tr>
<tr>
<td>74.00</td>
<td>234.6</td>
<td>88.00</td>
<td>272.3</td>
<td>99.70</td>
<td>364.3</td>
</tr>
<tr>
<td>75.00</td>
<td>237.1</td>
<td>89.00</td>
<td>275.3</td>
<td>99.90</td>
<td>377.6</td>
</tr>
<tr>
<td>76.00</td>
<td>239.8</td>
<td>90.00</td>
<td>278.8</td>
<td>99.95</td>
<td>385.0</td>
</tr>
<tr>
<td>77.00</td>
<td>242.3</td>
<td>91.00</td>
<td>282.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXTERNAL EXAMINATIONS

Each ATAR course has an ATAR examination. All students who are enrolled in external examinations must make a genuine attempt in the examination.

Students who are enrolled in Year 12 ATAR course units are required to sit the ATAR examinations. There are practical and written examinations for some ATAR courses. A student who is deemed not to have made a genuine attempt will endanger their chances of achievement of the WACE. There are procedures for students who are sick or encounter a misadventure on the scheduled date of an examination.

External examinations are not conducted for General or Foundation WACE courses. All students enrolled in General subjects are required to sit an Externally Set Task (EST) during Semester 1.

TAFE ENTRANCE

Entering into full-time study for most TAFE qualifications requires you to apply through the TAFE Admissions Centre. Their applications can be done online or by paper method.

For more information, please contact TAFE Admissions System:
T: 6212 9888
https://www.fulltimecourses.tafe.wa.edu.au/
The TAFE Admissions System provides a central point for receiving and processing applications for full-time VET award courses in Western Australia and to ensure that all applicants are selected solely on the basis of merit for entry to TAFE full-time award qualifications.

Each qualification offered by TAFE is divided into two groups:

**Non-competitive:**

The first group of qualifications require applicants to address only the ‘Minimum Entry Requirements’ (MER). Qualifications that have ‘minimum entry requirements only’ are those where there are more places than applicants (approximately 70% of courses).

Applicants must include photocopies of:

• all academic records you have received since Year 9
• any graduation certificates (including TAFE awards) you have received
• any other results you want taken into account
• a Statement of Equivalence if your qualifications are from overseas and proof that you meet TAFE literacy requirements
• proof of Australian (or New Zealand) citizenship or proof of permanent Australian residency if you were not born in Australia.

Please note: Applications submitted without copies of appropriate documents will be returned.

**Competitive:**

The second group of qualifications where there are more applicants than places require applicants to address both ‘minimum entry requirements (MER) and selection criteria’.

Photocopies are required of:

• all the above (as listed under Non-competitive)

**PLUS**

• work references, group certificates and other written proof of the completion of any workplace experience.

**VOCATIONAL EDUCATION AND TRAINING (VET) IN SCHOOL**

In the senior school years, students can engage in work related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET can be undertaken as a part of the WACE and provides students with a broad range of post-school options and pathways. The successful completion of VET provides students with a nationally recognised VET qualification within the Australian Qualifications Framework (AQF).

Students who are enrolled in Foundation courses must complete at least one Certificate II or higher qualification in order to meet the requirements for WACE achievement.

Typically, the student is enrolled as a full time student who completes a VET program within school hours as part of the senior secondary program. Students, may at times, be enrolled in a VET course provided by an external provider or study on-line.

**WORKPLACE LEARNING PROGRAM**

Workplace Learning (WL) is a SCSA developed Endorsed Program that is managed by individual schools. To complete the program, a student works in one or more real workplaces to develop a set of transferable workplace skills. A student must record the number of completed hours and the tasks undertaken in the Authority’s Workplace Learning Logbook. A student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the
Authority’s Workplace Learning Skills Journal after each 55 hours in the workplace.

Unit equivalence for the Workplace Learning Endorsed Program is based on one unit equivalent for each 55 hours completed in the workplace to a maximum of four units (220 hours). The total number of hours completed in the workplace is recorded on the student’s WASSA.

WL is recommended for students wishing to enter Vocational training, apprenticeships, traineeships and the workforce in general. Students wishing to participate in Workplace Learning should find a week-end placement to avoid missing school. **Students selecting Workplace Learning as one of their courses in Year 11 will be required to complete an application form before approval of a work placement.**

Not all applicants are accepted. Students must have a positive attitude towards school and be motivated to learn from different situations. They will also need to display a mature attitude toward their work placement.

**YEAR 11 – PREREQUISITES FOR COURSES OF STUDY**

- All ATAR courses require students to have met the minimum requirement for Literacy (OLNA)
- All ATAR List B courses also require student to have met the minimum requirements for Numeracy (OLNA)

<table>
<thead>
<tr>
<th>ATAR Courses</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Strong B grade in Year 10 Science especially Chemistry topics; C grade in Mathematics</td>
</tr>
<tr>
<td>English</td>
<td>B Grade in Year 10 English</td>
</tr>
<tr>
<td>Human Biology</td>
<td>Strong C grade in Year 10 Science with a high C or B in Biological Science topics</td>
</tr>
<tr>
<td>Mathematics Applications</td>
<td>B Grade in Year 10 Mathematics</td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>Strong B grade in Year 10 Mathematics</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>B grade in Year 10 English; strong C grade Year 10 Media Arts advisable</td>
</tr>
<tr>
<td>Modern History</td>
<td>B grade in Year 10 English and B grade in Year 10 HASS especially History topics</td>
</tr>
<tr>
<td>General Courses</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Nil</td>
</tr>
<tr>
<td>Children Family and the Community</td>
<td>Nil</td>
</tr>
<tr>
<td>English</td>
<td>Minimum Literacy Standard (OLNA) required</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Nil</td>
</tr>
<tr>
<td>Health Studies</td>
<td>C grade in Year 10 Health preferred</td>
</tr>
<tr>
<td>Mathematics Essential</td>
<td>Minimum Numeracy Standard (OLNA) required</td>
</tr>
<tr>
<td>Foundation Courses</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>English (Foundation)</td>
<td>Yet to meet minimum Literacy requirements</td>
</tr>
<tr>
<td>Mathematics (Foundation)</td>
<td>Yet to meet minimum Numeracy requirements</td>
</tr>
</tbody>
</table>

Please Note: Parents will be informed by letter if their child’s course choices are outside these recommendations and an appointment to discuss the course choice will be made with the Dean of Studies and the subject teacher.
## Year 11 Gridlines 2020

<table>
<thead>
<tr>
<th>Line</th>
<th>ATAR</th>
<th>GENERAL</th>
<th>FOUNDATION*</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>English</td>
<td>English Foundation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mathematics Applications</td>
<td>Mathematics Methods</td>
<td>Mathematics Essentials</td>
<td>Mathematics Foundation</td>
</tr>
<tr>
<td>3</td>
<td>Modern History</td>
<td>Health Studies</td>
<td></td>
<td>Cert 3 Education Support</td>
</tr>
<tr>
<td>4</td>
<td>Media</td>
<td>Food Science and Technology</td>
<td></td>
<td>Cert 2 Business</td>
</tr>
<tr>
<td>5</td>
<td>Human Biology</td>
<td>Children Family and the Community</td>
<td></td>
<td>Cert 2 Sport and Recreation**</td>
</tr>
<tr>
<td>6</td>
<td>Chemistry</td>
<td>Career and Enterprise</td>
<td></td>
<td>Cert 4 Music Industry</td>
</tr>
</tbody>
</table>

** Fitness and Swimming Test required at the commencement of this course.

**GRID:**

- There are six lines – all Year 11 students MUST choose one course from each horizontal line.
- Each course and VET subject is studied for four periods per week.
- The courses on Lines 1 to 6 can only be conducted if sufficient numbers of students choose to enrol in the subject.
- Foundation* courses can only be chosen by students who have not yet qualified for the Literacy/Numeracy component of WACE.

**SAMPLE ONLY**
COURSE INFORMATION - ATAR

CHEMISTRY

**Recommended Prerequisite:** Strong B grade in Year 10 Science especially Chemistry topics; C grade in Mathematics

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth’s finite resources. Chemistry develops students’ understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

**Unit 1: Chemical fundamentals: structure, properties and reactions**

Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material’s structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials and how this structure influences properties and reactions. In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

**Unit 2: Molecular interactions and reactions**

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts.

ENGLISH

**Recommended Prerequisite:** B Grade in Year 10 English

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

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

**Unit 1:**

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

Unit 2:

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

HUMAN BIOLOGY

**Recommended Prerequisite:** Strong B grade in Year 10 Science especially in Biological Science topics

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

Unit 1: The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

Unit 2: Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation and how interactions between genetics and the environment influence early development.
MATHEMATICS APPLICATIONS

Recommended Prerequisite: C Grade in Year 10 Mathematics

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

Unit 1:
Contains the three topics:
- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

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

Unit 2:
Contains the three topics:
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

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

Recommended Prerequisite: Strong B Grade in Year 10 Mathematics

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

Unit 1:
Contains the three topics:

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

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

Unit 2:
Contains the three topics:

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

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

MEDIA PRODUCTION AND ANALYSIS

Recommended Prerequisite: B Grade in Year 10 English; Strong C grade in Year 10 Media Arts is advisable

The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.
Unit 1:
This focus involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

There are many aspects of popular culture that can be used to provide students with interesting and relevant learning contexts, and an opportunity to explore how audiences consume popular media. Teachers should select learning contexts that are familiar to students or provide stimulation and new experiences.

In contexts related to popular culture, students have the opportunity to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions.

Students develop production and analytical skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.

Unit 2:
In this unit students will further their understanding of journalistic media. The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students’ interests.

In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions.

Students extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions.

MODERN HISTORY

**Recommended Prerequisite:** B Grade in Year 10 English and B grade in Year 10 HASS especially History topics

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

Unit 1: Understanding the modern world

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world.
Elective: Capitalism – The American experience (1907 – 1941)

Unit 2: Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies.

Elective: Nazism in Germany.
COURSE INFORMATION - GENERAL

CAREER AND ENTERPRISE

Recommended Prerequisite: Nil

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

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

The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work.

Unit 1:

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

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

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

• Strong practical focus including: Job interviews, work interviews, CV writing and correct attire for work and interviews

Unit 2:

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.
CHILDREN FAMILY AND THE COMMUNITY

Recommended Prerequisite: Nil

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

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

Unit 1: Families and relationships

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

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

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

Unit 2: Our community

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

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

**Recommended Prerequisite:** Minimum Literacy Standard (OLNA) required

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

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

**Unit 1:**

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

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

**Unit 2:**

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

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

Recommended Prerequisite: Nil

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

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

Unit 1: Food choices and health
This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

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

Unit 2: Food for communities
This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

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

HEALTH STUDIES

Recommended Prerequisite: C grade in Year 10 Health preferred

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

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

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.
This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Unit 1:
This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2:
This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

MATHEMATICS ESSENTIAL

Recommended Prerequisite: Minimum Numeracy Standard (OLNA) required

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

Unit 1:
This unit includes the following four topics:

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

Unit 2:
This unit includes the following four topics:

• Representing and comparing data
• Percentages
• Rates and ratios
• Time and motion
COURSE INFORMATION - FOUNDATION

ENGLISH

**Recommended Prerequisite:** Yet to meet minimum Literacy requirements

The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one’s sense of individual worth.

Unit 1 and Unit 2:

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

By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts.

MATHEMATICS (FOUNDATION)

**Recommended Prerequisite:** Yet to meet minimum Numeracy requirements

Mathematics Foundation is a General course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Unit 1:

This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

Unit 2:

This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.
COURSE INFORMATION -
VOCATIONAL EDUCATION AND TRAINING (VET)

CERTIFICATE II IN BUSINESS

Recommended Prerequisite: Nil

The modern business world requires employees who are highly proficient in information technology and also can apply a broad range of practical business expertise to a given situation. Motivated individuals who have these abilities and also show initiative, creativity and a professional attitude are highly sought after by employers the world over.

You may be considering embarking upon a career in Business, or you may use this qualification as a stepping stone to further studies. The Certificate III in Business is particularly valuable as completion of this course will provide depth and substance to your resume and be complimentary to any further study you do. In delivering and assessing this course students are preparing to work in industry with limited supervision. The program will prepare students to be assessed to industry standards in order for them to receive certification.

Course Outcomes

The Certificate II in Business is designed to provide the practical skills required to gain employment in a modern business organisation in a broad range of business and clerical occupations. This nationally accredited training qualification will provide the practical skills and knowledge to undertake a range of administrative tasks in an office environment, including customer service, computing, accounts and record keeping.

The course comprises a total of 12 Units of Competency and will be completed over two years. Course content will include occupational health and safety, production of business documents, customer service, promotions and electronic marketing, advanced features of computer applications such as Microsoft Office and organising personal work priorities and development.

Assessment

There will be a range of assessment tasks that meet the learning needs of the students and also ensures coverage of all types of course outcomes and content. Students will be given multiple opportunities to display their competence of the requisite skills and concepts.

Students must be deemed competent in all units to achieve the full certificate.
CERTIFICATE III IN EDUCATION SUPPORT
This qualification develops the knowledge and skills to provide assistance and support to teachers and students in educational settings.

A minimum work practice requirement of 120 hours and assessment in the workplace is a requirement for this course. Students will undertake work placement in primary school classes at the College with the support of the host teacher. Substantial preparation will be required from students for this workplace component.

An interview process will be undertaken before approved enrolment in this course is permitted to ensure students have an appropriate level of maturity to work in this industry and complete the work placement.

This is an Industry Specific Course which earns C grades rather than equivalents. It is a practical course that can contribute towards a number of career pathways including educational support assistant and childcare work.

CERTIFICATE IV IN MUSIC INDUSTRY
Recommended Prerequisite: Having a level of proficiency on an instrument (any) or being able sing is desirable.

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. The course is conducted through The King’s Worship Academy.

Students look at the practical mechanics of being a worship leader, singer, musician and/or production person. Students earn a significant Government accredited and industry recognised qualification in a contemporary Christian music setting.

Students will learn from some of the State’s leading industry and ministry experts and develop a range of skills in music performance, production and management within the arts.

Outcomes
This qualification is recommended for students who wish to work in the music industry. By the end of this course, students should be able to confidently play, make music in a group by developing the skills for working in an ensemble, develop industry knowledge and operate recording and PA equipment using safe handling practices. Students are also given experience in music creation including song writing.

Students who exit the program early may qualify for a Certificate II in Music Industry.

Job roles
This qualification allows learners to develop skills and knowledge to prepare for work within the music or entertainment industry
CERTIFICATE II IN SPORT AND RECREATION

Recommended Prerequisite: Nil

Introduction

The VET industry specific Sport and Recreation course provides students with the opportunity to achieve national vocational qualifications.

The course is based on nationally endorsed training packages. It specifies the range of industry developed units of competency from the relevant training packages that is suitable for the WACE. To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in sport and recreation as well as skills, knowledge and experiences that are transferable to other industry areas.

This course encourages students to engage with senior secondary education, fosters a positive transition from school to work and provides a structure within which students can prepare for further education, training and employment.

This qualification provides skills in provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistant, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres.

Career opportunities

Students may wish to pursue further education in the Sport and Recreation field or they may seek to use these qualifications as a basis of employment. Potential job opportunities may include:

- Recreation Assistant
- Administration Officer
- Grounds Assistant
- Retail Assistant.

This qualification provides skills in provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistant, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres.
HELPFUL INFORMATION

The following information is provided as a guide for Parents/Carers and students.

WACE INFORMATION
Valuable information about the WACE 2019/2020 is available on the School Curriculum and Standards Authority website:
http://www.scsa.wa.edu.au/
University Entrance, Scaling, ATAR Scores
Tertiary Institutions Service Centre (TISC)
https://www.tisc.edu.au/static/home.tisc
University and TAFE websites are an excellent source of more detailed information:
North Metropolitan TAFE: https://www.northmetrotafe.wa.edu.au/
South Metropolitan TAFE: https://www.southmetrotafe.wa.edu.au/index.php
Curtin University: https://www.curtin.edu.au/
Murdoch University: https://www.murdoch.edu.au/
Edith Cowan University: https://www.ecu.edu.au/
University of Western Australia: https://www.uwa.edu.au/study/
Notre Dame University: https://www.notredame.edu.au/

Other resources that may be useful:
Australia’s career information and exploration service:
www.myfuture.edu.au

GOOD UNIVERSITIES GUIDE:
  • a guide to University and TAFE courses
  • Good Careers Guide is available as an eBook on this site. It is an A-Z guide which provides information about jobs of all types. It is essential reading to investigate avenues of employment.

Defence Force Recruiting Centre
7/66 St Georges Terrace, Perth.
Phone: 13 19 01
www.defencejobs.gov.au
TAFE ADMISSION

Education + Training International Western Australia (ETI)
http://www.eti.wa.edu.au/your-study-options/study-at-atafe/application-process

TAFE Centres in Western Australia
Information about the various Colleges and courses are available from:
https://www.fulltimecourses.tafe.wa.edu.au/
  • Available courses
  • Entrance requirements

Access information regarding Australia wide courses and entry requirements for courses:
https://www.training.com.au
  • Browse courses available
  • Access information about TAFE Colleges Australia wide
  • Access associated Colleges and training institutes Australia wide
  • Plus links to apprenticeship information
  • Information regarding HECS help (fee help)

All of the above websites offer a varied and rich selection of courses and training for future careers. We suggest that you go online and explore the different courses offered.

**Please note: the course you may be interested in may be offered by one or more of these institutions.
Changing subject choices

Year 11 and 12 students may change their Courses of Study in consultation with the Dean of Studies and the relevant subject teachers. Students will be required to complete a Request for Change of Subject form. Students will need to complete missed work as a result of the changeover and become familiar with the new Course of Study requirements. The non-negotiable final date for transferring of subjects will be Friday 1:30pm at the end of Week 4, Term One for Year 12 students. Year 11 students may have a second opportunity to change courses at the end of the Semester One examinations.

Reporting

The King’s College is committed to open communication with parents regarding the academic progress of each student. The Academic Focus Flowchart outlines the procedures followed for assessment at the College.

Academic Focus Flowchart

Return of assessments

Under normal circumstances, assessments will be returned to students with a mark and appropriate feedback within seven days of the assessment being collected.

A formal Semester Report is given after the examination period at the end of each Semester. The Courses are assessed across the whole year and as such, the grades contained in the Semester One report are indicative. The Semester Two report will contain the final grade and mark for each course for the year, unless there are some extenuating circumstances such as enrolling after the commencement of a Course.

Vocational (VET) subjects do not allocate grades; however, there is a comment to indicate individual student progress in the qualification in terms of achieving the qualification.

The reporting process is designed to:

(i)  enable students to understand their level of achievement
(ii) inform parents about the child’s overall achievement in each subject as well as give verbal feedback on their progress and participation in the subjects
(iii) provide an ongoing record of the student’s progress and achievement during their time at the College. This can be used as part of a resume for future employers.
COMPLAINTS PROCEDURE FLOW CHART

A complaint will be treated as an expression of genuine dissatisfaction that needs a response. All complaints are ‘Confidential’.

Contact The King’s College Reception 08 9411 4100 or email info@tkc.wa.edu.au or tell a staff member.
Be as clear as possible about:
- What is troubling you?
- The nature of the complaint?
- The department involved?

Complaint or Concern

ACADEMIC ISSUES
Refer to your teacher or Head of Learning Area

BULLYING/ PASTORAL CARE BEHAVIOUR MANAGEMENT
Refer to your teacher or Head of Year

REGARDING A PARTICULAR TEACHER
Refer to Principal

REGARDING THE PRINCIPAL
Refer to the Chairman of the Board

Unsatisfied?
If required refer to Dean of Students

Unsatisfied?
If required refer to Deputy Principal or Principal

Unsatisfied?
If required refer to Deputy Principal or Principal

If complaint is not resolved, full complaint will be submitted to Chairman of the Board

If complaint remains unresolved, concern will be referred to an independent arbiter.