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.
# CONTENTS

**INTRODUCTORY INFORMATION** ................................................................. 4

**ABOUT THE COLLEGE** .................................................................................. 4
- PURPOSE, VISION, PASSION, VALUES ................................................. 4
- CORE PRINCIPLES .................................................................................. 4
- COLLEGE AFFIRMATION ...................................................................... 5
- ACADEMIC POLICIES ........................................................................... 5
- ACADEMIC SUPPORT .......................................................................... 5
- SECONDARY SCHOOL TIMETABLE ...................................................... 6
- HOME LEARNING .................................................................................. 6

**GENERAL INFORMATION** ........................................................................ 7
- INTRODUCTION ..................................................................................... 7
- WACE COURSES .................................................................................. 7
- SELECTING COURSES .......................................................................... 8
- ABILITIES, FUTURE GOALS AND INTERESTS ...................................... 8
- WESTERN AUSTRALIAN CERTIFICATE OF STUDENT ACHIEVEMENT (WASSA) ........................................................................... 8
- WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) ............ 8
- WACE BREADTH OF STUDY ................................................................ 9
- MINIMUM LITERACY AND NUMERACY STANDARDS ......................... 9
- UNIVERSITY ENTRANCE ...................................................................... 10
- COMPARISON OF TEA/ATAR ............................................................... 11
- CALCULATION OF THE TEA/ATAR ...................................................... 11
- EXTERNAL EXAMINATIONS ................................................................ 13
- TAFE ENTRANCE .................................................................................. 14
- VOCATIONAL EDUCATION AND TRAINING (VET) IN SCHOOL ............ 15
- WORKPLACE LEARNING PROGRAM ...................................................... 15
- YEAR 12 – PREREQUISITES FOR COURSES OF STUDY ...................... 16
- YEAR 12 – COURSE SELECTION .......................................................... 17
- YEAR 12 GRIDLINES 2020 ................................................................... 17

**COURSE INFORMATION - ATAR** ............................................................ 18
- ANCIENT HISTORY ................................................................................ 18
- CAREER AND ENTERPRISE ................................................................. 18
- CHEMISTRY ......................................................................................... 19
- CHILDREN, FAMILY AND THE COMMUNITY ...................................... 20
- ENGLISH .............................................................................................. 21
- HEALTH STUDIES .............................................................................. 22
INTRODUCTORY INFORMATION

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.

| I HAVE A RIGHT TO LEARN FREE FROM DISTRACTION. |
| I HAVE A RIGHT TO FEEL SAFE. |
| I AM EXCEPTIONAL. |

| I ALWAYS WORK TO THE BEST OF MY ABILITY. |
| I TREAT EVERYONE AROUND ME COURTEOUSLY AND WITH RESPECT. |
| I SHOW COURAGE WHEN I ATTEMPT NEW THINGS AND I DON’T GIVE UP EASILY. |

| I BELIEVE THE BEST OF MYSELF AND OTHERS. |
| I AM THE WINNER I WAS CREATED TO BE. |
| I AM EXCEPTIONAL. |

**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 Student 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

In 2020, 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.

It is important that the information provided in this booklet is read carefully, particularly the requirements for the achievement of the Western Australian 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/carers, 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

ATAR 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/Chapel. 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 Years 11 and 12 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 aggregate is 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 examination 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 in 2020, 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
- complete at least four or more Year 12 ATAR courses or complete a Certificate II or higher
- 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</td>
<td>Career and Enterprise</td>
</tr>
<tr>
<td>CFC</td>
<td>Children, Family and the Community</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>HEA</td>
<td>Health Studies</td>
</tr>
<tr>
<td>HIM</td>
<td>Modern History</td>
</tr>
<tr>
<td>MPA</td>
<td>Media Production and Analysis</td>
</tr>
<tr>
<td>VAR</td>
<td>Visual Arts</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 mark in 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 or Year 12 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 12 – 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 students to have met the minimum requirements for Numeracy (OLNA)

<table>
<thead>
<tr>
<th>ATAR Courses</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Strong C grade in Year 11 ATAR Ancient History and a C grade in ATAR English</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Strong C grade in Year 11 ATAR Career and Enterprise</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Strong C grade in Year 11 Chemistry; C grade in Mathematics Applications</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Strong C grade in Year 11 ATAR Children Family and the Community</td>
</tr>
<tr>
<td>English</td>
<td>Strong C Grade in Year 11 ATAR English</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Strong C grade in Year 11 ATAR Health Studies</td>
</tr>
<tr>
<td>Human Biology</td>
<td>Strong C grade in Year 11 ATAR Human Biology</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Strong C grade in ATAR Integrated Science</td>
</tr>
<tr>
<td>Mathematics Applications</td>
<td>Strong C Grade in Year 11 Mathematics Applications</td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>Strong C grade in Year 11 Mathematics Methods</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>Strong C grade in Year 11 Media Production and Analysis plus a C grade in Year 11 ATAR English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Courses</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Enterprise</td>
<td>Completion of Year 11 ATAR or General Career and Enterprise preferable but not essential</td>
</tr>
<tr>
<td>Children Family and the Community</td>
<td>Completion of Year 11 ATAR or General Children, Family and the Community preferable</td>
</tr>
<tr>
<td>English</td>
<td>Nil</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Completion of Year 11 ATAR or General Health Studies preferable</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Completion of Year 11 ATAR or General Integrated Science preferable</td>
</tr>
<tr>
<td>Mathematics Essential</td>
<td>Nil</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>Completion of Year 11 General Physical Education Studies preferable</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Completion of Year 11 Visual Arts preferable but not essential</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 12 – COURSE SELECTION

Year 12 students for 2020 will be required to select one subject from each line on the following grid.

Students who are studying four or more ATAR subjects may select a study session in place of one subject as long as the WACE requirements for breadth and depth of study and the essential number of courses are completed. Please refer to page 10 of this Information Booklet for WACE (graduation) requirements.

Students who are studying less than four ATAR subjects are required to choose a course from each line unless already enrolled in an external TAFE course. Students wishing to study less than this required number of courses will be required to apply for permission to access a study session. Application forms are available from the Dean of Studies.

Year 12 Gridlines 2020

<table>
<thead>
<tr>
<th>ATAR</th>
<th>GENERAL</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR English</td>
<td>General English</td>
<td></td>
</tr>
<tr>
<td>Maths Methods</td>
<td>Maths Essentials</td>
<td></td>
</tr>
<tr>
<td>Health Studies</td>
<td>General Health Studies</td>
<td>General Physical Education Studies</td>
</tr>
<tr>
<td>Human Biology</td>
<td>Visual Arts</td>
<td>Cert III/IV Business</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Career and Enterprise</td>
<td>Cert III/IV Music Industry**</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Integrated Science</td>
<td>General Integrated Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cert II/III Sport and Recreation**</td>
</tr>
</tbody>
</table>

** Music Industry Certificate III or IV can be studied on ONE line ONLY.

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

CHOOSING SUBJECTS:

- There are six lines – all Year 12 students MUST choose one course from each horizontal line.
- ATAR students may nominate a study session on lines 3 to 6.
- 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.
ANCIENT HISTORY

Recommended Prerequisite: Strong C grade in Year 11 ATAR Ancient History; C grade in ATAR English

The Ancient History ATAR course enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this syllabus, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Ancient history stimulates students’ curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies, for example, social organisation, systems of law, governance and religion. Ancient history is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

Unit 3 – People, power and authority

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious, cultural and economic features. The study of an individual as part of this unit enables study of the influence of the individual on events and developments.

Unit 4 – Reconstructing the ancient world

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practices, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

CAREER AND ENTERPRISE

Recommended Prerequisite: Strong C grade in Year 11 Career and Enterprise

The Career and Enterprise ATAR 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 ATAR course aims to provide all 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 course recognises that work both reflects and shapes the culture and values of our society. It provides opportunities for students to develop critical insights into the relationships between work, culture and the values of our own and other societies.

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

Unit 3

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.
Unit 4

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision-making.

CHEMISTRY

Recommended Prerequisite: Strong C grade in Year 11 Chemistry; C grade in Mathematics Applications

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 3 – Equilibrium, acids and bases, and redox reactions

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

Unit 4 – Organic chemistry and chemical synthesis

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

Recommended Prerequisite: Strong C grade in Year 11 Children, Family and the Community

The Children, Family and the Community ATAR 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 impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

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

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

This course caters for students seeking career pathways in areas such as sociology, psychology, education, nursing, occupational therapy, community services, childcare and health.

Unit 3 – The change factor

This unit focuses on challenges that confront individuals, families and communities in a rapidly developing society and the need to adapt to growing social, cultural, environmental, economic and political circumstances. Students understand the importance of sustainable practices when producing and evaluating resources designed to improve quality of life. They develop an appreciation and understanding of the role of the advocate on national and global issues through participation in an advocacy project.

Students compare, contrast and test developmental theories through observation and participation in practical activities at school or in the community.

Unit 4 – Shaping the world

This unit examines the principles of social, economic and political justice and environmental accord. Students investigate ways to address issues that have been created by rapid social, cultural, economic and technological change.

Students explore the characteristics of sustainable communities in Australia and overseas. They consider products, processes, services, systems, structures and relationships that actively support current and future generations’ capacity to create healthy communities.

Students work collaboratively to research and develop strategies to advocate for the needs of specific groups. These strategies are designed to empower and help individuals and communities to manage now and in the future.
ENGLISH

Recommended Prerequisite: Strong C grade in Year 11 ATAR 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.

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

Unit 3

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

Unit 4

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

Recommended Prerequisite: Strong C grade in Year 11 ATAR Health Studies

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

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

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

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

Unit 3

This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

Unit 4

This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.
HUMAN BIOLOGY

Recommended Prerequisite: Strong C grade in Year 11 ATAR Human Biology

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.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

Unit 3: Homeostasis and disease

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

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

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

Unit 4: Human variation and evolution

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

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

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

INTEGRATED SCIENCE

Recommended Prerequisite: Strong C Grade in Year 11 ATAR Integrated Science

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people’s aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them. Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Scientific explanations are open to scrutiny; scientific knowledge may be tentative and is continually refined in the light of new evidence.

The Integrated Science ATAR course encourages students to be questioning, reflective and critical thinkers about scientific issues. The course is based on an integrated view of scientific knowledge that draws on the traditional disciplines of science and new scientific technology to enable students to investigate issues that are interesting and relevant in a modern world. This course provides opportunities for students to consider contemporary scientific developments. This process enables them to make informed judgements and decisions about questions that directly affect their lives and the lives of others.

The course is grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field.

Unit 3: Water

Water provides the Earth with the capacity of supporting life. Two-thirds of the Earth’s surface is covered with water, which provides habitats for aquatic organisms, as well as valuable resources to support human activities.

There is a wide variety of aquatic ecosystems ranging from salt water in the open ocean, coastal, estuarine ecosystems to fresh water ecosystems in surface catchments and ground water aquifers. Aquatic ecosystems are important to the Australian environment, society and economy. Increasing human populations are placing demands for resources and development that pose threats to our aquatic ecosystems. Research on the ecology of habitats is an important scientific area that allows scientists to monitor changes in ecosystems and implement best management practice.

Students investigate how water resources are under threat from pollution, over-use and a changing global climate. They explore the use of current water resources, and the development of other non-conventional water resources, to safeguard that there is sufficient water available for future generations.

Unit 4: Energy

Students live in a modern society that is characterised by its reliance upon technology and high demands for energy. As a consequence, we are faced with a number of significant and global challenges: the enhanced greenhouse effect, climate change, resource availability and need to consider the efficient use of energy, and the development of alternative energy resources. Studies based on this crucial area will enable students to develop an awareness of the finite nature of non-renewable energy resources, and a concern for the implications for individuals and their communities. Students develop an appreciation of the consequences of harnessing, distributing and utilising energy, which will enable them to be informed citizens and develop personal, defensible positions with respect to these issues.
MATHEMATICS APPLICATIONS

Recommended Prerequisite: Strong C Grade in Year 11 Mathematics Applications

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe many aspects of the world in the twenty-first century. Statistics are concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real world phenomena and solve practical problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Unit 3:
This unit has three topics: ‘Bivariate data analysis’, ‘Growth and decay in sequences’, and ‘Graphs and networks’.

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

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

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

Classroom access to technology to support the graphical and computational aspects of these topics is assumed.

Unit 4:
This unit has three topics: ‘Time series analysis’, ‘Loans, investments and annuities’, and ‘Networks and decision mathematics’.

‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

‘Loans investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.
MATHEMATICS METHODS

Recommended Prerequisite: Strong C Grade in Year 11 Mathematics Methods

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Statistics is concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real-world phenomena and solve problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Unit 3:
Contains the three topics:

• Further differentiation and applications
• Integrals
• Discrete random variables.

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

Unit 4:
Contains the three topics:

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

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

Recommended Prerequisite: C Grade in Year 11 ATAR Media Production and Analysis; C grade in Year 11 ATAR English

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.

Digital technologies have impacted upon and extended the capacity that the media play in Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students’ interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

Unit 3: Media art
In this unit students will analyse, view, listen to and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences’ interpretations. They consider the representation of values and technological developments that influence perceptions of art within media work.

Unit 4: Power and persuasion
The focus for this unit is power and persuasion. Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences.
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 all 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 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 organisation is unique and governs workplace settings and work patterns.

Unit 3:
This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined. An exploration is made of the implications of organisational reviews due to influences and trends, and how they impact on individual opportunities to secure and maintain work.

Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

Unit 4:
This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Exposure to changing scenarios for career development provides opportunities to further develop career competencies and work search techniques, in particular those associated with planning and organisation, making decisions, identifying and solving problems and creativity and innovation.

Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.
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.

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

Unit 3: Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4: My place in the community

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types.

Students examine developmental theories and their influence on cognitive development.

Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.
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.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Unit 3:
Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

* explore attitudes, text structures and language features to understand a text’s meaning and purpose
* examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
* consider how perspectives and values are presented in texts to influence specific audiences
* develop and justify their own interpretations when responding to texts
* learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4:
Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

* explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
* analyse the ways in which authors influence and position audiences
* investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
* construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
* consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.
HEALTH STUDIES

Recommended Prerequisite: Completion of Year 11 ATAR or General Health Studies preferable

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 3:

This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behaviour and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 4:

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.
INTEGRATED SCIENCE

Recommended Prerequisite: Completion of Year 11 ATAR or General Integrated Science preferable

Science is a dynamic, collaborative human activity that uses distinctive ways of valuing, thinking and working to understand natural phenomena. Science is based on people’s aspirations and motivations to follow their curiosity and wonder about the physical, biological and technological world. Scientific knowledge represents the constructions made by people endeavouring to explain their observations of the world around them. Scientific explanations are built in different ways as people pursue intuitive and imaginative ideas, respond in a rational way to hunches, guesses and chance events, challenge attitudes of the time, and generate a range of solutions to problems, building on existing scientific knowledge. As a result of these endeavours, people can use their scientific understandings with confidence in their daily lives. Because scientific explanations are open to scrutiny, scientific knowledge may be tentative and is continually refined in the light of new evidence.

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

Unit 3

The emphasis of this unit is on biological and Earth systems focusing on the following topics:

• interrelationships between Earth systems
• structure and function of biological systems
• ecosystems and sustainability
• species continuity and change.

Unit 4

The emphasis of this unit is on physical and chemical systems, focusing on the following topics:

• chemical reactions
• mixtures and solutions
• motion and forces
• energy.
MATHEMATICS ESSENTIAL

Recommended Prerequisite: Minimum Numeracy Standard (OLNA) required

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. 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 offers students the opportunity to prepare for post-school options of employment and further training.

For all content areas of the Mathematics Essential General course, the proficiency strands of understanding, fluency, problem solving and reasoning from the Year 7–10 curriculum continue to be very much applicable and should be inherent in students’ learning of the course. Each of these is essential and mutually reinforcing. For all content areas, practice, together with a focus on understanding allows students to develop fluency in their skills. Students will encounter opportunities for problem solving, such as finding the interest on a sum of money to enable comparison between different types of loans. In the Mathematics Essential General course, reasoning includes critically interpreting and analysing information represented through graphs, tables and other statistical representations to make informed decisions. The ability to transfer mathematical skills between contexts is a vital part of learning in this course. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

The content of the Mathematics Essential General course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET), apprenticeships, traineeships or employment.

Unit 3

This unit includes the following four topics:

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

Unit 4

This unit includes the following three topics:

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

Recommended Prerequisite: Completion of Year 11 Physical Education Studies preferable

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

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

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

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

Unit 3

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor leaning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4

The focus of this unit is for students to assess their own and others’ movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others’ performance in physical activity.
VISUAL ARTS

Recommended Prerequisite: Completion of Year 11 Visual Arts preferable but not essential

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

The Visual Arts General course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Unit 3 – Inspirations

The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4 – Investigations

The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.
COURSE INFORMATION - 
VOCATIONAL EDUCATION AND TRAINING (VET)

CERTIFICATE III 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 undertaking 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 III 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/IV IN MUSIC INDUSTRY

Recommended Prerequisite: Having a level of proficiency on an instrument (any) or being able to 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 III 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.
IMPORTANT INFORMATION

INFORMATION GUIDE

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-afe/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.
YEAR 12 AFTER SCHOOL PATHWAYS

University
- ATAR entrance
- Bridging Course
- Portfolio Entry

Apprenticeship
University
- Bridging Course
- Certificate IV
- Portfolio Entry
- Mature Age Entry

Work
TAFE
University

YEAR 12

ATAR Pathway

ATAR/General/VET courses + alternate University entry course

General + VET Courses

YEAR 11
Overview of Year 12 Pathways

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Courses Details</th>
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</table>
| University       | • 4 to 6 ATAR courses  
                   | • 4 to 5 ATAR courses plus 1 to General or VET courses  
                   | • Alternative entry pathways which may not require an ATAR score  
                   |   i.e. students are not required to study ATAR subjects |
| TAFE             | • 4 to 5 General courses  
                   | • plus 1 to 2 VET courses |
| Apprenticeship   | • 4 to 5 General courses  
                   | • plus 1 to 2 VET courses  
                   | • Workplace Learning |
| Enter Workforce  | • 4 to 5 General courses  
                   | • 1 to 2 VET courses  
                   | • Workplace Learning |

How to maximise your ATAR

Work hard to achieve the best School Assessment you can; this is the best preparation for WACE exams.

Scaled scores are determined using 50% School Assessment and 50% WACE Examination. We (TISC) get asked many times for tips on how to get the highest ATAR possible. Our advice is, choose subjects you like and just work solidly at them across Years 11 and 12. Don’t make the mistake of thinking you can cram all your effort into the last few weeks before exams. Remember that your final results will be based on your School Assessment as well as your WACE Exam. And, in the end, working hard during the year on your school assessment is by far the best preparation you can do for your WACE exams anyway.

https://www.tisc.edu.au
TAFE AND APPRENTICESHIPS

TAFE

The TAFE application procedure is designed to cater for school students, adults in the workforce and adults returning to education. Therefore, the application process and requirements are quite general and not written just for school students.

All TAFE courses (from Certificate I through to Advanced Diploma level) specify minimum levels of English (and sometimes Mathematics). Courses which have competitive entry will also use selection criteria to determine which applicants are successful. In this process, applicants are awarded points based on school grades, VET Certificates completed (or partially completed), and employment history.

One crucial difference between TAFE and the universities is that when using your school marks to assess your application, TAFE are only interested in the letter grades you have obtained, assigning a ‘points value’ system to grades (based on course level). For this reason, students seeking TAFE entrance should carefully consider which courses they enrol in, making sure they choose courses that they have the best potential to succeed at a high level, and this attain high grades, in.

Students requiring further information about TAFE entry are encouraged to make an appointment to see the Dean of Studies and/or refer to the following web site:


Apprenticeships and Traineeships

ApprentiCentre manages the apprenticeship and traineeship system in Western Australia. The Centre helps employers, apprentices and trainees through every stage of their apprenticeship/traineeship. The Centre also provides a host of information about apprenticeships and traineeships in Western Australia including more than 80 apprenticeships and 400 traineeships.

The ApprentiCentre web site is also a portal by which employers can advertise for an apprentice/trainee on Jobs Board and those looking for an apprenticeship or traineeship can register with Jobs Board to be advised by email or SMS alerts of vacancies.

For more information, please visit the ApprentiCentre website:

UPPER SCHOOL ASSESSMENT GUIDELINES

Assessment is the process of identifying, gathering and interpreting information about students’ learning. The central purpose of assessment is to gather information on student achievement and progress both formally and informally. This then needs to be reported on to the student and their parents.

Reporting is the process of communicating information about student achievement and the progress gained through the assessment process. The purpose of reporting is to provide feedback to students, parents and teachers.

Formal and Informal Assessment

Assessment is a vital part of curriculum design and the teaching /learning process. There are two main forms of assessment used by staff at the College.

1) Informal testing which may take place in the classroom is designed to give students feedback on their progress in a particular unit of study as well as to help teachers determine whether learning is taking place as a result of their teaching strategies.

2) Formal assessment is used in reporting to parents. Formal assessment can take many forms including practical assessments, in-class tests, investigations, research assignments/reports and formal examinations.

All assessment tasks should comply with the principles of assessment:

Valid Assessment should provide valid information on the actual ideas, processes and products expected of students.

Educative Assessment should make a positive contribution to the student learning process.

Explicit Assessment criteria should be explicit so that students are aware of the expectations of the assessment. These expectations should be clear and public.

Fair Assessment should be fair to all students and not discriminate on grounds that may be irrelevant to a student’s achievement of the outcome.

Comprehensive Assessment types must be varied so that a judgement on student progress and achievement is based on multiple kinds and sources of evidence.

Examinations

Formal examinations are completed by students throughout their secondary education at the College. Examinations are designed to help students to prepare for the Upper Secondary external examinations (ATAR and Externally Set Tasks) where more emphasis is placed on the completion of formal assessment within time constraints.

Examinations are completed at the end of Semester One and Semester Two.

Year 11 and Year 12 students will receive a syllabus, course overview and essential assessment criteria from the class teacher during their first week in the subject. Students should become familiar with this material quickly in order to maintain a steady work schedule and be able to complete tasks on time.

The following times generally apply to examinations in the College. These times can vary according to the course being studied and examined.

Year 11 2.5 hours
Year 12 3 hours

The examination timetable and a copy of the examination rules are given to students in ample time for exam preparation. Parents are notified via email or the SEQTA portal.
Normally, students are given a preparation and revision time for a week before examinations. Examination revision packs are given to each subject class for which there is an examination. The week before examinations is assessment free with the exception of some VET or practical subjects which may still be finishing extended pieces of work during class time.

If a student is absent from an examination, a Medical Certificate is required. Arrangements can be made for absent students to complete examinations on their return to school if practicable. Students who miss the examination period altogether may still be required to complete the examinations for the educational benefit, including feedback and receiving an examination mark.

Students with Additional needs

It is recognised that there may be some students who have temporary or permanent special needs that may impact on their ability to perform assessments within the specific guidelines set for a task. For that reason, the class teacher may modify an assessment or give permission for it to be completed in an alternate manner e.g. extra time; using a computer; in a different location, etc. This permission is granted in consultation with the Dean of Studies. Normally this consideration or alternative arrangement is made after a request has been made in writing from a parent/guardian. Documentation is generally required with the written application.

Frequency of Assessments

At the beginning of each Semester, students will receive a subject overview and will be made aware of assessments and timing. These are also posted on the College website for all Year 11 and 12 Courses of Study as well as on SEQTA. The frequency of assessments will provide adequate coverage of the course and the required outcomes.

Missed Assessments

Students who are absent without a good reason, such as illness, on the day an assessment is to be undertaken may face a penalty.

If there is an unavoidable absence on an assessment day, the student may be asked to complete the assessment task on their return to school.

In some cases, an alternative opportunity to demonstrate the assessment outcomes may be arranged.

It is the student’s responsibility to contact the subject teacher to make arrangements regarding a missed assessment.

Absences

Extended absences from the College during the school terms are not recommended; however, if parents wish to take extended family holidays, beyond normal vacation, they should contact the Principal. Given sufficient warning, teachers may be able to provide suitable work to minimise the educational disruption and protect the student’s grades.

(i) All absences from the College require written parental notification
(ii) Medical certificates are required if a student is absent from exams
(iii) Parents must obtain permission from the Principal for any days that a student is going to be absent from the College during the normal school term e.g. holidays

It is the student’s responsibility to contact the subject teacher to make arrangements to obtain missed work or missed assessments whether formal or informal.

Overdue assessments

Students will receive an outline or overview of the unit of study for each of their subjects/courses. This overview will also be placed on the College website and SEQTA. Students will receive ample notification and explanation of each piece of assessment throughout the Semester.

Students should use the Student Diary to record the due date of assessments as well as record the date that the
assessment was given out and when they plan to do the preparation or research for the assessment. In the case of a lengthy piece of work the preparation should take place over a period of time.

Overdue assessments normally incur a penalty.

Extensions

Requests for extensions need to be made to the Dean of Studies. Extensions are only granted in extreme circumstances. In most cases requests for extensions need to be made at least three days before the assessment is due. A letter from a parent on the day that an assessment is due is not usually acceptable. Extension request forms are available from Student Services.

1) Acceptable reasons for extensions or the submission of late assessments include:
   (i) Ongoing hospital treatment.
   (ii) Ongoing illness or injury.
   (iii) Doctor’s certificate submitted the day a student returns after a long absence.
   (iv) Family crisis – note on return or parent contact in advance.
   (v) Extended absence such as travel – already granted by the Principal with negotiation on the completion of assessments.

2) Unacceptable reasons for not submitting tasks include:
   (i) Computer problems including the breakdown of printers or the absence of toner/ink.
   (ii) Saving work in the wrong format.
   (iii) Losing work on the computer.
   (iv) No access to the internet.
   (v) Social reason.
   (vi) Extra-curricular activities such as sport.

In any of these circumstances:
   o Students should be prepared to complete work at school during study or tutoring sessions in the event of computer problems at home.
   o Students are encouraged to make use of books and not rely solely on the internet for research.
   o A USB is listed on the College booklist and should be used to back up all work completed both at home and at school.
   o In the event of computer breakdown, a handwritten copy of the assessment or a copy saved on a USB may be acceptable.
Late Assignments

If a student submits work late without an acceptable reason, there will be a percentage penalty. Parents will be contacted about late submissions.

The following penalties apply for the late submission of assessments:

- One day late: 10% deduction
- Two days late: 20% deduction
- Three days late: 30% deduction
- On fourth Day: Zero marks, but the student is still required to complete the assessment in order to satisfy course requirements.

An additional disciplinary penalty may be applied if:

i. The assessment is not submitted at all
ii. The assignment takes too long to be submitted
iii. The assessment is not completed to a satisfactory level.

Resubmission of assessments or re-sitting of tests

Once submitted for marking, assessment items will not be able to be re-submitted for marking, unless plagiarism is involved and students are required to re-present their work. Students will not be able to re-do tests or in-class assessment pieces.

If a student is absent for assessments on the day that assignments/in-class assessments are due, the student must sit the test or submit the assignment at the first possible opportunity on their return to the College.

Assessment of students working in groups:

(i) The teacher will clearly outline to students whether the purpose of the assessment is to assess the students’ capacity to work in groups or to assess other educational outcomes within a group situation.

(ii) The teacher will notify students in advance of the requirements of the assessment. The teacher will monitor students’ progress at interim stages to ensure the assessment is fair, valid and reliable.

(iii) The teacher will employ strategies to take account of different achievement of individuals within a group and to apportion results accordingly.
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.

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**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 Studies

Unsatisfied?
If required refer to 
Dean of Students

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 arbitrator
A safe environment where we are free to discover who we really are. That's exceptional!