



MOUNT LAWLEY SENIOR HIGH SCHOOL

SENIOR SCHOOL



COURSE INFORMATION HANDBOOK
Year 11 2014

DEDICATED TO STUDENT LEARNING

CONTENTS

	Page
The Senior School	2
Enrolling in Year 11 and 12	3
Secondary Graduation	3
Secondary Attainment	3
Pathways	3
Subject Choices	4
2015 University Requirements for School Leavers	6
Vocational Education and Training (VET)	6
Career, State Training Provider and University Contacts	10
English	12
Health & Physical Education	21
Mathematics	27
Science	33
Society & Environment	39
Languages Other Than English	49
Technology & Enterprise	55
Business & Computing	56
Design & Technology	67
Home Economics	72
The Arts	77
Art	78
Drama	80
Media	82
Music	85
Workplace Learning	88
Career Link	89
General Studies	89



THE SENIOR SCHOOL

The Mount Lawley Senior School responds flexibly to the needs of students and provides an innovative, inclusive and adult learning environment. The Senior School approach respects all students and supports them to acquire the skills, knowledge and values to achieve their potential. Mount Lawley Senior School will be a showcase for exemplary Secondary Schooling Education in Western Australia.

The school has a strong tradition of academic excellence and the pursuit of high levels of achievement. At the same time we acknowledge the need to accommodate a multitude of career directions and pathways. With this in mind we offer a wide range of options of study for our students including:

- Pathways leading to the Universities, State Training Providers and other training institutions
- Programs that combine school studies with Certificate I-IV with State Training Providers and WAAPA (Edith Cowan University); and
- Programs that combine school studies with units of competence from nationally recognised certificates, Structured Workplace Learning; School Based Traineeships and Apprenticeships

Mount Lawley Senior High School is at the forefront of curriculum innovation, offering an extensive array of courses aimed at accommodating the diverse needs of our students. The Senior School is moving forward using its proud traditional base as a springboard to create an exciting and innovative learning environment for students of the future.

We offer an extensive counselling programme for all Year 10 students as they consider their Year 11 and 12 subject selections. This counselling is based on selection for success in desired career pathways. All parents are encouraged to engage in this process and to consider the recommendations on subject selections as suggested by the classroom teachers. The counselling will continue through to the end of Year 12.

Ian Johnston
Associate Principal
Senior School

ENROLLING IN YEAR 11 AND 12

The courses you choose for Year 11 and 12 need careful consideration as you need to be aware of:

- the requirements for Secondary Graduation (WACE)
- the requirements for Attainment
- the requirements for University Entrance or State Training Provider
- the post-secondary options in education and training

There has to be a balance of:

- knowing the rules and regulations of the School Curriculum and Standards Authority,
- meeting the prerequisites of the various post-secondary courses,
- consideration for your interests, abilities and academic achievement so far.

Please Note: The information in this handbook is current at time of publication but is subject to change due to prescribed changes made by state authorities.

SECONDARY GRADUATION

	2011 - 2014
Subject/course/endorsed	Complete at least 20 units including at least three two-unit combinations. Up to 50 per cent can be endorsed program unit equivalents.
Subject/course/endorsed program achievement	Achieve an average of a 'C' grade or better across 10 course units from at least five courses/subject equivalents (at least three two-unit combinations must be included). Up to 10 endorsed program unit equivalents can be included to reduce this load to six course units from three courses. Endorsed programs do not count toward the 'C' grade average. Achievement of an industry specific VET course unit equates to a 'C' grade.
English language competence	Complete four units from an English course of study. Two units must be studied in the final year of schooling. Meet the language competence standard as defined by work samples, or pass the English language competence test.
Breadth	Choose at least 1 course from List A and List B subjects in Year 12.
Examination	WACE courses: all students in their final year who are enrolled in Stage 2 or 3 units sit exams (unless exempt). ATAR subjects have compulsory exams.

SECONDARY ATTAINMENT

Mount Lawley Senior High School would like to see all of our students gain Secondary Attainment. To achieve this a student needs to gain either:

1. An ATAR score in excess of 55 or
2. Completion of a Certificate II, III or IV

Please note – Any student who pursues an ATAR pathway in Year 11 against school recommendations will be required to enrol in a Certificate II course as one of the six subjects studied.

PATHWAYS IN THE COURSES OF STUDY

Students will be counselled in Year 10 into subject selections which lead to a range of career paths. Generally speaking the WACE courses have 3 levels of standing of work which lead on sequentially. For example Stage 2 units in Year 11 generally lead to Stage 3 units in Year 12.

If you wish to pursue a particular course at University you may need to meet prerequisites of Stage 2 or 3 subjects. Studying Stages 2 and 3 will allow students to sit exit exams at the end of Year 12, which will then give you a TES for entry to further study at University. Stage 3 results are likely to lead to more competitive TES results. University requirements can be found in the various university handbooks available on line or at school. Students are highly encouraged to undertake at least four Stage 3 courses in Year 12.

Generically speaking the pathways would resemble one or other of the following two pathways in a specific subject area. There are exceptions and reference will need to be made to the subject staff for confirmation of these exceptions, for example, English offers 1C and 1D pathways. These are reflected in the subject detail in this handbook.

Examples

	Year 11		Year 12	
Pathways	Sem1	Sem2	Sem3	Sem4
1	1A	1B	2A	2B
2	2A	2B	3A	3B
3	Combinations of courses of study and certificate courses			

SUBJECT CHOICES

1 Tertiary Entrance Scoring Subjects/Stages 2 and 3 Courses of Study

These subjects are generally taken by students seeking entry to university. This does not mean that you should not choose them if you are seeking entry to a State Training Provider (formerly TAFE) or employment. In fact, some State Training Provider courses and employers list TES subjects as prerequisite subjects. Studying these subjects will allow students to sit exit exams at the end of Year 12. Students need to be studying the subjects at Stage 2 or Stage 3 to be eligible to sit the exams.

2 Wholly School Assessed (WSA) Subjects/Stage 1 Courses of Study

These subjects are normally chosen by students who wish to seek entry to State Training Providers or employment. They are often more practically based. Students seeking entry to university may wish to consider a WSA as your fifth and/or sixth subject. These subjects do not have an external exam component. Students studying Stage 1 courses must include at least one certificate course so as to heighten their chance of entering a State Training Provider.

3 Vocational Education and Training (VET)

This area gives students the opportunity to gain skills and knowledge in the workplace while working towards graduation. Students choosing a VET course shall attain certain competencies and skills recognised by an employer and receive a nationally accredited certificate of achievement. A nationally accredited certificate course provides you with the specific knowledge and relevant skills to gain employment in a particular vocation and also a Certificate of Achievement.

Simply, you are able to gain a nationally recognised industry qualification whilst completing your Western Australian Certificate of Education.

You may choose a combination of subjects. They may be all WSA, all TES or a mixture.

Year 12 students who know you want to go to university need to choose at least four TES subjects.

For Year 11 students, Year 10 results are the best guide to assist in selecting subjects. Many Year 11 subjects have a recommended background. It is important to be aware of these recommendations.

It is not necessary to study the same subjects in Year 12 that were studied in Year 11. However, it is important to realise that to succeed in many Year 12 subjects it is helpful to have studied the Year 11 course in order to have a solid foundation. Students need to progress to 2B and beyond by the end of Year 12 to be permitted the right to attempt an external exam in Year 12. The external exams are for progress towards University Studies. All Courses of Study will contribute to meeting WACE requirements and pathways to either a Trade Training Centre, State Training Provider, traineeship or an apprenticeship.

LIST A and LIST B COURSES OFFERED FOR YEAR 11, 2014

Students must choose at least one course from each of the lists.

LIST A (arts/languages/social sciences)			
HIA	Ancient History	FRE	French
BME	Business Management & Enterprise	GEO	Geography
CAE	Career and Enterprise	GER	German
CFC	Children, Family and the Community	IND	Indonesian: Second Language
CBS	Chinese: Background Speakers	ITA	Italian
CSL	Chinese: Second Language	JSL	Japanese: Second Language
VCS	Community Services (VET)	LIT	Literature
VMU	Creative Industries: Music (VET)	MPA	Media Production and Analysis
DAN	Dance	HIM	Modern History
DRA	Drama	MUS	Music
ECO	Economics	PAE	Philosophy and Ethics
ENG	English	PAL	Politics and Law
ELD	English as an Additional Language/Dialect	VAR	Visual Arts
		VTO	Tourism (VET)
LIST B (mathematics/science/technology)			
ACF	Accounting and Finance	FST	Food Science and Technology
AIT	Applied Information Technology	VHO	Hospitality (VET)
VAU	Automotive (VET)	HBS	Human Biological Science
AET	Automotive Engineering & Technology	VIT	Information Technology (VET)
AVN	Aviation	ISC	Integrated Science
BIO	Biological Sciences	MDT	Materials, Design & Technology
BCN	Building and Construction	MAT	Mathematics
VBS	Business Services (VET)	MAS	Mathematics Specialist
CHE	Chemistry	OED	Outdoor Education
CSC	Computer Science	PES	Physical Education Studies
VCO	Construction (VET)	PHY	Physics
DES	Design	VPI	Primary Industries (VET)
EES	Earth and Environmental Science	PSY	Psychology
EST	Engineering Studies	VSR	Sport and Recreation (VET)

It is very important when selecting a course that attention is paid to **minimum entry requirements and the teachers' recommendations**.

It may not be possible to timetable subjects if they are chosen by a very small number of students.

2015 UNIVERSITY ADMISSION REQUIREMENTS FOR SCHOOL LEAVERS

Note: This information is accurate at the time of publication and is subject to change.

Introduction

This document has been produced to inform teachers, students and parents of decisions made to date by the four Western Australian public universities concerning 2015 University Admission Requirements using the School Curriculum and Standards Authority Courses.

It is anticipated that TISC will publish the *2014 Admission Requirements for School Leavers* brochure in July 2013, subject to the availability of further information about Courses and Assessment.

Summary of Requirements for University Admission to Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia.

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

1. Achieve the Western Australian Certificate of Education (**WACE**) and
2. Achieve **competence in English** as prescribed by the individual universities, and
3. Obtain a **sufficiently high ATAR/TES** for entry to a particular university and/or course, and
4. Satisfy any **prerequisites** or special requirements for entry to particular courses or other institutions.

NOTE: these requirements are similar to the current requirements.

Please ensure you access the Tertiary Institutions Service Centre (tisc.edu.au) and the Student Curriculum and Standards Authority (sca.wa.edu.au) websites regularly to check for updated information.

VOCATIONAL EDUCATION and TRAINING (VET)

VET programs may suit students who like a more practical approach to schooling. VET offers you a combination of education and industry training whilst you are in Years 11 and 12. Units of competency, linked to a certificate course are part of VET, either delivered at our school, a Trade Training Centre, State Training Provider (STP), formerly TAFE or VET in a workplace.

Successful completion of VET courses/certificates may provide you with improved access to State Training Providers, traineeships, apprenticeships and future employment. All certificates come from the Australian Qualifications Framework. There are a number of different programmes you may select as part of your Senior School Course:

1. Pre-Apprenticeships in Schools (PAiS) program.

What is VET's Pre Apprenticeship?

The VET's Pre Apprenticeship is a fantastic opportunity for students in Years 11 and 12 and enrolled in the Western Australian Certificate of Education (WACE), to be one step ahead of other young people who want to undertake an apprenticeship.

The PAIS program is a school-based training program and is intended as a transition from school to an apprenticeship. It provides an introduction into the apprenticeship opportunities within various trades. The PAIS program has two key phases. Students will study at school for three days per week and attend a State Training Provider and the workplace for two days per week. Studies in a Certificate course will, on completion, contribute towards the WACE.

The industries available in the PAIS program are:

- Automotive (heavy & light vehicle, auto body refinishing & repair, auto electrical)
- Building & Construction (wall & floor tiling, bricklaying, carpentry & joinery, ceiling fixing, plastering)
- Community Services, Health and Education
- Hospitality and Tourism
- Horticulture (landscaping, nursery, turf, gardening)
- Furniture Trades (cabinet making, furniture finishing, upholstery)
- Light Manufacturing (Cabinet Maker, Floor Covering, Furniture Maker, Glazier and Glass Processor, Timber Furniture Polisher, Upholsterer, Wood Machinist)
- Metals and Engineering (plant, fabrication and mechanical fitting)
- Printing (Binding and Finishing, Graphic Pre-Press, Print Machining, Screen Printing)
- Personal Services (beauty/make-up, retail and wholesale)
- Primary Industry (Gardener, Landscape Gardener, Nursery Technician, Saw Doctor, Turf Management)
- Electrical

The above information provides only an indication of the trades to be delivered and will depend upon skill shortages at the time and participating Registered Training Organisation's (RTO) ability to deliver.

Why Apply for the PAiS program?

- Students can undertake a taste of trades within a desired industry whilst still completing your Western Australian Certificate of Education (WACE). The PAiS program provides subject equivalence towards a student's WACE.
- Enables students to make career decisions.
- Provides pathways to an apprenticeship.
- Students receive credits for successful completion of units of competency undertaken.
- A reduction in term will be considered if the student is successful in obtaining an apprenticeship.

Who Can Apply?

Applications will be accepted from students who can meet the following criteria:

- Students **MUST** be commencing Year 11 or 12 in 2014.
- Students **MUST** pass or have passed Year 10 with a 'C' grade average (Year 10 mid-year report can be included for application purposes)
- Students **MUST** have support from your school including endorsement as "work ready". It is compulsory for schools to make comment on the application form of each student whether the application is supported or not. This will assist in the selection of students where interviews will not be undertaken.
- Students must meet Australian citizenship and visa requirements; and
- Students must not have completed a Certificate I or higher in the qualification for which you are applying.

How Do Students Apply?

- You can access the PAiS application form from your Career/ VET Coordinator.
- Students should attach a photocopy of your latest school report (mid year report in Year 10). It is helpful for students to include a resume or additional references.
- At the end of the application form there is a reference section to be completed by the Career/VET Coordinator who **MUST** endorse the application.
- Students are to submit applications to VET Coordinators within required timelines.

The Selection Process

- All applications for the PAiS program will be forwarded to the PAiS Team by the Career/VET Coordinator for assessment against above criteria.
- Interviews may then be conducted, if deemed necessary, from the pool of students applying. These interviews will be arranged by the RTO and all information regarding an interview will be provided directly to the student where applicable.
- Students will be advised during Term 4 of the outcome of your application.
- Students must be accepted into the Career Link Program.

2013 Commencement and Structure

The PAiS program will begin in early February, 2014. Students will be advised of the exact start date for their industry program. The PAiS program is conducted on a Thursday and Friday.

Timeline

- Students assessed by school processes (eg: WL Interview) as work ready and application endorsed prior to being submitted.
- Application to be submitted to the PAiS Team by **early August 2013** / by the Careers/VET Coordinators.
- Receipt of Application letter sent to students and school notified of applicants by **late August 2013**.
- Interviews organised if deemed necessary and students notified by **early September 2013**.
- Interviews to be completed by **late September 2013**.
- Students and schools to be notified of successful applicants by **mid October 2013**.

Late Applications

Applications received after the August 2013 deadline will be placed on a wait list in order of the date they are received. If a position becomes available in a class, applications will be taken from the waitlist and will go through the assessment process (interviews may be conducted). Applications will be taken from the wait list until all classes/programs are filled (this may well continue into 2014).

Charges

Secondary school students who are Australian citizens or permanent residents undertaking VET courses as part of your secondary education (including the PAiS program) are exempt from tuition, resource and enrolment charges, however, depending on the chosen industry may be required to purchase a uniform, protective equipment, text books and trade equipment/tools.

Some sub-class visa holders will be required to pay full-charges. Please contact 131954 for further information.

More Information?

Career / VET Coordinator (08) 9471 0312 catherine.smith@lawley.wa.edu.au

PAiS Team:

Telephone: 131 954

Website: <http://www.det.wa.edu.au/apprenticentre/detems/portal/>

2. SCHOOL BASED TRAINEESHIPS

School Based Traineeships (SBT's) provide the opportunity for you to start a traineeship whilst also completing the Western Australian Certificate of Education (WACE). Under these arrangements you are both a full-time student and a part-time employee, with the same employment and training responsibilities as other trainees.

In order to be a school based trainee you must:

- be a full-time senior secondary school student in Years 11 or 12;
- enter into a Training Contract with an employer to complete a traineeship;
- have the school's agreement to undertake a school based traineeship; and
- have the competencies achieved in the traineeship included in your WACE;
- be 15 years of age at the date of commencement of the training contract.

School Based Traineeships undertake a Certificate II in a chosen industry. Training on-the-job will be equivalent to a full day/shift in the workplace. Off-the-job training may also be taken at a Trade Training Centre or a State Training Provider. There must be an average of 8 hours of paid work per week integrated over the period of the Training Contract, including school holidays. You need to find an employer to offer you a School Based Traineeship. SBT training will generally take one day per week in Year 11, and two days per week in Year 12. For the remaining three days students must attend school to complete School Curriculum and Standards Authority subjects.

Students must be accepted into the Career Link Program.

For more information contact the Careers / VET Coordinator on (08) 9471 0312.

3. ABORIGINAL SCHOOL BASED TRAINEESHIPS

Aboriginal School Based Traineeships (ASBT's) provide the opportunity for you to start a traineeship whilst also completing the Western Australian Certificate of Education (WACE). Under these arrangements you are both a full-time student and a part-time employee, with the same employment and training responsibilities as other trainees.

In order to be a school based trainee you must:

- be a full-time senior secondary school student in Years 11 or 12;
- enter into a Training Contract with an employer to complete a traineeship;
- have the school's agreement to undertake a school based traineeship; and
- have the competencies achieved in the traineeship included in your WACE;
- be 15 years of age at the date of commencement of the training contract.

Aboriginal School Based Traineeships undertake a Certificate II in a chosen industry. Training on-the-job will be equivalent to a full day/shift in the workplace. Off-the-job training may also be taken at a Trade Training Centre of a State Training Provider. There must be an average of eight hours of paid work per week integrated over the period of the Training Contract, including school holidays. You need to find an employer to offer you a School Based Traineeship. SBT training will generally take one day per week in Year 11, and two days per week in Year 12. For the remaining three days students must attend school to complete School Curriculum and Standards Authority subjects. For more information contact the Careers / VET Coordinator on (08) 9471 0312.

4. TRAINING (STATE TRAINING PROVIDER) CERTIFICATE COURSES

There will be a selection of Certificate courses delivered at a Certificate III or higher level available through the Central Institute of Technology and Polytechnic West (formerly Swan TAFE). You will attend a State Training Provider one day per week and undertake a normal school on the other four days. At school, it is your responsibility to catch up on the work missed during allocated study periods. Please indicate your interest in a State Training Provider course for 2013 by ticking the appropriate box on the subject selection form and completing the VET coordinator referral form.

Some of the courses already listed for next year are:

Diploma of Information Technology (Networking);
Certificate IV in Business;
Certificate IV in IT (General Networking).

A specific list of courses will be available for students to choose from later this year.

An interview with the VET Coordinator is required by any student wishing to apply for these courses.

Who Can Apply?

Applications will be accepted from students who can meet the following criteria: There will

- Students **MUST** be commencing Year 11 or 12 in 2013.
- Students **MUST** pass or have passed Year 10 with a 'C' grade average (Year 10 mid-year report can be included for application purposes).
- Students **MUST** have support from their school including endorsement as "work ready". Students must not have completed a Certificate I or higher in the qualification for which they are applying.

How Do You Apply?

A written application explaining the reasons you are choosing to study a particular course together with your resume and a copy of your previous report must be submitted to the VET Coordinator by the due date advertised in Term 3 in the Daily Notices.

The Selection Process

- These courses will be advertised in Term 3 in the Daily Notices.
- A full complement of subjects must be chosen and **one subject** only may be changed upon advice of accepted entry into the chosen State Training Provider course.
- All successful applicants' names will be submitted to the respective State Training Provider.
- You will be advised during Term 4 of the outcome of your application.
- Late applications will be considered if there are available places.
- A letter accepting the Terms and Conditions of attending a State Training Provider must be signed by both parent and student.

Charges

As these courses are Federally Funded Profile Courses leading to full/partial completion of Nationally Accredited Certificates, the fees and charges are minimal to cover the cost of some materials.

Who to Contact for Further Information?

Contact the Career/VET Co-ordinator, Catherine Smith for further details on 9471 0312.

Nationally Recognised Qualifications at Mount Lawley Senior High School

Mount Lawley Senior High School partners with a Registered Training Organisation to deliver courses which have a nationally recognised qualification under the Australian Qualifications Framework (AQF). These courses have the same certificates as those courses delivered by a State Training Provider.

The advantages for students studying these qualifications at school are:

- No time away from school with classes to make up for other subjects
- A full qualification is delivered by teachers who know the students
- A course will not be cancelled part way through due to a drop in numbers

For more information about these courses, qualifications and outcomes, please contact the VET Coordinator, Catherine Smith on 9471 0312 or by e-mail at catherine.smith@lawley.wa.edu.au



These course are shown throughout this handbook and are denoted by

CAREER, STATE TRAINING PROVIDER & UNIVERSITY CONTACTS

• CAREER INFORMATION CENTRE

This centre aims to help in the transition from school into employment and training. Computer programs including JAC (Job and Course Explorer) are available to assist with career decision making and resume writing. A counselling service is also available.

Level 2 City Central building (above Woolworths)
166 Murray Street
Perth WA 6000
Telephone: 1800 026134
Fax: 9464 1360
Website: www.dtwd.wa.gov.au Career Centre
Open: Monday – Friday 9.00 am – 4.30 pm

- **METROPOLITAN STATE TRAINING PROVIDERS**

Central Institute of Technology

Information Service

Telephone: 1300 300 822

Website: www.central.wa.edu.au

Email: enquiry@central.wa.edu.au

Open: 8.00 am – 5.00 pm

Challenger Institute of Technology

Information Centre

Telephone: (08) 9239 8189

Website: www.challenger.wa.edu.au

Email: info@challenger.wa.edu.au

Open: 8.00 am – 5.00 pm

West Coast Institute of Training

Information Centre

Telephone: 1300 134 881

Website: www.wcit.wa.edu.au

Email: jooninfo@west_coast.training.wa.gov.au

Open: 8.00 am – 5.00 pm

Polytechnic West

Information Centre

Telephone: (08) 9267 7500

Website: www.polytechnic.wa.edu.au

Email: info.central@polytechnic.wa.edu.au

Open: 8.00 am – 5.00 pm

- **TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)**

100 Royal Street

East Perth 6004

Telephone: (08) 9318 8000

Website: www.tisc.edu.au

Opening hours (9.00 am-4.30 pm)

Email: info@tisc.edu.au

- **UNIVERSITIES**

Edith Cowan University

Telephone: 6304 2447

Murdoch University

Telephone: 1300 6873624

Website: www.murdoch.edu.au/Future-students/

Email: admissions@murdoch.edu.au

University of WA

Telephone: 6488 2477

Website: www.studyat.uwa.edu.au

Email: admissions@uwa.edu.au

Curtin University

Telephone: 9266 1000

Website: www.prospective.curtin.edu.au

Email: futurestudents@curtin.edu.au

Notre Dame University

Telephone: 9433 0533

- **WEBSITES**

There are a number of websites from which to choose which provide useful information relating to career and study options.

www.deewr.gov.au

Information on employment and workplace relations.

www.jobguide.deewr.gov.au

Information on a range of occupations and their education and training pathways.

www.getaccess.wa.gov.au

Career, employment, training information and looking for guidance in WA.

www.careerone.com.au

Lodging your resume and finding a job.

www.careersonline.com.au

Tools to help you choose a career.

www.myfuture.edu.au

Occupations, demand, average weekly earnings, training, funding.

www.goingtouni.gov.au

Information on all Universities in Australia, criteria, course guides and applications.

www.jobsearch.gov.au

Jobs, demands, average wages and entry training.

www.australia.gov.au

Outlines Government Services.

www.open.edu.au

Open Universities Australia

www.sbdc.com.au

Information about starting and running your own small business.

www.gooduniguide.com.au

Comprehensive information about tertiary education pathways and career options.

ENGLISH

It is compulsory for all students to enrol in an English course.

Year 11	Year 12
1AENG, 1BENG 2AENG, 2BENG English	1CENG, 1DENG 2CENG, 2DENG 3AENG, 3BENG English
2ALIT, 2BLIT Literature	3ALIT, 3BLIT Literature
1AELD, 1BELD (Vocational Focus/TAFE) English as an Additional Language 2AELD, 2BELD (Pathway to University entry)	1CELD, 1DELD (Vocational Focus/TAFE) English as an Additional Language 3AELD, 3BELD (Pathway to University entry)

In the English course of study students learn about the English language: how it works and how to use it effectively. Each course addresses the outcomes of Reading, Writing, Viewing and Speaking and Listening. Students will be assessed and awarded final grades of A, B, C, D or E.

Students are required to complete 4 units of English or Literature over 2 years. ***This is a compulsory requirement for all students.***

Elaboration of the Outcomes

Outcome 1: Listening and Speaking

Students listen and speak with purpose, understanding and critical awareness in a wide range of contexts.

Outcome 2: Viewing

Students view a wide range of visual texts with purpose, understanding and critical awareness.

Outcome 3: Reading

Students read a wide range of texts with purpose, understanding and critical awareness.

Outcome 4: Writing

Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

Courses of Study / Pathways

1. Students who are intending to pursue an **early employment option** or a **general State Training Provider course** should choose the following pathway:

English Course 1AENG and 1BENG in Year 11 and English Course 1CENG and 1DENG in Year 12

This will allow graduation and lead to employment and/or State Training Provider entry as long as students reach a C grade by the end of Year 12. A C grade in an English course at Year 12 level is the minimum requirement for graduation. Students completing Stage 1 courses **WILL NOT** be required to sit an external exam in 2014/2015.

Course 1AENG

For students who have had some difficulty achieving strongly in the English Outcomes and need some extra support in preparing for successful graduation throughout Year 11 and Year 12.

The recommended focus for this course is **Transitions**. Students develop language skills and concepts in the context of transitions they are engaged with or will engage with in the near future, connecting strongly to areas of interest. Such transitions include transitions to the late adolescence stage, post-compulsory schooling, work, further study and membership of the adult world. It is suitable for students working in integrated programs.

Course 1BENG

For students who have had some difficulty achieving strongly in the English Outcomes and need some extra support in preparing for successful graduation throughout Year 11 and Year 12.

The recommended focus for this course is a continuation of the focus in **Transitions** in Course 1A. Students continue to develop language skills and concepts in the context of transitions they are undergoing or will face in the near future and in familiar areas that have a high interest level. Such transitions include transitions to late adolescence, post-compulsory schooling, work, further study and membership of the adult world. It is suitable for students working in integrated programs.

Estimated Charges: \$58.00 per year

Course 1CENG

For students who will be able to work with more difficult content and are ready for further development but who may need some extra support in preparing for successful graduation in Year 12.

The recommended focus for this course is **language and self**. Students learn to use language to present themselves, their experiences, opinions and responses more effectively. Students explore the ways in which language varies according to context, purpose and audience (for example, at home, work and school), consider the expectations associated with different contexts and texts and learn to use language to more effectively take these expectations into account. In doing this, students explore the responses which are evoked on the basis of the way in which they present themselves through language. Students come to see how their view of themselves can be influenced by the construction, or representation by others of them and of social groups to which they belong. Students investigate the implications of these constructions and representations in terms of the attitudes, values and beliefs implied.

Course 1DENG

For students who will be able to work with more difficult content and are ready for further development but who may need some extra support in preparing for successful graduation in Year 12.

The recommended focus for this course is **language and society** and the development of students' competence in the language skills needed to operate effectively in modern society as well as to achieve purposes related to students' social, vocational/academic or cultural interests and needs.

Estimated Charges: \$58.00 per year

2. Students intending to pursue a **University course** or a **high demand State Training Provider course** should choose the following pathway. Students choosing this pathway should also be studying for a Certificate II in an area of interest.

**English Courses 2AENG and 2BENG in Year 11
and either**

**English Courses 2CENG and 2DENG in Year 12
(Only recommended for State Training Provider or Portfolio entry to some Universities)**

OR

**English Courses 3AENG and 3BENG in Year 12
(Recommended for University)**

OR

Literature Courses 2ALIT and 2BLIT in Year 11

And

**Literature Courses 3ALIT and 3BLIT in Year 12
(Recommended for University)**

This will allow graduation, State Training Provider or University entry – it is especially designed for students wishing to attend the Universities within Western Australia. Students completing Stage Three courses **WILL** be required to sit an external exam in 2015.

Course Outlines

Course 2AENG

For students who aim to build on their understanding of more complex content as a prerequisite for State Training Provider or University entry.

The recommended focus for this course is **language and action**. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics: how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

Course 2BENG

For students who aim to build on their understanding of more complex content as a prerequisite for State Training Provider or University entry.

The recommended focus for this course is **language and the world**. Students examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts, substantiating their views in written, visual and oral form. They shape language to produce texts that offer particular ideas and information about topics, events or people. Students study literacy, mass media and popular culture texts.

Estimated Charges: \$60.00 per year

Course 2CENG

For students who aim to build on their understanding of more complex content as a prerequisite for State Training Provider or university entry. Students undertaking this course should also be studying for a Certificate II in an area of interest.

The recommended focus for this course is **language and communities**. Students develop an understanding of the way language operates in a community (eg: workplaces, subcultures, sporting groups, interest groups, professions, political groups, religious groups etc.) to transmit understandings, create identities, establish power and operate effectively.

Course 2DENG

For students who aim to build on their understanding of more complex content as a prerequisite for a State Training Provider or university entry. Students undertaking this course should also be studying for a Certificate II in an area of interest.

The recommended focus for this course is **language as representation**. Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures.

Estimated Charges: \$58.00 per year

Course 3AENG

For students who aim to consolidate their understanding of more complex content as a prerequisite for extension. Recommended ONLY for students aiming for university entrance.

The recommended focus for this unit is **language and identity**. Students study how identities are expressed, constructed, represented and critiqued through language. They learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other. They develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity. Students study literary, mass media and popular culture texts.

Course 3BENG

For students who aim to consolidate their understanding of more complex content as a prerequisite for extension. Recommended ONLY for students aiming for university entrance.

The recommended focus for this unit is **language and ideas**. Students explore the way language is used in relation to **ideas** and how this varies among particular fields, genres, and discourses. They study the way in which ideas are expressed, constructed and critiqued through language. They analyse the assumptions underlying language use and how knowledge is presented in selected fields, genres and discourses, and the attitudes, values and ideologies associated with these assumptions. Students demonstrate their understandings and language skills by learning to analyse language use and produce selected ideas in a range of language forms used in particular fields, genres and/or discourses, and how language is used in relation to ideas and the assumptions that underlie language use. Students study literary, mass media and popular culture texts.

Estimated Charges: \$62.00 per year

All Stage 2 and Stage 3 courses have additional expenses for the purchase of booklist texts.

**2ALIT, 2BLIT
3ALIT, 3BLIT**

LITERATURE

The Year 11 Literature course is designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking; the course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts.

There will be a broad approach to literature in Year 11 with a broad focus on key historical texts such as Oedipus, King Lear and Frankenstein.

In Year 12, students will deepen the more sophisticated skills of analysis and evaluation of focusing on a range of specific texts chosen from prose fiction, poetry and drama. Students will identify and explore some central concepts and concerns related to Class, Cultural Identity, Gender, and Race and Ethnicity.

Literature Course Outlines

Course 2ALIT, 2BLIT

This course will appeal to students who are intending to pursue a State Training Provider or university course where the use of language is considered important.

Across the two courses, it is expected that students develop a more sophisticated understanding of the elements of literary study. They are also expected to respond to texts of increasing complexity.

In these courses students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader. Teachers will choose texts that they think are most appropriate to their students.

Estimated Charges: \$60.00 per year

An additional sum (approximately \$60.00) for texts to be purchased by each student.

Course 3ALIT, 3BLIT

This course will appeal to students who are intending to pursue a university course where the use of language is considered important. Across the two units, it is expected that students develop a more sophisticated understanding of the elements of literary study. Students are also expected to respond to texts of increasing complexity.

In these courses, students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas. They consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces. Teachers will choose texts that they think are most appropriate for their students. ***Recommended ONLY for students aiming for university entrance.***

Estimated Charges: \$62.00 per year

An additional sum (approximately \$60.00) for texts to be purchased by each student.

1AELD, 1BELD
1CELD, 1DELD
2AELD, 2BELD
3AELD, 3BELD

ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT (Formerly ESL English as a Second Language)

The following subjects offered to students are designed to support students whose first language is not English. The score will be used to gain entrance to further study. It is available to students who need the following criteria:

- Those whose first language is not English
- Those who have been resident in Australia no more than seven calendar years immediately prior to January 1 of the year in which the course is taken.
- Those for whom English has not been the major language of communication and/or instruction for a total of no more than seven years prior to the commencement of the year in which the course is taken.

Students who meet these conditions must sign a declaration, which is endorsed by the school principal stating that all of the above criteria are satisfied.

If students do not meet the above criteria, they may make an application to the Chief Executive Officer of the School Curriculum and Standards Authority to be enrolled in the subject if there are exceptional circumstances.

Elaboration of the Outcomes:

Outcome 1: Speaking

Students use spoken language to communicate and interact with others in a variety of contexts and for a range of purposes. Students need to acquire the English language system and apply intercultural understandings.

Outcome 2: Listening

Students comprehend and respond to spoken English within a variety of contexts and for a range of purposes.

Outcome 3: Reading and Viewing

Students use their knowledge of the English language system and its applications to enhance comprehension of written, visual and electronic texts.

Outcome 4: Writing

Students write for a variety of purposes, audiences and contexts using the conventions of Standard Australian (SA) English.

The Practical Examination:

In Stage 2 and Stage 3 in Year 12, students are required to complete an external practical examination. The Practical Examination is compulsory and contributes 25% to the Examination score.

Courses of Study / Pathways

Students who are intending to pursue the employment option or general State Training Provider courses should choose the following pathway:

**1AELD and 1BELD in Year 11
And
1CELD and 1DELD in Year 12**

This will allow graduation and lead to employment and/or State Training Provider entry as long as students reach a C grade by the end of Year 12. Students completing Stage 1 courses are not required to sit an external exam.

Courses at Stage 1

Stage 1 courses provide a bridging support and a practical and applied focus to help students develop a broad range of communication skills in SA English.

Students learn that language is adapted to specific contexts: **field** (the subject or type of interaction); **tenor** (the relationship between the participants of the communication act); and mode (the **form** of communication which may be spoken, written, in a visual or electronic medium).

Course 1AELD

Year 11

The course focus is **moving between cultures**. Students reflect on different cultural values, attitudes and behaviours underpinning or relating to everyday life and social interactions. Students work with a variety of texts to further their understanding of the interrelationship between language and culture.

Course 1BELD

The course focus is **moving between cultures**. Students use a variety of relevant and engaging texts to make comparisons of different cultural values, attitudes and behaviours as they develop their understanding of as social constructs. They become more skilled in the selection of SA English to communicate effectively.

Estimated charges: \$60.00 for two units in one year.

Course 1CELD

Year 12

The recommended focus for this unit is **life experiences**. Through the exploration of topics such as family structures, people of significance and the rights or obligations of sports heroes, students have the opportunity to develop an appreciation of cultural differences and values and learn to take audience and purpose into account effectively. They learn about the differences between common text types and the cultural purposes and contexts associated with these.

Course 1DELD

The recommended focus for this unit is **cultural differences and communities**. Using knowledge and skills from their existing languages and cultures, students consolidate their English language acquisition in order to share and reflect on their experiences of and participation in communities. They use SA English to make comparisons of aspects of cultural communities, and to engage with a range of texts to further develop the concept of the role of tradition in the maintenance of cultural identity and communities.

Estimated Charges: \$60.00 for two units in one year.

Course 2AELD

Year 11

The recommended focus for these units is **ways of life**. From their position as cross-cultural learners students examine issues and different points of views and develop, present and express ideas and opinions in relation to these. Through the investigation of topics such as attitudes towards work, leisure, entertainment, music, fashion and self-image, students have the opportunity to explore their relationships with cultures, deepen their appreciation of cultural differences and values, and develop their ability to use English.

Course 2BELD

The recommended focus for this unit is **making choices**. Through the exploration of topics, students examine the ways language can be used in relation to these to analyse choices, influence attitudes and affect changes. They investigate issues presented in reports, newspapers, investigative television programs, leaflets and forums and use persuasive and emotive language to create a variety of texts designed to present a stance and to sway the reader or viewer.

Estimated Charges: \$60.00 for two units in one year.

Course 3AELD

Year 12 only

The recommended focus for 3A is **Australia as a cultural community**. Using knowledge and skills from the students existing languages and cultures they will use English to explore the concept of 'cultural schemas' and how culture influences the way in which people view the world. Intercultural understandings will enable the students to apply analytical and problem solving skills to investigations of commonality and difference.

Course 3BELD

The recommended focus for 3B is **language and empowerment**. Students will explore the relationship between the use of language and the concept of the power of language. Through the use of SA English students will consider ways in which conceptions and exercises of power and persuasive and rhetorical uses of language are related to and vary between cultures. This knowledge and the ability to select and control language to suit context will give 'empowerment'.

Estimated Charges: \$60.00 for two units in one year.

HEALTH & PHYSICAL EDUCATION

University Entrance Course

Year 11	Year 12
2APES, 2BPES Physical Education Studies	3APES, 3BPES Physical Education Studies

General Course

Year 11	Year 12
1APES, 1BPES Physical Education Studies	1CPES, 1DPES Physical Education Studies
1AOED, 1BOED Outdoor Education	1COED, 1DOED Outdoor Education

VET Course of Study

Year 11 and Year 12
Year 11 - Certificate I Sport and Recreation SIS10110 Year 12 - Certificate II Sport and Recreation SIS20310

2APES, 2BPES

PHYSICAL EDUCATION STUDIES

Year 11

This course will appeal to students who are intending to pursue university pathways.

Prerequisite: Recommended for Stage 2 English in Yr 11

Unit description

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes to improve own and others' performance in physical activity. It also covers the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

The course contains both theoretical and practical assessment components. The assessment weightings are:

THEORY	70%
PRACTICAL	30%

The main sport that will be covered is Volleyball. The other sport offered will depend on availability of facilities.

Estimated charges: \$50

All stage 2 and stage 3 courses may have additional expenses for the purchase of booklist texts.

3APES, 3BPES

PHYSICAL EDUCATION STUDIES

Year 12

This course will appeal to students who are intending to pursue university pathways.

Prerequisite: A pass in stage 2AB Physical Education Studies

Unit description

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others' performance in physical activity. It also extends students' understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

The course contains both theoretical and practical assessment components. The assessment weightings are:

THEORY	70%
PRACTICAL	30%

The main sport that will be covered is Volleyball. The other sport offered will depend on availability of facilities.

Estimated charges: \$50

All stage 2 and stage 3 courses may have additional expenses for the purchase of booklist texts.

1APES, 1BPES

1CPES, 1DPES

PHYSICAL EDUCATION STUDIES

Prerequisite: Nil

The Physical Education Studies course places emphasis on learning through movement and personalised learning experiences to achieve progress towards the four course outcomes. You will develop skills, knowledge and understandings that will enable you to pursue your personal interests and potential career opportunities.

The courses 1APES and 1BPES for Year 11 contain the following four outcomes:

Outcome 1: Physical Activity Skills

Outcome 2: Self-management and Interpersonal Skills for Physical Activity

Outcome 3: Knowledge and Understandings for Physical Activity

Outcome 4: Values and Attitudes for Physical Activity

The Physical Activity contexts will be chosen from:

Course 1APES

1. Softball
2. Badminton

Course 1BPES

3. Golf
4. Netball/Basketball

Course Content – 1APES and 1BPES

- Body systems and exercise
- Body movement analysis in sport
- Skill acquisition and tactics in sport
- Coaching
- Umpiring
- Fitness testing and Fitness programs
- Goal setting for personal improvement
- Attitudes and values to physical activity

Estimated Charges: **1APES**
 1BPES - \$124.00

Course 1CPES, 1DPES Year 12

This course will appeal to students who are intending to pursue a TAFE or employment pathway.

Recommendation: A pass in 1A/1B PE Studies

Unit description

The focus of this unit is to explore functional anatomy, energy systems, training principles, biomechanics concepts that provide a basis for assessing and enhancing their own and others' performance. It also covers nutrition, goal setting, tactics and strategies which enhance their own and others' performance in physical activity.

The course contains both theoretical and practical assessment components. **The assessment weightings are:**

THEORY	50%
PRACTICAL	50%

Sports that will be played are Tennis, Volleyball and Touch.

Estimate charges: **\$100.00**

No specific prerequisites.

Early Course Requirements: 7.30am start one day per week (go home early on another day).

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of this course is to contribute towards a sustainable world.

The Outdoor Education Course focuses on outdoor activities and features an adventurous, out-of-doors component. Environments that provide relevant practical experiences for students are unlimited. They include short duration, part of day or whole day excursions to local environments and extended multiple-day expeditions to more remote locations beyond Perth.

The courses **1AOED & 1BOED** contain the following four outcomes:

Outcome 1:	<i>Understanding the principles of Outdoor Education</i>
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Outcome 2:	<i>Skills for safe participation in outdoor activities</i>
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Outcome 3:	<i>Understanding of the environment</i>
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Outcome 4:	<i>Self-management and interpersonal skills in outdoor activities</i>
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The practical activities will be chosen from:

1AOED

1. Sailing
2. Orienteering

1BOED

3. Abseiling
4. Canoeing

Course Content -1AOED and 1BOED

Outdoor Experiences

- Planning
- Skills & practices
- Safety

Personal & Group Development

- Personal development
- Group development
- Leadership

Environmental Awareness

- The environment
- Human impact
- Environmental management

Estimated Charges: \$205.00

The camps offered will incur an extra cost.

1COED, 1DOED

This course will appeal to students who are intending to pursue a TAFE or employment pathway.

Recommendation: A pass in 1A/1B Outdoor Education

Unit description

The focus of this unit is experience the challenges of the outdoors. The students will engage in a range of outdoor adventure activities that will help them develop and improve their technical skills and apply them in a safe manner. They will develop personal skills, decision-making skills as well as reflecting on their outdoor experience and their interaction with nature.

The course contains both theoretical and practical assessment components. **The assessment weightings are:**

THEORY	45%
PRACTICAL	55%

The main **outdoor activities** are skindiving, canoeing, power boating, survival and camping skills.

Estimate charges: \$300

The camps offered will incur an extra cost.



VET COURSE OF STUDY **CERTIFICATE I and II** **IN SPORT AND RECREATION** **SIS10110 & SIS20310**

There are no prerequisites for this course

This qualification provides the PRACTICAL skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

Job roles

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

EMPLOYABILITY SKILLS

- Nationally recognised qualification
- Communication, teamwork, problem-solving, self management, planning and organisation, technology and enterprise
- Attainment of a First Aid certificate

WHO CAN DO THIS COURSE?

This course is suitable for all students in Year 11 and 12. Both university bound students as well as potential TAFE students will benefit from the skills and qualifications provided through the completion of this course

AWARD

Upon the successful completion of all units of competencies in the course, students will be issued with a Certificate I and II in Sport and Recreation. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

DELIVERY OF THE COURSE

Year 11 – Certificate I in Sport and Recreation

Year 12 – Certificate II in Sport and Recreation

Estimated Charges: \$200.00 (Includes a First Aid certificate) for each year

MATHEMATICS

The MATHEMATICS SPECIALIST COURSE

Year 11	Year 12	Yr 12 Exit Exam
3AMAS, 3BMAS	3CMAS, 3DMAS	Yes

The MATHEMATICS GENERAL COURSE

Year 11 (entry courses)	Year 12 (exit courses)	Yr 12 Exit Exam
3AMAT, 3BMAT	3CMAT, 3DMAT	Yes (Stage 3)
2CMAT, 2DMAT	3AMAT, 3BMAT	Yes (Stage 3)
2AMAT, 2BMAT	2CMAT, 2DMAT	Yes (Stage 2)
1BMAT, 1CMAT	1DMAT, 1EMAT	No exam (School Assessed)

The content of these courses is detailed in later pages

Estimated Charges: **Stage 1 Courses – \$38.00 per year**
Stage 2 and Stage 3 Courses – \$43.00 per year

This information was correct at the time of printing.

A brief overall explanation:

There are two Mathematics Courses with different units throughout each course. Each unit is paired such that 3A/B comprises of the 2 units 3A and 3B. Each unit is a semester long, thus students complete a pair of units each year. The sequence of units increases in difficulty from Stage 1 through to Stage 3. Successful students in one pair of units in Year 11 cannot jump beyond the next pair of units when going into Year 12, so the planned Year 11 entry is important. Please see brief content details of each unit summarized on the last Mathematics page.

Further notes:

MAS is shorthand for the **Mathematics Specialist** course and is only completed at the higher Stage 3 level. Mount Lawley only offers one of these courses in each senior school year – 3ABMAS in Year 11 and 3CDMAS in Year 12.

MAT is shorthand for the **Mathematics General** course and is completed at Stage 1, Stage 2 and Stage 3 levels. Mount Lawley offers:

- 1BCMAT, 2ABMAT, 2CDMAT and 3ABMAT in Year 11
- 1DEMAT, 2CDMAT, 3ABMAT and 3CDMAT in Year 12.

WACE Examinations: There will be end of Year 12 WACE examinations in each of the following pairs of units, but only available to students terminating their Mathematics in Secondary School.

- **MAS** (Mathematics Special Course) - WACE exams only in 3CDMAS
- **MAT** (Mathematics General Course) - WACE exams in 2CDMAT, 3ABMAT, and 3CDMAT.

The Upper School Choices in Mathematics are:

WACE STRONG DOUBLE CHOICE

Two WACE Mathematics subjects (4 units) Year 12, for students who are very good at Mathematics, like doing it and may be pursuing studies at tertiary level that involve the high profile sciences.

Year 10 Prerequisites	Year 11	Year 12
Advanced Credit (ie > 75% in tests – especially in Algebra and Measurement)	3ABMAT	3CDMAT
	3ABMAS	3CDMAS

- University courses that say “3CDMAS is desirable” but not a specific prerequisite may involve successful completion of a **bridging course** at University and there is evidence to suggest that students who do this bridging course (instead of studying 3CDMAS during Year 12) tend to struggle with those courses of study.
- Doing just the Specialist Course is not recommended, and requires the written approval of the School Curriculum and Standards Authority (SCASA) for each individual. Thus 3ABMAS alone leads nowhere (so cannot be selected as a single subject in Year 11 without written SCASA approval).

WACE STRONG CHOICE

One high WACE Mathematics subject (2 units) in Year 12 for students who are good at Mathematics, and may be pursuing studies at tertiary level that involve some Mathematics.

Year 10 Prerequisites	Year 11	Year 12
Strong Advanced Pass (ie > 60% in tests – especially in Algebra and Measurement)	3ABMAT	3CDMAT

- 3CDMAT is a prerequisite for many tertiary courses and some State Training Provider courses.
- To do 3CDMAT in Year 12, students must have strongly passed (>60%) the 3ABMAT course in Year 11.
- Doing Physics and/or Chemistry without at least 3CDMAT does limit choices at tertiary level.

WACE UPPER MIDDLE CHOICE

One medium WACE Mathematics subject in Year 12 for students who are good at Mathematics, and who may be pursuing studies at tertiary level (including State Training Provider) in a course where WACE Mathematics is a prerequisite.

Year 10 Prerequisites	Year 11	Year 12
Advanced Pass (ie > 60% in both Algebra and Measurement)	2CD MAT	3AB MAT

- To do 3ABMAT in Year 12, students must have a good pass (>60%) in the 2CDMAT course.

TEE LOWER MIDDLE CHOICE

One medium WACE Mathematics subject in Year 12 for students who are quite good at Mathematics, and who may be pursuing studies at tertiary level (including State Training Provider) in a course where WACE Mathematics is a prerequisite.

Year 10 Prerequisites	Year 11	Year 12
Advanced Pass or Intermediate credit (> 70% in Intermediate)	2ABMAT	2CDMAT

- To do 2CDMAT in Year 12, students must have a good pass (> 60%) in the 2ABMAT course.

THE NON-UNIVERSITY CHOICE

Students selecting this pair of units do not require Mathematics for their ATAR, so are usually bound for a State Training Provider, further training or an occupation. There is no examination at the end of the units so it does not score towards an ATAR. These are not ‘easy’ options and even though the Mathematics involved is not high powered, there is a very significant work-load involving major investigations and assessments where deadlines must be met. Students need to be well organised and committed to passing the course. (It is not compulsory to choose a Mathematics course in Years 11 and 12)

Year 10 Prerequisites	Year 11	Year 12
Good Work Ethic plus a Strong Intermediate pass (> 50% in Intermediate)	1BCMAT	1DEMAT

- To do 1DEMAT in Year 12, students must have a good pass in the 1BCMAT course.

UPPER SCHOOL CHOICES IN MATHEMATICS

You do not have to do Mathematics in Upper School, but it is strongly recommended that you do so. Most careers need Mathematics and you should always choose the highest Mathematics Course that you can cope with. But do not choose beyond your capabilities.

Course Content

Each course is summarised below:

Course 1BMAT – In this course, students use decimals, fractions and percentages for practical purposes. They apply mathematics for personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

Course 1CMAT – In this course, students use decimals, fractions, percentages and ratios for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

Estimated Charges: \$38.00

Course 1DMAT – In this course, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras' theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer technologies where appropriate.

Course 1EMAT – In this course, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer technologies where appropriate.

Estimated Charges: \$38.00

Course 2AMAT - In this course, students apply ratios, rates and direct proportion in practical situations. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras' theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

Course 2BMAT- In this course, students study and apply exponential relationships. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use coordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving three-dimensional shapes. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time series data. They use mental and written methods and technologies where appropriate.

Estimated Charges: \$43.00

Course 2CMAT – In this course, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

Course 2DMAT – In this course, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them.

They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three-stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

Estimated Charges: \$43.00

Course 3AMAT – In this course, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

Course 3BMAT – In this course, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.

Estimated Charges: \$43.00

Course 3CMAT – In this course, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modeling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

Course 3DMAT – In this course, students extend and apply their understanding of differential and integral calculus. They solve systems of equations in three variables and linear programming problems. They verify and develop deductive proofs in algebra and geometry. Students model data with probability functions and analyse data from samples. They justify decisions and critically assess claims about data. They use mental and written methods and technologies where appropriate.

Estimated Charges: \$43.00

Course 3AMAS – The focus for this course is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

Course 3BMAS – Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology, students investigate more complex models to solve practical problems.

Estimated Charges: \$43.00

Course 3CMAS – The focus for this course is the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This course develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

Course 3DMAS – The focus for this course is on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This course introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.

Estimated Charges: \$43.00

SCIENCE

Year 11		Year 12	
2ABIO, 2BBIO	Biological Science	3ABIO, 3BBIO	Biological Science
2ACHE, 2BCHE	Chemistry	3ACHE, 3BCHE	Chemistry
2AHBS, 2BHBS	Human Biological Science	3AHBS, 3BHBS	Human Biological Science
2APHY, 2BPHY	Physics	3APHY, 3BPHY	Physics
1AISC, 1BISC	Integrated Science	1CISC, 1DISC	Integrated Science

*Prerequisite: Students wishing to attempt Chemistry and/or Physics need an A, B or C in Year 10 Advanced Mathematics and need to have successfully completed the **QUANTATIVE** aspects of Science in Year 10. Students should have the recommendation of their Science teacher at the end of Year 10 to proceed with Physics and/or Chemistry.*

Prerequisite: Students can only study Biology if recommended by their science teacher AND they MUST have achieved an A, B or C in their science course during Semester 2 Year 10. To proceed to Stage 3 in this course requires achievement of an A, B or C grade and with a MINIMUM score of 55 in Stage 2.

Biology is a body of knowledge about living organisms and their inter-relationships with each other and with the physical world. In this subject we investigate and answer questions about the living world from submicroscopic entities such as genes and DNA to global theories such as evolution and the greenhouse effect. This subject encourages students to be analytical, to participate in problem solving and to systematically explore living systems and caters for all students including: those who are interested in biology; those who want to continue to study biology or related disciplines such as marine biology, biotechnology, botany, agriculture, veterinary science and zoology in tertiary institutions; and those who are interested in a career in a field related to biology such as floristry, forensic science, landscape gardening, horticulture, medicine or pest control.

In 2011, Year 11 students will complete two courses concurrently which are outlined below. A more comprehensive description of the material which is covered in the biology course is found on the School Curriculum and Standards Authority website.

2ABIO Adaptations for Survival

Adaptations help solve the problems of meeting the requirements of cells through the structure and function of organisms and their body systems. Students develop an understanding that ecosystems are formed by communities or organisms interacting with one another and the surrounding environment and these vary from place to place. Organisms can be classified according to their relatedness. Students will explore cell processes such as photosynthesis and respiration when considering the roles autotrophic and heterotrophic organism in the cycling of matter and the flow of energy in ecosystems. Organisms are able to survive in places where matter and energy are available in useable forms.

2BBIO Patterns of Change

Population dynamics are studied and understandings of how population size and distribution of organisms have been affected by human activities are developed. Students will study lifecycles of different creatures and note how their characteristics can be related to the various ways of life and habitats. Types of cell division and reproductive processes are studied. Students understand the genetic basis of heredity. They will examine patterns of inheritance and the influence of the environment to explain variations between individuals and generations or organisms.

Estimated Charges: \$44.00

3ABIO

Survival depends upon an organism's ability to respond to changes in external and internal environments. In studying this unit, students develop their understanding of cellular processes that contribute to the survival of the organism. Homeostasis operates to maintain stability in response to environmental change. Ecosystems change over time. Environmental change occurs as a consequence of natural processes and human activity.

3BBIO

Evolution is the single most unifying idea in biology. Natural selection and the processes leading to variation and speciation are considered the main mechanisms of evolution. A challenge for biologists is to maintain biodiversity through a range of conservation strategies, including modern biotechnological practices. Conservation is important to maintain ecosystem stability, supply food and recycle resources as well as preserve the aesthetic value of the natural environment.

Estimated Charges: \$44.00

Prerequisite: Students can only study Chemistry if recommended by their science teacher AND they MUST have achieved an A, B or C in the quantitative aspects of the science course in Semester 1 and 2 in Year 10; AND an A, B or C in advanced mathematics during Year 10. To proceed to Stage 3 in this course requires achievement of an A, B or C grade and with a MINIMUM score of 55 in Stage 2.

2ACHE

The focus for this course is **chemistry in and around the home**. In this unit, students develop more formal understandings of chemical structure, change and language within familiar contexts. Students understand that chemicals used in and around the home need to be used and disposed of responsibly.

Students learn and apply bonding theories and atomic structure, including an introduction to electron configurations. They distinguish between atoms, molecules and ions, as well as metals, ionic substances, covalent molecular substances and covalent network substances. Students understand and apply the collision theory. Students read, write and interpret formulae and balanced equations.

They learn that mass is conserved in a chemical reaction. They perform calculations including those relating to the number of moles, mass, molar mass and concentrations of solutions.

Students investigate factors that affect the rate of a reaction such as concentration, temperature and presence of catalysts, and distinguish between heat producing and absorbing reactions.

2BCHE

The focus for this course is **chemistry and the environment**. In this course students develop formal understandings of acids and bases, oxidation and reduction, and organic chemistry through environmental contexts.

The work of chemists and the responsibilities of all associated with the sustainable development of environments, and the use and disposal of related products and by-products are highlighted.

Students experiment with chemical reactions, such as acid/base, precipitation, redox and organic reactions such as combustion addition and substitution. They create solutions and measure properties such as pH, concentration and conductivity. They use the mole as a unifying concept in multi-step stoichiometric calculations including limiting reagents, concentration, mass and volumes.

Students explore an important industrial, biological or environmental process. This study is multi-faceted, and includes laboratory work as well as students exploring ways that chemists assist in monitoring and controlling processes in the environment, highlighting links to the importance of chemistry to society.

Estimated Charges: \$28.00

3ACHE

The focus for this course is **chemical processes**. A sustainable chemical industry is important to the well-being of an industrialised society. Industry is concerned with getting the maximum yield and the optimum rate of production at the lowest cost. While the industrial production of substances or materials often uses reactions and conditions that cannot be replicated in a school laboratory, students explore how chemists achieve an economically viable rate of production by manipulating the factors that influence the rate of reaction and exploiting Le Châtelier's Principle.

They also appreciate how chemists maintain appropriate levels of health and safety, protect the environment and enhance our health and lifestyle by applying their knowledge of chemistry to industrial processes.

Students refer to intermolecular forces when explaining properties of substances, including melting and boiling points, their relative solubilities in various solvents and their ability to act as solvents.

Students perform multi-step stoichiometric calculations in the context of industrial processes.

Students explore an important industrial, environmental or biological process. This study is multi-faceted, and includes laboratory work as well as students exploring ways that chemists assist in monitoring and controlling processes in the environment, highlighting links to the importance of chemistry to society.

3BCHE

The focus for this course is **chemistry and modern lifestyles**. In this course students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, oxidation and reduction, and organic chemistry. Students explore the important role buffers play in both biological and industrial processes.

Students examine the relationships between chemistry, industry and modern lifestyles such as the development of portable power supplies for laptop computers or fuel cells used in electric buses and space craft.

Students gain an appreciation of the enormous range of organic compounds with diverse physical and chemical properties.

Students explore an important industrial, environmental or biological process. This study is multi-faceted, and includes laboratory work as well as students exploring ways that chemists assist in monitoring and controlling processes in the environment, highlighting links to the importance of chemistry to society.

Estimated Charges: \$26.00

2AHBI, 2BHBI
3AHBI, 3BHBI

HUMAN BIOLOGY

***Prerequisite:** Students can only study Human Biology if recommended by their science teacher AND they MUST have achieved an A, B or C in their science course during Semester 2 Year 10. To proceed to Stage 3 in this course requires achievement of an A, B or C grade and with a MINIMUM score of 55 in Stage 2.*

2AHBS

The focus for this course is **functioning humans**. The functioning body has many needs including food, oxygen and the removal of its wastes. For each one of these needs, the body has a system that fulfils them, and a transport system that links them together. Cells that make up the body rely on these systems to survive. All of the cell processes including metabolism and cell division have specific requirements that must be met from the surrounding environment. Chance occurrences during cell division can result in mutations. Many factors can affect the body's health and it must be able to defend itself. Each system has its own defence mechanisms and can be assisted by the use of medical preparations and hygiene practices. Every person is unique due to the influence of genetic and environmental factors and lifestyle choices. Every person responds differently to medical treatments.

2BHBS

The focus for this course is **human survival**. Almost everything that happens inside the human body can be traced back to DNA. It provides the instructions for the cells that make up the human body. Offspring show features of both parents and it is possible to predict these due to the known patterns of inheritance. New chromosomal combinations result from reproductive processes. Humans start as a single cell that develops into all of the organs and tissues seen in the body. The formation of that original single cell involves many carefully controlled and timed processes in males and females. Once formed, this cell undergoes many changes during pregnancy and into infancy and is susceptible to environmental threats from which it needs protection. The reproductive process is complex and not always successful. Tests and counselling can assist people with reproductive difficulties and genetic counselling can help determine the level of risk of having an offspring with a genetic condition for families with known conditions. The environment plays a large role in determining the survival of individuals.

Estimated Charges: \$31.00

3AHBS

The focus for this unit is **human regulation**. The body works to maintain a constant internal environment despite changes in the external environment. Normal body activities require constant feedback of blood sugar, temperature, gas and body fluid concentrations. Both the endocrine and nervous systems are involved in this maintenance. Malfunctions can be caused by genetics, behaviour or disease, and some can be controlled by medical intervention. Genes can be affected by the environment and/or chance events. The range of variation seen in humans today is not always the result of simple genetics and may involve more complicated models of inheritance. The environment can determine what lives or dies. This is a struggle for survival that has been recorded over millions of years in fossils. Natural selection leading to evolution is supported by evidence from comparative anatomy and biochemical studies. Throughout a human's lifetime there are medical treatments and procedures that can influence the quality of life.

3BHBS

The focus for this unit is the **future of humans**. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. The role of DNA is vitally important and recent advances in knowledge and biotechniques have led to new ways of diagnosing and treating disease. If the body becomes damaged or infected, modern medical technology can be used to enhance trauma recovery, to deal with specific pathogens or alleviate the impact of ageing. Humans can trace their origins back for millions of years to the first primates. Throughout history there are a number of trends that can be followed through primates and hominins to the features of modern humans.

Estimated Charges: \$30.00

2APHY, 2BPHY 3APHY, 3BPHY

PHYSICS

Prerequisite: Students can only study Physics if recommended by their science teacher AND they MUST have achieved an A, B or C in the quantitative aspects of the science course in Semester 1 and 2 in Year 10; AND an A, B or C in advanced mathematics during Year 10. To proceed to Stage 3 in this course requires achievement of an A, B or C grade and with a MINIMUM score of 55 in Stage 2.

2APHY

The course description provides the focus for teaching the specific course content.

In this course, students explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of nuclear physics, they learn about atomic structure and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy. They are encouraged to develop their own investigations of real world problems, extending their investigative and communication skills. They learn that uncertainties are an integral part of the measurements made in their experiments, and engage with more abstract questions to select appropriate problem-solving strategies.

2BPHY

The course description provides the focus for teaching the specific course content.

In this course, students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. They also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat. They learn to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They construct and study characteristics of electric circuits and learn how to work safely with electricity. They research real world problems and plan to carry out an investigation, and deal with abstract concepts and principles when selecting problem-solving techniques.

Estimated Charges: \$28.00

3APHY

The course description provides the focus for teaching the specific course content.

In this course, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. They also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

3BPHY

The course description provides the focus for teaching the specific course content.

The study of mechanical and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. They encounter the scale of the observable entities in our Universe, and relate physical principles about waves to the study of the Universe and its parts. Extending their knowledge of atomic physics, they analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology.

Students develop their understanding of the behaviour of charged particles in devices such as particle accelerators and cathode ray oscilloscopes. They research their own question and develop problem-solving strategies that involve linking a number of concepts and principles.

Estimated Charges: \$26.00

1AISC, 1BISC
1CISC, 1DISC

INTEGRATED SCIENCE

Prerequisite: Students can only study integrated science if recommended by their science teacher and have a positive interest in science generally.

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

In each of these units, teachers are free to choose the content and learning experiences that best suit the needs of their students.

Integrated Science is ideal for students with a strong interest in Science in general who wish to further this interest without wishing to sit an external examination at the end of Year 12. As the course is offered at Stage 1 there is currently no requirement for an external examination to satisfy WACE requirements.

The Integrated Science 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.

The course is grounded in the belief that science is in essence, a practical activity. 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 with community members employed in scientific pursuits.

Estimated Charges: \$56.00

SOCIETY & ENVIRONMENT

Year 11	Year 12
1AECO, 1BECO Economics 2AECO, 2BECO	1AECO, 1BECO <i>(if not done in Year 11)</i> 3AECO, 3BECO Economics
2AGEO, 2BGEO Geography	3AGEO, 3BGEO Geography
1AHIM, 1BHIM History	1AHIM, 1BHIM History <i>(if not done in Year 11)</i>
2AHIA, 2BHIA History: Ancient	3AHIA, 3BHIA History: Ancient
2AHIM, 2BHIM History: Modern	3AHIM, 3BHIM History: Modern
2APAL, 2BPAL Politics & Law	3APAL, 3BPAL Politics & Law
2APSY, 2BPSY Psychology	3APSY, 3BPSY Psychology

1AECO, 1BECO
2AECO, 2BECO
3AECO, 3BECO

ECONOMICS

Prerequisites for 2AECO, 2BECO: Achievement of Level B grade in S&E, Year 10, is highly recommended.

Money matters! Knowledge of Economics is vital. It keeps us in touch with reality. It is interesting, exciting and gears the students to understand the world in which they will be working. Economics aims to analyse and understand the allocation, distribution and utilisation of scarce resources that determine our wealth and wellbeing. The study of Economics supports an understanding of the nature of decision making in the context of the global economy to the Australian economy.

Year 11:

Course 1AECO

The focus for this unit is **personal economics and finance**. It explores how individuals derive an income and make decisions about how to spend and save focusing on consumption, investment and savings decisions. The operation of the financial system and the services provided are also explored and relate to personal financial planning. It also explores how the government redistributes income.

Course 1BECO

The focus for this unit is **business economics**. It explores the key role of businesses in the processes of production and spending and the organisational structures businesses may take. It also explores the strategies that businesses use to promote their products and manage internal and external constraints, including government regulation and policy.

Estimated Charges: \$43.00

Course 2AECO

The focus for this unit is the role that markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. It explores the workings of real world markets with an emphasis on the Australian economy.

Students learn in theory, markets are an efficient way to allocate scarce resources. However, there are many examples of market failure that occur when the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes.

Course 2BECO

This unit is an introduction to **macroeconomics** and the government's role in the economy. It explores macroeconomic issues and problems such as economic growth, inflation and unemployment with an emphasis on the Australian economy. Whilst most economies typically follow a long-term trend of economic growth and rising living standards, they are subject to cyclical fluctuations in the level of economic activity.

Students learn changes in the business cycle result in changes in the levels of output, income, spending and employment in the economy. Students examine the important role of government, through its spending and taxing powers, which can affect the allocation of resources and the level of economic activity by targeting economic objectives.

Estimated Charges: \$43.00

Year 12:

Course 3AECO

The focus for this unit is **Australia and the global economy**. It explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy. It explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy.

Course 3BECO

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

The charges for Economics also include the cost of extra book hire to supplement the text purchased by students. As part of this Economics course excursions are desirable to enhance understanding of the concepts studied in class. These excursion costs will be kept to a modest/minimum amount.

Estimated Charges: \$44.00

**2AGEO, 2BGEO
3AGEO, 3BGEO**

GEOGRAPHY

Prerequisites: It is highly recommended that students selecting Geography should be achieving at least a C grade (consistent) in Year 10.

As a result of studying Geography students will gain a spatial perspective of the world in which they live. They will use geographic sources to describe the spatial distribution of natural and cultural features and geographic understandings to account for the location of features. They will conduct inquiries to identify how human activity has changed natural features and impacted on the earth's natural systems. An important part of this course is field work which provides students with the opportunity to gather their own geographic data.

Year 11:

Course 2AGEO: Geography of Natural Hazards and Impact Minimisation

This course aims at developing an understanding of the features of natural hazards and the location and concentration of natural hazards on the Earth's surface. Students also learn about important natural systems such as the climate system and the causes and impacts of natural hazards associated with these systems. An important aspect of this course is an inquiry into the risks associated with living in areas impacted by natural hazards and the strategies used by stakeholders to minimise these risks. Where appropriate students use GIS resources to enhance their learning experience.

Course 2BGEO: Geography of sustainable resource use.

Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. A regional or local area perspective is used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. Students evaluate management practices that can sustain these resources into the future. A study of resource use shows students how approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

Estimated Charges: \$45.00

Year 12:

Course 3AGEO: The geography of planning cities.

Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected mega city.

Course 3BGEO: The Geography of Climate Change

This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

The charges for Geography also include the cost of extra book hire to supplement the text purchased by students. As part of this Geography course excursions are desirable to enhance understanding of the concepts studied in class. These excursion costs will be kept to a modest/minimum amount.

Estimated Charges: \$45.00

**2AHIA, 2BHIA
3AHIA, 3BHIA**

HISTORY : ANCIENT

Year 11

***Pre-requisites: B grade (consistent) in Society and Environment
C grade (consistent) in English***

Ancient History, together with Latin and Greek, is part of a group of subjects known as the Classics. Classics have always been a significant part of a broad education and form part of the heritage of Western Civilisation. Through a study of Ancient History, students develop sound analytical and questioning skills. Written communication skills are also developed as is an understanding and appreciation of the primary sources. Ancient History is a truly fascinating subject. Studying the primary sources of Plutarch, Thucydides, Sallust and the great orator Cicero brings to life one of the most tumultuous periods in history.

Course 2AHIA (Context Rome) - Historical trends and/or movements.

Throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and/or movements. Some of these trends and/or movements have lasted thousands of years, whilst others have had a fleeting impact on society, and that these trends and/or movements have met with varying degrees of support and opposition, sometimes causing conflict. We will consider cause and course, impact and consequence, action and reaction, and trends of continuity and change. This will cover the period of the Late Republic - from the Tribune of Tiberius Gracchus in 133 BCE to Pompey's Lex Manilia of 66 BCE. This will include the rise of the Tribune, the challenge to the power of the Senate, Marius and the military, citizenship, Sulla's dictatorship, the rise of Pompey and the use of extraordinary commands.

Course 2BHIA (Context Rome) - Confrontation and Resolution.

There are internal and external forces that result in confrontation and resolution within societies and these have consequences for continuity and change. Structures of power and authority were used, how different groups and individuals responded and whether there was the potential for greater confrontation and more effective resolution. Roman society was violently divided by a power struggle between ruthless individuals and powerful factions in the period from Pompey's Eastern Command in 66 BCE to the First Settlement of Augustus in 27 BCE. Students will study the impact of the ambitions of men such as Pompey, Caesar, Cicero, Octavius and Antony as well as the role of semi-professional armies, the Catiline Conspiracy, civil wars, the Second Triumvirate, the death of Caesar and Cleopatra, the Queen of Egypt.

Estimated Charges: \$45.00

Year 12

Course 3AHIA (Context Greece) - Societies and change.

There is an evolving nature of societies and the various forces for continuity and change that exist. Some values, beliefs and traditions are linked to the identity of a society, but others are transitory. In any period of change there are those individuals and institutions that support change, but others that oppose it; and that there are different interpretations of the resultant society. We will study Athenian democracy and Empire from the creation of the Delian League to the revolt of Samos in 440/39 BCE. This brought about changes in Athenian society including the establishment of the Delian League, the Athenian Empire (maritime and land), the emergence of radical democracy, and creation of classical or Periclean Athens.

Course 3BHIA (Context Greece) - People, ideas and events that shaped history.

Students explore the power of people, ideas and events as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas will assist students to understand the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. They are also able to determine which people, ideas and events were dominant at a given time and how and why this dominance may have changed. The focus will be the Peloponnesian War from 440/39 BCE to the surrender of Athens in 404/03 BCE. The people, ideas and events studied will include the causes of the war, the Archidamian War, Peace of Nicias, Sicilian Expedition, Ionian War, the Oligarchic Revolt and the ideas and individuals who played an important role in the destructive events of the last half of the 5th century BCE.

The charges for Ancient History also include the cost of extra book hire to supplement the text purchased by students.

Estimated Charges: \$46.00

1AHIM, 1BHIM

HISTORY : MODERN

There are no pre-requisites for this course. This course is available for both years 11 and 12. The focus is Asian history in both courses – Modern.

Course 1AHIM: MODERN HISTORY (Tyrants and The Cold War in Asia: Indo China). 1A and 1B are studied concurrently. The focus for this unit is **people, place and time**. In this unit, students learn about the broad sweep of history and our place within the historical narrative.

Students learn about the (values) beliefs and traditions within Asian societies, the continuity between different societies and different time periods and the importance of individuals within a time period. They learn of the basis to some traditions and values. In this case, student options will be to look at the tyrants of Medieval and Modern Japan, their establishment and subsequent abuse of power within society and thus the basis to some traditions and the importance of knowing one's history and heritage. The establishment of the Tokugawa clan leading Japan to war is paramount before studying Japan at War, defeat and leaving a vacuum in government in South East Asia. This eventuates in a focus on the rise of the Communist leaders in Indo China – such as Ho Chi Minh in Vietnam, The Pathet Lao in Laos and Pol Pot in Cambodia.

Students assess how the structures of power and authority were used, how different groups and individuals responded and whether there was the potential for greater confrontation and more effective resolution....

PLUS

Course 1BHIM: MODERN HISTORY (Tyrants in the 19th and 20th century and the organisations with which they worked)

Within the broad focus of **power and authority** and Authoritarian states—Students learn that societies consist of individuals and institutions that have various types of power and authority which all interact

with each other. The focus will be on the abuse of this power in these situations and the subjugation of society. In this unit, students develop critical thinking skills related to comparing and contrasting information, distinguish between the usefulness of sources and understand that there are different points of view and alternative accounts of history.

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Societies considered in class will be Togugawa Japan and The Indo Chinese War 1945-1975, Pol Pot's Khmer Rouge regime in Cambodia, the Korean Emergency and Na Win in Burma. How society developed, stagnated or has been destroyed will be the focus – how has authority been advised? The spread of the Cold War in Asia after WWII will be the focus with the impact of Western Intervention, a core to analysis.

Estimated Charges: \$49.00 (This cost will include the use of texts in class)

**2AHIM, 2BHIM
3AHIM, 3BHIM**

HISTORY : MODERN

***Pre-requisites: B grade (recommended) in Society and Environment
C grade (consistent) in English***

A Year 12 student may enrol in History without undertaking the Year 11 course, this is quite common but only after consultation with the Head of Department.

The study of Modern World History involves an enquiry approach that allows the student to come to individual conclusions based on the evidence presented. The investigation allows the student to gain an insight into emotions/conclusions of the time. Analytical students who enjoy looking at conflicting evidence enjoy this course as it allows them the opportunity to evaluate others opinions/interpretations. To achieve this goal students will use documents, film, photographs, cartoons and oral evidence to piece together historical understanding.

This course is not about 'remembering' dates, but rather about considering the past and its impact on our lives today.

Year 11

Two courses will be studied:

Course 2AHIM: Investigating Societies and Change which looks at change in society as shown in the United States of America between the two World Wars. Change in society, the economy and politics are considered in the light of the impact on the people. The changes evident give insight into the developing ideology of the twentieth century world. The impact of WWI with the economic and social implications are reflected in the study of the 1920's – with prohibition, gangsters and the changing economic wealth of the USA. Social issues, ranging from the terror of the KKK to the plight of the 'oakies' and others, in the Great Depression are looked at. The discrepancies of society and the economy of both 1920's and 1930's are evaluated. The impact and growth created through the policies of President Roosevelt and the revisionist history surrounding his policies, is considered at length.

Course 2BHIM: Historical Trends and Movements

This course looks at the Nazi German history examining issues such as ideology, appeal and impact in Germany. In this course we consider the reasons for the failure of Democracy and the results in Germany in the 1920's, the rise of Hitler and his 'henchmen'; why the people of Germany followed Hitler and consider the atrocities committed in the name of the Third Reich. The bulk of this course will look at the impact of an authoritarian state on the people in the 1930's. All students undertaking this course will be encouraged to attend an excursion to the Holocaust centre to discuss the impact of Hitler's decisions on Nazi Germany. This in depth study of the Holocaust is designed to raise questions of "how far a society can be led or controlled". In this gruelling and intense course a great deal of content is distressing.

Estimates Charges: \$45.00

Year 12

In Year 12 two courses of study are covered. They are:

Course 3AHIM: Cohesion and Division studying Australia 1920's – 1950's.

Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. Within this course students will consider how the structures of power and authority were used, how different groups and individuals responded to change and whether there was the potential for greater cohesion or division within this period. Challenges to prevailing values, beliefs and traditions, resistance to and acceptance of power and authority and the impact upon groups and individuals are all considered along with events, issues, people and other factors that have shaped trends, movements and attitudes in the essentially post war societies. This will include studying the Key people, ideas and events over the period and the consequences of continuity and change over the period. The political power plays and decisions of the 1920's and 1930's that resulted in policies affecting Australia during and after WWII are considered. The place of Australia post WWII is a focus.

Course 3BHIM: Ideas that shaped History-The Cold War in Europe (1945-1990).

This course looks at the developing world order after World War II; the changes in the balance of Power and the rise of The Cold War that dominated everyone's lives until the 1990s. Super power rivalry; the build up in arms; European revolutions and subjugation; the Cuban Missile Crises; the Berlin Wall and the collapse of Eastern Europe are all investigated to give the student an insight into the turmoil and the uncertainties of the twentieth century. The development of opposing ideologies, the impact on societies and the long term ramifications are analysed.

The charges for Modern History also include the cost for extra book hire to supplement the text purchased by students.

Estimated Charges \$46.00

**2APAL, 2BPAL
3APAL, 3BPAL**

POLITICS & LAW

Pre-requisites: C grade (recommended) in Society and Environment AND C grade (consistent) in English

Laws govern almost every area of our lives. Would you like to know more about these laws and how they are created? Do you criticise the government for some of their actions? Would you like to help change these laws for the better? This course will help you understand not only the legal system that we are all governed by, but also the people and processes that put laws into place.

The Politics and Law course is a critical study of the processes of decision-making about society's collective future. A study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. Studying the legal system enables students to understand the principles and purposes of the framework of law.

The learning experiences of students will reflect the active, practical and analytical nature of this subject. While some traditional teaching and learning methods should be experienced, a number of other methods will be used.

General themes that will run across both the Year 11 & 12 courses will include:-

- What are my rights? Where do I get these rights from? Does everyone have equal access to the political and legal system?
- Are some people disadvantaged in the Australian political and legal system? What is fairness? What is equity?
- How can we improve our political and legal system?

Students are encouraged to participate in the Mock Trials Competition as part of their extension work. At least one team for each year group will be committed and coached in court practices by current, serving lawyers.

Year 11:

Course 2APAL – Political and Legal Systems

The course focus is on understanding how our current political and legal system has been shaped by events, ideas, groups and individuals over time. Students will learn about the influence of the English political system from monarchy to parliamentary style government. They will consider the lessons taken from political theorists such as Montesquieu and Locke about the dangers of giving any government too much power. The United States and its federal system and the Swiss contribution of the referendum system are among some of the many influences on Australia's government system that students will study. The legal system, the principles of justice, notions of 'innocence until proven guilty', the details of the criminal and civil trial process and the purpose of punishments are studied. Students will also visit the Perth Supreme Court, District Court and Magistrate's Court as well as the Western Australian Parliament.

Course 2BPAL – Representation and Justice

This part of the course provides students with the opportunity to examine and assess the political and legal systems in relation to its ability to achieve those principles of justice, fairness, equality and democracy. Students will look at case studies that highlight strengths and weaknesses in our system, notable miscarriages of justice and controversies in Western Australia such as Andrew Mallard and the recent Rayney case are researched.

The electoral process and the legislative process are assessed. Questions are raised on issues such as; Who gets to vote? Why some people are excluded? Is it fair to force people to vote? How does Western Australia make sure the Federal government addresses its concerns? How do we change laws when they are out of touch with the population? Are elections in Australia really free and fair?

Comparisons with other countries are made throughout both units and students are encouraged to be informed and to be able to apply their knowledge to current events.

Estimated Charges: \$45.00

Year 12:

Course 3APAL – Political and Legal Power

The focus of the course relates to the operation of the federal parliament, the executive government and the judicial system in maintaining and developing law. The competition for power and influence involves the constitution, the courts, the members of parliament, political parties, pressure groups, lobbyists, the media, individuals and of course voters. This is the most dynamic aspect of the course with change the only certainty. Students will also continue to make comparisons with other systems and events around the world to develop an understanding of the nature of power in democratic and non-democratic systems.

Course 3BPAL – Rights and Governance

The focus of this unit is the institutions that keep our government accountable to the people and how the political and legal system responds to human rights issues. Parliament, Royal Commissions, Ombudsmen and Auditors are all part of an increasing array of measures introduced to stop people in power from abusing that power. We will examine how they work and how effective they are at preventing corruption and abuse. Finally, students will examine the role of international law, Bills of Rights, legislative protection and basic common law protections both in Australia and abroad to understand how rights are best upheld in theory and in practice.

The charges for Politics and Law also include the cost for extra book hire to supplement the text purchased by students. As part of this Politics and Law course excursions are important to enhance understanding of the concepts studied in class. These excursion costs will be kept to a modest/minimum amount.

Estimated Charges: \$45.00

2APSY, 2BPSY
3APSY, 3BPSY

PSYCHOLOGY

Psychology is the scientific study of how we think, feel and act. It aims to answer important questions such as what motivates people and what factors influence their development. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. This course introduces students to a breadth of knowledge focusing on the psychology of self, others and society. In each content area, research methods and understanding and use of statistics are studied in conjunction with the content.

1. Self – the application of psychological knowledge can be used to understand individuality
2. Others – psychological knowledge is used to understand the interaction of individuals within groups
3. Society – societal factors can be applied to understand how individuals and groups operate in different contexts

Year 11

Prerequisites for 2APSY, 2BPSY: Achievement of a recommended Mathematics Stage 2 and English Stage 2

Course 2APSY

Students focus on contexts related to **contemporary issues**. The complexities of human behaviour, at an individual, group and societal level are analysed. Students examine the traditional theories of intelligence and the concept of perception and expand their knowledge and understanding of human behaviour by analysing such factors as heredity. They study the impact of group influences on individual behaviour and carry out their own investigations. Students learn to identify the aims of a psychological investigation, recognise the method/s used and evaluate the conclusions. Students will participate in an excursion to the Perth Zoo to look at “operant behaviour and training”

Course 2BPSY

The focus is on contexts related to **human performance**-including memory and forgetting, motivation and arousal and how they affect human performance. Students extend their understanding of how we learn by looking at classical and operant conditioning and negative and positive reinforcement. They explore what is meant by the term personality and examine the relationship between personality, motivation and human performance. Students select and apply knowledge about social psychology to investigate relationships in a range of social contexts. They apply appropriate communication skills and processes in the communication of psychological understandings to a range of audiences.

Estimated Charges: \$45.00

Year 12 – Prerequisite of Psychology Stage 2A and 2B

Course 3APSY

The focus is on contexts related to **a healthy lifestyle**, in particular behavioural change where students consider behaviour that is dependent on development and maturation. Students apply knowledge of social psychology to contemporary issues and problem-solving issues of social concern. They develop competence in communication skills and processes involved in the communication of psychological information to a range of audiences. Students explain the relevance of key research findings and implications for further research. They engage in detailed investigations of experimental designs and methods used to assess psychological and physiological responses.

Course 3BPSY

In this unit, students focus on contexts related to **diversity and community**. They extend their understanding of the relationship between physical, cognitive and social development in shaping behaviour. Students examine the interrelationships between different areas of psychology and related disciplines, evaluate ethical issues as they relate to human and animal experiments and examine the professional code of conduct for psychologists. They look at the role of the experimenter, participants' rights, informed consent procedures, and deception in research and confidentiality. Students synthesise a range of ideas, concepts and knowledge when considering a contemporary debate in psychology.

The charges for Psychology includes the cost of book hire along with all other classroom incidentals. As part of these Psychology courses, excursions are desirable to enhance the growth in understanding of the concepts studied in class. These excursions will be kept to a modest sum.

Estimated Charges: \$46.00

LANGUAGES

Year 11	Year 12
2ACSL, 2BCSL Chinese: Second Language	3ACSL, 3BCSL Chinese: Second Language
2ACBS, 2BCBS Chinese: Background Speaker	3ACBS, 3BCBS Chinese: Background Speaker
2AFRE, 2BFRE French	3AFRE, 3BFRE French
2AGER,2BGER German	3AGER,3BGER German
2AIND, 2BIND Indonesian	3AIND, 3BIND Indonesian
2AITA, 2BITA Italian	3AITA, 3BITA Italian
CERTIFICATE II in Applied Languages (Japanese)	CERTIFICATE II in Applied Languages (Japanese)

LANGUAGES OTHER THAN ENGLISH

In Languages, communication is paramount. Students develop the skills and knowledge to communicate in the target language. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of four outcomes.

Outcome 1: Listening and responding

Outcome 2: Spoken Interaction

Outcome 3: Viewing, Reading and responding

Outcome 4: Writing

Certificates II in Applied Languages (Japanese)

Courses of Competency can be completed in Japanese, enabling all successful students to receive a Certificate II at the end of Year 12.

Prerequisite: For students continuing a language into Year 11: An achievement of a C Grade or better.

*Students taking Chinese or Indonesian in Year 11 and 12 should note the following:

- Students whose knowledge of Chinese or Indonesian is greater than what they would expect to have learned in about four years in an Australian school are required to take the background Speakers' course.

All students wishing to take Chinese Second Language or Indonesian Second Language are required to apply to the School Curriculum and Standards Authority (SCSA) for approval. This will be done through the teachers of these languages at the end of Year 10.

Mount Lawley Senior High School is a Gifted and Talented Education Languages School. Students accepted through this program are expected to study at least one language in Senior School.

**2ACSL, 2BCSL
3ACSL, 3BCSL**

CHINESE: Second Language

Course 2ACSL

The focus for this course is (**The Chinese Way**). It is for students who have sound basic skills in Chinese and are ready to explore and compare their own culture and identity with that of their peers in Chinese-speaking communities and also explore different Chinese-speaking cultures through the medium of Chinese. They explore popular or traditional culture, the culture of everyday life, notions of national or regional identity, or other forms of culture specific to Chinese-speaking communities.

Course 2BCSL

The focus for this course is (**Travel – Let's Go!**). It is aimed at students who are ready to develop their skills to a higher level. They interact with Chinese speakers in either Australia or other Chinese-speaking communities at a deeper level, and begin to view their own culture from the perspective of a Chinese speaker. This unit also focuses on ways in which learning Chinese may be of benefit to students in relation to future work.

Estimated Charges: \$46.00

Course 3ACSL

The focus of this course is (**Here and Now**). It is aimed at students who have well-developed skills and understanding and are ready to work at a more sophisticated level. They explore more complex texts related to issues they may encounter in areas such as friendship, study, work and becoming independent.

Course 3BCSL

The focus for this unit is (**What Next?**). It is aimed at students who have well-developed skills and understanding. They reflect on and respond personally to contemporary issues using more sophisticated language and a wide range of text types. They reflect on past, present, and future issues related to the themes of the individual, Chinese-speaking communities, and the changing world.

Estimated Charges: \$46.00

2ACBS, 2BCBS
3ACBS, 3BCBS

CHINESE: Background Speaker

The Chinese Background Speakers Course is designed for students with a cultural and linguistic background in Chinese. This course will contribute to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge. The course is structured to provide students with opportunities to explore prescribed themes and contemporary issues.

Estimated Charges: \$46.00 per year

2AFRE, 2BFRE
3AFRE, 3BFRE

FRENCH

Course 2AFRE

The focus for this course is ***C'est la Vie! (That's Life!)***. It is for students who have sound basic skills in French and are ready for further development. They compare their own culture and identity with that of their peers in France. They share information about their health, their free time and future plans. They also explore notions of national or regional identity, and other forms of culture specific to France.

Course 2BFRE

The focus for this course is ***Voyages (Travel)***. It is aimed to students who are ready to develop their skills to a higher level. They interact with French speakers in either Australia or France and begin to view their own culture from the perspective of a French-speaker. They share information about where they have been and where they hope to travel in the future.

Estimated Charges: \$46.00

Course 3AFRE

The focus for this course is ***Les Médias (The Media)***. It is aimed at students who have well-developed skills and understanding and are ready to work at a more sophisticated level. They explore media influence and trends in their lives as well as in France and French-speaking communities. They explore more complex texts or particular text types, such as magazines or advertisements, and develop further insight into French cultures by analysing the place of these texts in everyday life.

Course 3BFRE

The focus for this unit is ***Le Monde Qui Nous Entoure (The World Around Us)***. It is aimed at students who have well-developed skills and understanding. They reflect on, evaluate and respond to contemporary issues using more sophisticated language and a wide range of text types. They reflect on past, present, and future issues related to the themes of the individual, French-speaking communities, and the changing world.

Estimated Charges: \$46.00

2AGER, 2BGER
3AGER, 3BGER

GERMAN

Course 2AGER

The focus for this course is **Kultureller Austausch (Cultural Interaction)**. It is for students who are ready for further development. They explore and compare their own culture and identity with that of their peers in Germany. They also learn more about visiting and living in German-speaking countries.

Course 2BGER

The focus for this course is **Ein Goldener Mittelweg (Finding a Balance)**. It is aimed at students who are ready to develop their skills to a higher level. They explore issues and events associated with finding a balance between different aspects of their lives and compare this with issues and events in the lives of German-speaking peers.

Estimated Charges: \$46.00

Course 3AGER

The focus for this course is **Hier and Jetzt (Here and Now)**. It is aimed at students who have well-developed skills and understanding and are ready to work with challenging content. They explore issues that may impact on them and their lives in general, including those related to our changing lifestyles eg: the environment, technology, the media and its influence.

Course 3BGER

The focus for this course is **was nun? (what next?)**. It is aimed at students who have well-developed skills and understanding. They reflect on, critically evaluate and respond personally to contemporary issues using more sophisticated language and a wide range of text types. They reflect on past, present and future issues related to the themes of the individual, German-speaking communities, and the changing world.

Estimated Charges: \$46.00

2AIND, 2BIND
3AIND, 3BIND

INDONESIAN

Course 2AIND

The focus for this course is **Saat Ini Aki Di Sini (Here and Now)**. It is aimed at students who are ready for further development. They explore and compare their own culture and identity with that of their peers in Indonesia. They also explore different Indonesian-speaking cultures through the medium of Indonesian, and explore popular or traditional culture of everyday life, notions of national or regional identity, or other forms of culture to Indonesia.

Course 2BIND

The focus for this course is **Bisa Saya Bantu? (Can I Help You?)**. It is aimed at students who are ready to develop their skills to a higher level. They interact with Indonesian speakers in either Australia or Indonesia at a deeper level, and begin to view their own culture from the perspective of an Indonesian-speaker. This course also focuses on ways in which learning Indonesian may be of benefit to students in relation to future work.

Estimated Charges: \$46.00

Course 3AIND

The focus for this course is **Aneka Wacana (Exploring Texts)**. It is aimed at students who have well-developed skills and understanding and are ready to work at a more sophisticated level. They explore more complex texts, either related to: specific contexts, such as living in Indonesia; particular text types, such as magazines or advertisements; genres, such as comedy, horror, or drama; or topics such as music, finding work, or trends, and develop further insight into Indonesian cultures by analysing the place of these texts in everyday life.

Course 3BIND

The focus for this course is **Isu Hangat (Exploring Issues)**. It is aimed at students who have well-developed skills and understanding. They reflect on, critically evaluate and respond personally to contemporary issues using more sophisticated language and a wide range of text types. They reflect on past, present, and future issues related to the themes of the individual, Indonesian-speaking communities, and the changing world.

Estimated Charges: \$46.00

2AITA, 2BITA
3AITA, 3BITA

ITALIAN

Course 2AITA

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

Course 2BITA

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

Estimated Charges: \$46.00

Course 3AITA

The focus for this unit is **made in Italy** (made in Italy). Its aimed at students who have well-developed skills and understanding. They explore the trends that are associated with their Italian peers and the importance of these in the establishment of identity. By accessing more complex texts, either related to: specific contexts, such as living in Italy; particular text types, such as magazines or advertisements; genres, such as comedy or drama; or topics, such as music, or current trends; they develop further insight into Italian cultures.

Course 3BITA

The focus for this course is **...e poi?** (what next?). It is aimed at students who have well-developed skills and understanding. They reflect on, critically evaluate personally to contemporary issues using more advanced language and a wide range of text types. Students reflect on past, present, and future issues related to the themes of the individual, Italian-speaking communities, and the changing world.

Estimated Charges: \$46.00



VET COURSE OF STUDY

Certificate II in Applied Language (Japanese)

Prerequisite: In order to gain entry into this course students must demonstrate basic communication skills. This course will be delivered over 2 years commencing in Year 11.

This course provide students with practical, vocationally orientated skills that enable fluent oral and written communication in Japanese. A variety of opportunities to practice listening, speaking, reading and writing are provided throughout the courses. As a result students develop appropriate skills and cross cultural knowledge to communicate with Japanese speakers in the workplace and the wider community.

By the end of this course students will be able to:

Engage in cross-cultural communication
Use Japanese verbal skills
Understand Japanese culture
Use Japanese written skills

Further study of a Certificate III in Applied Language will increase student's language skills and cultural knowledge.

Course Description

Year 11

Number	Title
66008	Conduct basic oral communication for social purposes in a language other than English (Japanese)
66010	Read and write basic documents for social purposes in a language other than English (Japanese)

Year 12

Number	Title
66009	Conduct basic workplace oral communication in a language other than English (Japanese)
66011	Read and write basic workplace documents in a language other than English (Japanese)

Estimated Charges: \$46.00

TECHNOLOGY & ENTERPRISE

BUSINESS & COMPUTING

Year 11		Year 12	
2AACF, 2BACF	Accounting and Finance	3AACF, 3BACF	Accounting and Finance
1AAIT, 1BAIT	Applied Information Technology	1CAIT, 1DAIT	Applied Information Technology
2AAIT, 2BAIT	Applied Information Technology	3AAIT, 3BAIT	Applied Information Technology
1ABME, 1BBME	Business Management & Enterprise	1CBME, 1DBME	Business Management & Enterprise
2ABME, 2BBME	Business Management & Enterprise	3ABME, 3BBME	Business Management & Enterprise
1ACAE, 1BCAE	Career & Enterprise	1CCAE, 1DCAE	Career & Enterprise
2ACSC, 2BCSC	Computer Science	3ACSC, 2BCSC	Computer Science
Certificate II	Certificate II in Business	Certificate II	Certificate II in Business
Certificate II	Certificate II in Information, Digital Media & Technology	Certificate II	Certificate II in Information, Digital Media & Technology
Certificate II	Tourism	Certificate II	Tourism

DESIGN & TECHNOLOGY

Year 11		Year 12	
Courses of Study			
2ADESP, 2BDESP	Design (Photography)	3ADESP, 3BDESP	Design (Photography)
2ADEST, 2BDEST	Design (Technical Graphics)	3ADEST, 3BDEST	Design (Technical Graphics)
2AEST, 2BEST	Engineering Studies (courses are delivered concurrently)	3AEST, 3BEST	Engineering Studies (courses are delivered concurrently)
VET Courses			
Certificate II	Engineering (Metals) (Two Year course) MEM20105	Certificate II	Engineering (Metals) (Two Year course) MEM20105
Certificate II	Visual Arts & Contemporary Craft (Photography) CUV20111	Certificate II	Visual Arts & Contemporary Craft (Photography) CUV20111
Certificate II	Visual Arts & Contemporary Craft (Technical Graphics) CUV20111	Certificate II	Visual Arts & Contemporary Craft (Technical Graphics) CUV20111
Certificate II	Manufacturing Technology (Furnishing) MSA20208	Certificate II	Manufacturing Technology (Furnishing) MSA20208

HOME ECONOMICS

Year 11		Year 12	
1AFST, 1BFST	Food Science & Technology	1CFST, 1DFST	Food Science & Technology
1ACFCL, 1BCFCL	Children, Family & Community Living	1CCFCL, 1DCFCL	Children, Family & Community Living
1ACFCC, 1BCFCC	Children, Family and the Community: Caring for Children	1CCFCC, 1DCFCC	Children, Family and the Community: Caring for Children
Certificate II	Community Services (Children Services)	Certificate II	Community Services (Children Services)
Certificate II	Hospitality	Certificate II	Hospitality

BUSINESS & COMPUTING

ACCOUNTING AND FINANCE

2AACF, 2BACF, 3AACF, 3BACF

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far-reaching consequences. The course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about their finances, both personal and business.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Year 11 – Stage 2 units provide opportunities for applied learning but there is a focus more on academic learning.

*** any student who wishes to study Commerce/Business at University will greatly benefit from taking this course of study pathway – 2A/2B Year 11 and 3A/3B Year 12.*

Prerequisites: It is highly recommended that students selecting Accounting and Finance Stage 2 should be achieving a C grade or better in both English and Advanced Maths.

Course 2AACF – The focus of this course is **double entry accounting for small businesses.**

Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses.

On completion of this course students should be able to:

- Record and report financial data and information for small businesses using manual double-entry accounting
- Select and use financial and non-financial information to evaluate a small business and suggest strategies that will improve business performance
- Identify legislation pertinent to establishing a variety of small businesses and identify the financial costs associated with maintaining good business practice.

Course 2BACF – The focus of this course is **accrual accounting.**

Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting.

On completion of this unit students should be able to:

- Record and report using balance day adjustments, financial data and information for sole trader using double-entry accounting
- Select and apply accounting concepts
- Evaluate a business entity and formulate strategies that will improve business performance
- Identify the professional accounting and financial associations and their role within business.

Estimated Charges: \$53.00 per year

Year 12 – Stage 3 units provide opportunities to extend knowledge and understandings in challenging academic learning contexts.

Prerequisites: To maximise students ability to achieve success in 3A/3B it is strongly advised that students should have satisfactorily completed the stage 2 units in Year 11 and have achieved a C grade or better in 2A/2B and they need to be studying Maths at a stage 3 level.

Course 3AACF – The focus of this unit is internal management for business.

Students prepare and interpret budgets and performance reports in relation to forecasting a business's future.

On completion of this unit students should be able to:

- Distinguish between management and financial accounting
- The role of management accounting for decision making purposes
- Identify the benefits and components of a budget and prepare financial budgets and performance reports
- Evaluate a business's performance and look at strategies that will improve its performance and stability
- Identify the ethical issues related to being an owner or manager of a business

Course 3BACF – The focus of this unit is Australian reporting entities and how they are regulated by the Corporations Act.

Students use the Framework for the Preparation and Presentation of General Purpose Financial Reports and the accounting standards in their preparation of the financial statements for a reporting entity.

On completion of this unit students should be able to:

- Construct reports and related notes for a reporting entity (Companies)
- Use accounting conventions, standards and principles to prepare and analyse company reports
- Select, analyse and apply accounting concepts and principles
- Evaluate a company's performance and formulate strategies that will maximise performance
- Examine the nature of corporate social disclosure in relation to the regulatory bodies in Australia and to Australian reporting entities (Companies).

Estimated Charges: \$53.00 per year

1AAIT, 1BAIT

APPLIED INFORMATION TECHNOLOGY

Information and communication technologies (ICT) are rapidly changing the way we live and work in Australia. They affect the nature of communication, entertainment and lifestyle decisions. Almost every area of employment requires some understanding and use of ICT for greater productivity and creativity. Every school graduate needs to be capable of using ICT in his/her personal, community and future professional lives. This course aims to address that need, by providing students with creative opportunities through interesting practical experiences, using exciting and innovative software and equipment.

An integral aspect of the course is the opportunity to address vocational competencies, leading to the possibility of a range of VET accreditation, thereby contributing to the international employability of students.

The **Applied Information Technology** course is designed to facilitate the achievement of four outcomes.

Outcome 1: Technology process

Students apply a technology process when creating or modifying information solutions using information communication technologies.

Outcome 2: Understanding information and communication technologies

Students understand the nature and use of computer hardware and software to achieve information solutions.

Outcome 3: Quality of information solutions

Students explore alternatives and use skills, techniques, processes, standards and conventions to achieve information solutions.

Outcome 4: Information and communication technologies in society

Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of information and communication technologies.

Year 11**Course 1AAIT**

The focus for this unit is **personal communication** and using technology to meet personal computing needs. This includes the study of how individuals use information technology in their daily lives. Students investigate and develop an understanding of what is required to be able to successfully communicate to meet their personal needs. They develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Course 1BAIT

The focus for this unit is **work readiness** and using technology commonly required in the operation of a small office environment. Students investigate the computing equipment, the common computer applications and the work skills required to effectively operate within a small office environment. They examine the impact of information technology solutions within the small office environment.

Estimated Charges: \$53.00 per year

Year 12**Course 1CAIT**

The focus for this unit is **personal information and communication technologies** and using technology to meet personal computing needs. This includes the study of how individuals use, and can be affected by, information technology in their daily lives. Students investigate computer systems and understand the configuration needed to meet their personal needs. They acquire and apply a range of knowledge and skills to create information solutions that inform, persuade, educate or entertain.

Course 1DAIT

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

Estimated Charges: \$53.00 per year

2AAIT, 2BAIT

APPLIED INFORMATION TECHNOLOGY

In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology on society in general.

The **Applied Information Technology** course is designed to facilitate the achievement of four outcomes.

Outcome 1: Technology process

Students apply a technology process when creating or modifying information solutions using information communication technologies.

Outcome 2: Understanding information and communication technologies

Students understand the nature and use of computer hardware and software to achieve information solutions.

Outcome 3: Quality of information solutions

Students explore alternatives and use skills, techniques, processes, standards and conventions to achieve information solutions.

Outcome 4: Information and communication technologies in society

Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of information and communication technologies.

Year 11**Course 2AAIT**

The focus for this unit is **media information and communication technologies**. The emphasis is on the use of information technology to collect, store and manipulate digital media. Students consider the range of products available to create visual and audio communications. They examine trends in digital media transmissions and the social and legal implications in the use of these technologies.

Course 2BAIT

The focus for this unit is **information and communication technologies in business**. Skills, principles and practices associated with various types of businesses to enhance students' career prospects are emphasised. Students examine the use of ICT in a range of administrative and business environments. They identify and explain the components and configuration of a computer system to meet the needs of the organisation. Students design information solutions for problems encountered in these contexts and understand the social issues inherent in work practices.

Estimated Charges: \$53.00 per year

Year 12**Course 3AAIT**

The focus for this unit is **evolving information and communication technologies**. The use of applications to create, modify, manipulate, use and/or manage ICT, particularly for business, training, education, infotainment and edutainment purposes is fundamental to this unit. Students consider the nature and impact of technology change when creating ICT products for a particular purpose and audience. Students develop an understanding of the nature of computer systems and the use of these technologies in society.

Course 3BAIT

The focus for this unit is **information and communication technologies in industry**. Students focus on the production of an ICT product for a particular industry of interest. Students will combine both practical and creative skills in the use of ICT to produce solutions to challenges commonly found in the industry that may relate to areas such as information management, communications and/or promotion, data or device control and/or monitoring, process control, and work performance support. Students justify the computer systems selected for their product and understand the social and legal implications, and the impact of its use in industry.

Estimated Charges: \$53.00 per year

BUSINESS MANAGEMENT **& ENTERPRISE**

The course helps students to develop practical skills as well as knowledge and understanding of business activity by focussing on innovation, initiative and entrepreneurship. Course content ranges from the many facets of business to opportunities and issues faced by national and international business. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills.

Year 11

Semester 1: 1ABME

In this unit, the focus is on **the role of business** in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts are selected that tap into these interests and build upon this informal understanding. Different perspectives on the contribution of business to society are considered.

Semester 2: 1BBME

In this unit, the focus is on contexts related to **initiative and inspiration**, which are the values of the dynamic and imaginative entrepreneur or business manager. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Charges: \$53 per year

Year 12

Semester 1: 1CBME

In this unit, the focus is on **business management and administration in Australia**. All businesses need to be managed and administered effectively in order to prosper. This unit explores, in a practical way, the role of business and office administration in facilitating business success and considers the importance of communication methods and technologies in business information management. The legislation that affects the internal running of a business in a range of business contexts is also considered.

Semester 2: 1DBME

In this unit, the focus is on **implementing business policies and procedures** which facilitate effective business management and administration. The emphasis is on developing administrative and personal management skills. Students are encouraged to evaluate systems and procedures in terms of their effective contribution to the success of a business organisation and to make or recommend improvements to these systems and procedures.

Charges: \$53 per year

BUSINESS MANAGEMENT & ENTERPRISE

The Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts on every aspect of our lives. Business has a complex and dynamic organisational structure which requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. This course focuses on the development of these skills within the business cycle of establishment, day-to-day running and continuing viability. Exposure to a wide range of business activities, management strategies and an insight into the potential of entrepreneurship empowers students and helps you to appreciate the significance of your role as both participants and consumers in the business world.

**** Any student who wishes to study Commerce/Business at University will greatly benefit from taking this course of study exam pathway: 2ABME, 2BBME in Year 11.**

Prerequisites: It is highly recommended that students selecting Business Management and Enterprise Stage 2 should be achieving a C grade or better in English.

Outcome 1: Understanding Business

Students understand the factors underpinning business performance.

Outcome 2: Business in Society

Students understand in interrelationships between business and society.

Outcome 3: Innovation and Enterprise

Students create and adapt ideas to pursue and realise business opportunities.

Outcome 4: Business Operations

Students demonstrate knowledge, skills and processes required to manage business operations.

Unit content:

<i>Environments</i>	<i>Strategies and processes</i>	<i>People</i>
<ul style="list-style-type: none"> ▪ <i>Social, cultural and economic</i> ▪ <i>Political and legal</i> ▪ <i>Technological</i> 	<ul style="list-style-type: none"> ▪ <i>Management</i> ▪ <i>Marketing</i> ▪ <i>Operations</i> 	<ul style="list-style-type: none"> ▪ <i>Intrapersonal and Interpersonal</i> ▪ <i>Consumers and Competitors</i> ▪ <i>Human Resources</i>

Year 11

Course 2ABME

In this unit, the focus is on **the role of business** in Australia. The unit introduces a range of ideas and concepts relating to business activity and explores types of businesses and business operating environments. Practical skills are developed in the use of business technology and methods of business communication, record keeping and other administrative skills while also examining how society and individuals influence business activity.

Course 2BBME

In this unit, the focus is on contexts related to **initiative and inspiration**, which are the values of the dynamic and imaginative entrepreneur or business manager. The unit looks at the importance of social norms and cultural behaviours when considering marketing. It investigates the legal aspects, including the ethics in advertising. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures.

Estimated Charges: \$53.00 per year

Year 12

Prerequisites: *It is highly recommended that students selecting Business Management and Enterprise Stage 3 should be achieving a C grade or better in English.*

Course 3ABME

In this unit, the focus is on contexts related to **strategic business in a globalised world**. The unit explores and examines competitive moves and business approaches to achieve successful performance in the international arena. Differentiation and competitive advantage are covered, as well as the needs, pressures and opportunities that influence business strategies and decision-making. Financial management is emphasised in this unit.

Course 3BBME

In this unit, the focus is on contexts related to **strategic business management and implementation**, which may include business practices, competitive situations and work environments. Ultimately the focus is on developing sustainable business growth by converting planned strategies into action in order to achieve strategic objectives. This leads to an emphasis on operations management in this unit.

Estimated Charges: \$53.00 per year

1ACAE, 1BCAE

CAREER & ENTERPRISE

The Career and Enterprise course potentially encompass competencies from the Business Services Training Package. The course provides unifying ideas and purposes for learning that are intended to cater for the full range of student achievement in Years 11 and 12.

The Career and Enterprise course aims to provide all students with the knowledge, skills and attitudes to enable you to be enterprising and proactive managers of your own career development in a constantly changing digital and global world of work.

**** This course of study is a non-exam pathway in which students would take 1A/1B in Year 11 and 1C/1D in Year 12.**

The **Career and Enterprise** course is designed to facilitate the achievement of four outcomes.

Outcome 1: Career and enterprise concepts

Students understand factors underpinning career development.

Outcome 2: Career and enterprise investigations

Students investigate career development opportunities.

Outcome 3: Career development in a changing world

Students understand how aspects of the changing world impact on career development opportunities.

Outcome 4: Being enterprising

Students use career competencies to manage career development opportunities.

Unit content:

Career and Management	Corporate citizenship	Environmental influences and trends
<ul style="list-style-type: none">▪ <i>Self-understanding and management</i>▪ <i>Career building</i>▪ <i>Lifelong learning</i>	<ul style="list-style-type: none">▪ <i>Workplace operations</i>▪ <i>Efficiency, productivity and sustainability</i>▪ <i>Rights and responsibilities</i>	<ul style="list-style-type: none">▪ <i>Organisation of workplaces</i>▪ <i>Globalisation</i>▪ <i>Constant change</i>

Year 11

Course 1ACAE

The focus of this unit is **personal career management**. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The concepts of lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

Course 1BCAE

The focus of this unit is **personal independent career development**. Opportunities are provided to develop career competencies in preparation for becoming employees. This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities embedded in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career development options.

Estimated Charges: \$53.00 per year

Year 12

Course 1CCAE

The focus of this unit is **personal career management**. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The concepts of lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

Course 1DCAE

The focus of this unit is **personal independent career development**. Opportunities are provided to develop career competencies in preparation for becoming employees. This unit facilitates the study of career management, corporate citizenship and environmental trends and influences through a range of alternative scenarios. An investigation is made into corporate and individual rights and responsibilities embedded in contractual employment agreements, exploring the links between teamwork, productivity and satisfying workplaces. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career development options.

Estimated Charges: \$53.00 per year

2ACSC, 2BCSC

COMPUTER SCIENCE

Computer Science 2A and 2B is delivered to students in Year 11. Computer Science 3A and 3B is delivered to students in Year 12.

**** Any student that wishes to study IT/Business at University will greatly benefit from taking this course of study exam pathway: 2A, 2B in Yr 11 and 3A, 3B in Year 12**

The Year 11 course (based on the assumption that students already have a good grounding in using computers for *personal tasks*), takes the work up to the next level by looking at using computers to assist in solving *industry-based applications and problems*. The Year 12 course builds further on this, by *designing and developing software solutions*.

Year 11

Course 2ACSC

Students will be introduced to the **internal components**, and their relationships, of computer-based systems in an industry context. Students will examine hardware and software design concepts and skills to solve a variety of industry-based problems, using diagrammatic tools. Through the use of algorithms, students will develop skills suitable for systems in business. Whilst considering the needs and wants of industry, you will examine the social, ethical and legal implications of the various possible solutions to industry.

Course 2BCSC

Students will be introduced to **networking concepts**, as they would be applied to industry. You will examine a variety of such systems, build on database and Internet skills and gain an appreciation of how databases in association with the Internet and communication technologies are used in industry. Students will solve problems involving databases and communications. You will also explore the implications of these industry-based applications for different groups of people within Australian society and the world.

Estimated Charges: \$53.00 per year

Year 12

Course 3ACSC

The focus for this unit is the **design and development of software solutions**. Students develop a conceptual understanding of how a computer works and appreciate how large-scale systems are designed, developed and maintained. They gain the knowledge and skills to create software that will solve a range of problems. Students use algorithms and structured programming to design and implement software solutions. The students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society.

Course 3BCSC

The focus for this unit is the **design and development of database applications and communication systems**. Students consider communication systems, including security, protocols and the implications for web-based systems. They understand the design concepts and tools used to develop relational database systems. This takes students from the initial examination of data structures through to the creation of database applications using a current Database Management System (DBMS). Students consider the complex interactions between users, developers, the law, ethics and society when computer-based systems are used and developed.

Estimated Charges: \$53.00 per year



VET COURSE OF STUDY

Certificate II in Business

BSB20107

There are no prerequisites for this course.

This qualification reflects the roles of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision. Typical job title associated with this qualification include; administration assistant, clerical worker, data entry operator, information desk clerk, office junior, receptionist. This program focuses on computing for the operation of basic office applications such as word processing and spreadsheet applications are highly desirable in the above job roles.

AWARD

Upon successful completion of all units of competencies in the course, students will be issued with a **Certificate II in Business**. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

DELIVERY OF COURSE.

This course will be delivered over 2 years commencing in Year 11.

Estimated Charges: \$130.00 per year



VET COURSE OF STUDY

Certificate II in Information, Digital Media and

Technology

ICA20111

There are no prerequisites for this course.

VET COURSE OF STUDY CERTIFICATE II IN INFORMATION DIGITAL MEDIA AND TECHNOLOGY

This qualification will provide you with the underpinning knowledge and skills to work with Information Technology in various settings.

NATIONALLY RECOGNISED TRAINING

The Certificate II in Information Digital Media and Technology may be used as a pathway qualification into ICT work and with the possibility of industry placement.

AWARD

Upon successful completion of all units of competencies in the course, students will be issued with a Certificate II in Information Technology. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

DELIVERY OF COURSE.

This course will be delivered over 2 years commencing in Year 11.

Estimated Charges: \$130.00 per year



VET COURSE OF STUDY

Certificate II in Tourism

SIT20112

This course is undertaken over 2 years (year 11 and 12)

Description

This qualification provides the skills and knowledge for an individual to be competent in a defined range of basic tourism technical skills.

Work would be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both. The field includes any destination, local or regional area, tourist precinct, site, attraction or onboard form of transportation. The qualification reflects the role of individuals who perform a range of mainly routine tasks, using limited practical skills and fundamental operational knowledge in a defined context. They work under direct supervision.

The qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

Job roles

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered or a combination of both.

Pathways Information

This qualification is suitable for VET in Schools (VETiS) delivery and any student interested in undertaking this course.

Pathways into the qualification

Individuals may enter this qualification with limited or no vocational experience and without a relevant lower level qualification.

Pathways from the qualification

After achieving SIT20112 Certificate II in Tourism, individuals may progress to Certificate III qualifications in a range of industries.

Estimated Charges: \$130 per year

DESIGN & TECHNOLOGY

2ADESP, 2BDESP
3ADESP, 3BDESP

DESIGN PHOTOGRAPHY

Prerequisite: *It is highly recommended that students selecting Design Photography at Stage 2 should consistently be achieving an A, B or C grade in English and Maths.*

Design involves the strategic development, planning and production of artifacts of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

In the context of Photography:

This course aims to promote a spirit of inquiry and self-dependence. There is an emphasis on freedom of expression and creativity, which students develop while working in cooperation with others. There is great scope for experimentation and problem solving which will help to develop logical thinking, initiative and resourcefulness.

Year 11:

2ADESP Cultural Design: Social Documentary, Community/Social Photographic Studies.

2BDESP Social Design: Corporate portraiture, Fashion and Advertising Photography.

Estimated Charges: \$95:00 per Year

Year 12: *Prerequisites: An A, B or C grade in Design Photography in Year 11.*

3ADESP Environmental Design: Social Documentary, Community/Social Photographic studies

3BDESP Political Design: Political Documentary, Community/Political Photographic Studies

Estimated Charges: \$95:00 per Year

2ADEST, 2BDEST
3ADEST, 3BDEST

DESIGN TECHNICAL GRAPHICS

Prerequisite: *It is highly recommended that students selecting Design Technical Graphics at Stage 2 should consistently be achieving an A, B or C grade in English and Maths.*

Design involves the strategic development, planning and production of artifacts of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

In the context of Technical Graphics:

This course aims to promote a spirit of inquiry and self-dependence. There is an emphasis on freedom of expression and creativity, which students develop while working in cooperation with others. There is great scope for experimentation and problem solving which will help to develop logical thinking, initiative and resourcefulness.

Year 11:

2ADEST Cultural Design: projects communicating cultural identity, values and beliefs in any given design discipline or communication situation, posters and web sites for cultural groups, newsletters, leaflets and posters

2BDEST Social Design: design for marketing or economic exchange, corporate identities, annual reports, labels and packaging, branding and advertising and universal design.

Estimated Charges: \$75:00 per Year

Year 12: *Prerequisites: An A, B or C grade in Design Photography in Year 11.*

3ADEST Environmental Design: projects communicating environmental values, posters and web sites for environmental groups, newsletters, leaflets and posters, universal design and design for need

3BDEST Political Design: projects that communicate political values, posters and web sites for political groups, newsletters, leaflets and posters universal design and design for need

Estimated Charges: \$75:00 per Year

2AEST, 2BEST

3AEST, 3BEST

Concurrent Pairs

ENGINEERING STUDIES

Prerequisite: It is highly recommended that students selecting Engineering Studies at Stage 2 should consistently be achieving an A, B or C grade in English and Extended Mathematics in Year 10. Preference will be given to students who are recommended for a Science subject and Stage 3 Maths or Stage 3 Specialist Maths.

Engineering Studies is essentially a practical course focusing on real life contexts. It aims to prepare students for a future in the technological and global world by providing the foundation for life-long learning about engineering. The course is divided into two distinct areas:

- Core Content; comprising of the engineering design process and enterprise, environment and community.
- Specialised Field; System & Control Engineering (Robotics & Mechatronics), Mechanical Engineering.

Engineering Studies provides a focus on design through exciting creative, practical and relevant opportunities for students to investigate, research and present information, design and make products and undertake project development. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society.

Engineering Studies caters for the learning needs of all students, from those seeking a career in engineering to others pursuing an avid interest in the discipline. Students can choose a course that will allow them to achieve post-school destinations into a range of disciplines including engineering, science, aviation, mechanical, fabrication and electrical trades, drafting, architecture, urban planning, business, commerce, management and other technical and technology related work and professions in engineering.

Year 11:

2AEST Generating Motions and Energy. This unit provides opportunities to explore how engineering is used to create motion such as engines, buggies or vehicles, using a variety of input energy e.g. Solar Car Challenge, air engines, steam engines, electrical buggies. In the development of projects, students research materials and structures. They undertake a process of designing, problem-solving and solution development as well as explore making and construction processes. Students integrate a range of skills including mathematical skills as they design and develop ideas.

2BEST Moving People and Transportation Systems: Students design, make and evaluate a transportation device. They apply a range of research and testing strategies to devise the most appropriate systems and utilise the most effective materials for their design. In their designs students utilise a range of two or more systems, combined in such a way as to engineer an effective transportation device. Some systems will be pre-fabricated, others will be developed and integrated by the students into their design.

Estimated Charges: \$85:00 per Year

Year 12: *Prerequisites: Students wishing to enrol in Stage 3 Engineering Studies must have achieved a minimum of a C grade at Stage 2. Continuation of Stage 3 Maths and/or a Science is also required.*

3AEST Alternative Engineering Systems: Students design, make and evaluate an alternate engineering system. They apply research methods which enable them to proceed with their design. Students use mathematical and graphical models to test ideas and solve a practical design problem related to the application of engineering principles.

3BEST Systems Technologies: Students learn that technologies are complex organisations of more than simple systems designed according to engineering processes and clients' requirements. They design, make and evaluate a system technology. Students understand systems, the extent to which they are commonly used, and the impacts on and determinism by society and the environment. Students experiment with a range of systems, through both programming controllers and developing appropriate input and output applications.

Estimated Charges: \$85:00 per year

VET COURSES OF STUDY



CERTIFICATE II IN ENGINEERING **(METALS)** **MEM20105**

Please Note: This is a Two Year Course completed over Years 11 & 12.

Description: This course is intended for students considering employment at the production operator level in manufacturing, engineering and related industry areas. Students will gain the basic level competencies required by an operator working in these areas. Students will also acquire skills and knowledge in workplace communication, occupational safety and health, quality procedures, systems and planning plus industry specific skills such as: carry out mechanical cutting; perform routine oxy-acetylene welding; perform manual heating and thermal cutting; perform routine manual arc-welding; perform manual production welding; perform routine gas tungsten arc-welding; perform routine gas metal arc-welding; perform hand forging; use workshop machines for basic operation; use comparison and basic measuring devices; use hand tools; use power tools and plan a complete activity.

Estimated Charges: \$170:00 per year



CERTIFICATE II IN VISUAL ARTS **AND CONTEMPORARY CRAFT** **PHOTOGRAPHY** **CUV20111**

Please Note: Please Note: This is a Two Year Course completed over Years 11 & 12. Students who have achieved early competency at certificate II in year 12 may be enrolled in a Certificate III course at the discretion of the school and after consultation with parents.

This qualification is designed to reflect the role of individuals who work in the visual arts and contemporary craft industries and perform a range of skilled tasks using discretion and judgement and who have the ability to select, adapt and transfer skills to different situations. Individuals may specialise in one area or be multi- skilled. There is emphasis on freedom of expression and creativity, which students will develop whilst working in cooperation with others. The context of this course will be in the technical and creative use of photographic equipment and skills.

Estimated Charges: \$150:00 per Year.

Students enrolled into the Certificate III Course in Year 12 will incur a further cost of \$30 to cover the issue of the Certificate.



CERTIFICATE II IN VISUAL ARTS **AND CONTEMPORARY CRAFT** **TECHNICAL GRAPHICS** **CUV20111**

Please Note: This is a Two Year Course completed over Years 11 & 12.

This qualification is designed to reflect the role of individuals who work in the visual arts and contemporary craft industries and perform a range of skilled tasks using discretion and judgement and who have the ability to select, adapt and transfer skills to different situations. Individuals may specialise in one area or be multi- skilled. There is emphasis on freedom of expression and creativity, which students will develop whilst working in cooperation with others. The context of this course will be in the production of various Technical Drawing techniques, including but not limited to: Orthogonal and Perspective drawings, 2D and 3D CAD and freehand sketching.

Estimated Charges: \$150:00 per Year.



CERTIFICATE II IN MANUFACTURING TECHNOLOGY (FURNITURE)

MSA20208

Prerequisites: None

Description:

This qualification is designed to give students a significant “step-up” into the manufacturing industry. Designed specifically for School based VET delivery it is an entry-level course into many areas of further training in the manufacturing industries. The scope of manufacturing occupations covers a broad spectrum. The skills developed in this course will prepare students for employment in many types of manufacturing industries including: Production Workers; Tradespeople, Technicians and Associated Professionals as well as Professionals.

The Certificate II course will prepare an individual’s breadth, depth and complexity of the knowledge and skills required to perform a range of activities and applications where there is a clearly defined range of contexts.

The competencies in this course will enable an individual with this qualification to:

- Demonstrate basic operational knowledge in a range of areas
- Apply a defined range of skills
- Apply known solutions to a range of problems
- Perform a range of tasks where choice between a range of options is required
- Assess and record information from varied sources
- Take responsibility for own output in work and learning.

The context of the course is furnishing and students will manufacture a range of environmentally sustainable timber furniture items to a high level of quality. There will also be elements of CAD, Design and Computer Controlled Manufacturing.

Pathways from the qualification:

Further training pathways from this qualification may include MSA30208 Certificate III and MSA40108 Certificate IV in Manufacturing Technology, CUV30111 or LMF20302/LMF30302 Certificate II or III in Furniture Making, LMF32109 Certificate III in Cabinet Making and relevant competitive manufacturing qualifications.

Estimated Charges: \$150:00 per year

HOME ECONOMICS

1AFST, 1BFST
1CFST, 1DFST

FOOD SCIENCE & TECHNOLOGY

There are no prerequisites for this course.

This course looks at opportunities that allow students to make informed decisions about food and related technologies, while being mindful of the health and wellbeing of the individual. A study of Food Science will assist the student with work and study in the hospitality industry and is very useful for personal development.

The course has four outcomes:

Outcome 1	Food Materials
Outcome 2	Developing Food Opportunities
Outcome 3	Working in Food Environments
Outcome 4	Food in Society

Students please note – in 2014 this class will have a Period 0 & , starting at 7.30 am. This is a compulsory part of the course.

The course content for courses 1AFST (Food and my Life) and 1BFST (Food for Communities) are based on the three concepts of the nature of food, processing food and food in society.

Year 11

Course 1AFST, 1BFST

The course content for 1AFST and 1BFST includes:

- Practical preparation of food
- Safety and hygiene factors
- Lifestyle issues
- The nutrition of food
- The properties of food.
- Technology and its role when working with food.
- The role and responsibilities of the consumer.
- Food service, products and equipment.

Estimated Charges: \$205.00 per year

Year 12

Course 1CFST, 1DFST

The course content for 1CFST and 1DFST includes:

- A study of food commodities and their use in practical activities
- A study of food models; planning, preparation and service of a buffet
- In groups planning, preparation and service of a dinner party

Estimated Charges: \$205.00 per year

1ACFCL, 1BCFCL
1CCFCL, 1DCFCL

CHILDREN, FAMILY AND COMMUNITY LIVING

There are no prerequisites for this course.

This course develops skills in self management and problem solving and is related to the every day life of the teenager and encourages self esteem, confidence and communication skills in the student.

The course has four outcomes:

Outcome 1	Exploring Human Development.
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Outcome 2	Applying the Technology Process
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Outcome 3	Self management and Interpersonal skills
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Outcome 4	Society and Support Systems
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The course content for **1ACFCL** and **1BCFCL** in Year 11 includes:

- A study of lifestyle choices and personal development.
- A study of the diet of the teenager and associated dietary issues.
- Planning and preparing meals/ food items for the young adult.
- Problem solving using practical skills related to the needs and wants of the young adult.
- Food product assessment and the comparison of convenience and home cooked meals.
- Family diversity and responsibilities of family members.

The learning experiences as described above relate to the investigating, collecting, organising and analysis of information related to the needs and interests of the young adult.

Estimated Charges: \$105.00 per year

The course content for **1CCFCL** and **1DCFCL** in Year 12 includes:

- A study of issues and decisions facing the adolescent (may include finding a place to live, and legal and ethical decisions).
- Dietary and lifestyle choices.
- Food preparation skills necessary for feeding yourself and others.
- Managing a small business and running a food related activity.
- Organisations available to support the teenager.

Estimated Charges: \$105.00 per year

CHILDREN, FAMILY AND COMMUNITY CARING

There are no prerequisites for this course.

This course focuses on the mothers' health during pregnancy and the delivery of a healthy infant. Care of the neonate and the young child are important areas that effect the child's health and development. Family types, focusing on roles and responsibilities of members, are assessed in relation to optimum child rearing environment.

The course has four outcomes:

Outcome 1	Exploring Human Development.
Outcome 2	Applying the Technology Process
Outcome 3	Self management and Interpersonal skills
Outcome 4	Society and Support Systems

The course content for **1ACFCC** and **1BCFCC** in Yr 11 includes:

- The study of factors leading to a healthy and successful pregnancy and birth.
- Neonatal care and the special care needed for preterm babies.
- Family types including roles and responsibilities of its members in relation to current best practise in child rearing.
- Developmental milestones from birth to 5 years of age.
- Activities to encourage healthy development in young children, including working with pre primary children.
- Volunteer work for pre term babies at KEMH.
- Factors relating to the safety of young children.

Estimated Charges: \$68.00 per year

The course content for **1CCFCC** and **1DCFCC** in Yr 12 includes:

- A package of items for use by a Pre Primary child.
- Encouraging correct language development.
- Developmental milestones from birth to 5 years.
- Care given to special care and gifted children.
- Keeping children healthy and safe, including suitable first aid knowledge.
- Child neglect and abuse.

Estimated Charges: \$68.00 per year



VET COURSE OF STUDY

CERTIFICATE II IN COMMUNITY SERVICES

(With Children's Services electives)

CHC20108

There are no prerequisites for this course.

This qualification will provide you with the underpinning knowledge and skills to work with children in various settings, including Child Care centres and crèches.

To further the students knowledge, Mount Lawley students are participating in a Certificate I in Work Preparation. This is included under the certificate II work and will be awarded to those students who successfully complete the required units of work.

An accredited First Aid Certificate will also be completed by the students. This is also a requirement if they choose to work in the Child Care industry.

The course is a combination of written and practical activities as well as a workplace requirement.

NATIONALLY RECOGNISED TRAINING

The Certificate II in Community Services (with Children's Services electives) may be used as a pathway qualification into community services work and with the compulsory industry placement, you will gain hands-on experience in child care centres or crèches.

CAREER PROSPECTS

There is a national skills shortage for workers in child care and on completion of this Certificate, you may apply for further qualifications in this field, including Certificates III and IV and the Diploma.

AWARD

Upon successful completion of all units of competencies in the course, students will be issued with a Certificate II in Community Services. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

DELIVERY OF COURSE.

This course will be delivered over 2 years commencing in Year 11.

Students enrolling into this course **MUST** also enrol in Workplace Learning Mode 1 On-the-job training. This means that they must complete work placements each year to be able to be awarded the Certificate.

Estimated Charges: \$216.00 per year for the course which includes a First Aid Certificate.



VET COURSE OF STUDY **CERTIFICATE II IN HOSPITALITY** **SIT20207**

There are no prerequisites for this course.

If you are interested in cooking and learning the skills required to work in the Hospitality industry, then the Certificate II in Hospitality will equip you with the underpinning knowledge and skills to commence your career pathway in this exciting industry.

NATIONALLY RECOGNISED TRAINING

The Certificate II in Hospitality is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. They may be multi- skilled across more than one functional area of hospitality. The Certificate II in Hospitality teaches you operative skills in the Hospitality Industry. Work would be undertaken in various hospitality enterprises where food is prepared and served.

CAREER PROSPECTS

When you complete the Certificate II in Hospitality you can apply for the operational positions such as a room attendant, food waiter, drink waiter and function service staff in hotels, motels, resorts, clubs, guest houses, institutions and many hospitality related small businesses.

AWARD

Upon successful completion of all units of competencies in the course, students will be issued with a Certificate II in Hospitality. Should a student not complete the entire course then a Statement of Attainment will be given for the units successfully completed.

DELIVERY OF COURSE.

This course will be delivered over 2 years commencing in Year 11.
Students enrolling into this course **MUST** also enrol in Workplace Learning Mode 1 On -the -job training. It is a requirement of the course that each student will undertake a week of work placement in a hospitality related area. The course is structured to include a variety of practical activities however underpinning knowledge is also required to be demonstrated in theory lessons.

Students please note- in 2014 this class will have a Period 0 & 1 commencing at 7.35am once each week. When the class is scheduled for Period 5, time-in-lieu will be given. This is a compulsory part of the course.

Estimated Charges: \$206.00 per year.

THE ARTS

Year 11		Year 12	
1AVAR, 1BVAR	Visual Art	1CVAR, 1DVAR	Visual Art
2AVAR, 2BVAR	Visual Art	3AVAR, 3BVAR	Visual Art
CERTIFICATE II Live Production, Theatre and Events	Drama	CERTIFICATE II Live Production, Theatre and Events	Drama
2ADRA, 2BDRA	Drama	3ADRA, 3BDRA	Drama
1AMPA, 1BMPA	Media	1CMPA, 1DMPA	Media
2AMPA, 2BMPA	Media	3AMPA, 3BMPA	Media
1AMUS, 1BMUS	Contemporary Music (no exams)	1CMUS, 1DMUS	Contemporary Music (no exams)
2AMUSJ, 2BMUSJ	Jazz	3AMUSJ, 3BMUSJ	Jazz
2AMUSW, 2BMUSW	Western Art Music	3AMUSW, 3BMUSW	Western Art Music
PSIM	Jazz, Contemporary or Western Art Music	PSIM	Jazz, Contemporary or Western Art Music

Prerequisites for Senior School Stage 2 and 3 courses

Students wishing to take the tertiary pathway and to sit for tertiary entrance exams need to be aware that they should be working at a 'B' grade in Year 10 and in Year 11 Stage 2 English courses. Students continuing their Arts' education in Year 12 need to have attained a pass in the Arts' subject in Year 11.

**1AVAR, 1BVAR
1CVAR, 1DVAR
2AVAR, 2BVAR
3AVAR, 3BVAR**

VISUAL ARTS

The *Visual Arts* course is inclusive of general and vocational education: intended to cater for the full range of student achievement in Years 11 and 12. This will include students who wish to pursue studies at a tertiary level, students who intend to continue study in an arts related vocational area, students wishing to proceed directly to the workplace and students wishing to develop artistic understandings and competencies for their own growth and fulfilment. The course may also be of special interest to students focusing on a related area, such as the performing arts, media and technology.

The *Visual Arts* 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. Students engage in art making processes in traditional and new media areas, which involves exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course of study allows students 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, Time-based works and Environments.

PATHWAYS

PATHWAY 1

Year 11 2010	Year 12 2011
1AVAR & 1BVAR (Recommended for State Training Provider or employment bound students)	1CVAR & 1DVAR (Recommended for State Training Provider or employment bound students)

PATHWAY 2

Year 11 2010	Year 12 2011
2AVAR & 2BVAR (Recommended for University bound students)	3AVAR & 3BVAR (Recommended for University bound students)

Course 1AVAR

***Prerequisite:** At least a C Grade at Yr 9 or 10. Typically for students whose achievement of Curriculum Framework outcomes has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in Visual Arts.*

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

Course 1BVAR

***Requires some background.** Typically for students who have completed 1AVAR and now have the basic knowledge and skills that will be consolidated in this course.*

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

Estimated Charges: \$65.00 per year

Course 1CVAR - Suggested entry level-completion of 1AVAR and 1BVAR

The focus for this course is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

Course 1DVAR - Suggested entry- completion of 1CVAR

The focus for this course is **investigations**. Students investigate a variety of selected artists' work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of your artworks, while refining your reflection and decision-making skills.

Estimated Charges: \$65.00 per year

Course 2AVAR

Prerequisites: B Grade at year 10 – typically for students who will consolidate their understanding of more complex content.

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

Course 2BVAR

Prerequisite: Completion of 2A.

The focus for this course is **identities**. In this course students explore concepts or issues related to personal, social, cultural or gender identity. They investigate themes of personal interest and a range of observational, conceptual and/or imaginative starting points for visual exploration. They become aware that art may give form to ideas and issues that concern the wider community and develop understandings of how the visual arts may be both socially affirming and challenging.

Estimated Charges: \$65.00 per year

Course 3AVAR

Prerequisite: A pass in Stage 2 Visual Art.

The focus for this course is **commentaries**. It offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

Course 3BVAR

Prerequisite: Completion of 3A.

The focus for this course is **points of view**. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

Estimated Charges: \$65.00 per year

2ADRA, 2BDRA
3ADRA, 3BDRA

DRAMA COURSES

Year 11

Drama is a vibrant and varied art form. It is one of the oldest art forms and part of our everyday life. The Drama course focuses in aesthetic understanding and drama in practice as you integrate your knowledge and skills. You use the elements and conventions of drama, you engage in drama processes which allow you to create original drama and interpret a range of texts written or devised by others. Your work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multi-media. You present drama to a range of audiences and work in different performance settings.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. Drama requires you to develop and practise problem-solving skills through creative and analytical thinking processes. In this course, students engage in both Australia and world drama practice.

PATHWAY 1

Year 11 2014	Year 12 2015
2ADRA and 2BDRA (Recommended for University bound students)	3ADRA and 3BDRA (Recommended for University bound students)

PATHWAY 2

Year 11 2014	Year 12 2015
Certificate II Live Production, Theatre and Events	Certificate II Live Production, Theatre and Events

2ADRA, 2BDRA

Course 2ADRA

Prerequisites: At least a B grade at Year 10. Typically for students who will be able to work with more complex content and are ready for further development. Enrolment in Stage 2 English or Literature.

The focus for this course is **dramatic action**. This course covers representational and/or realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others who followed.

Course 2BDRA

Prerequisites: B grade at Year 10 - typically for students who will consolidate their understanding of more complex content as a prerequisite for extension. Stage 2 English or Literature.

The focus for this course is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity and how drama can provide a commentary or critique that may challenge conventional thinking. You extend your knowledge of drama forms and styles and learn about the work of particular practitioners whose approaches to drama encompass presentational and/or non-realist drama.

Estimated Charges: **\$65.00 per year**

3ADRA, 3BDRA

Course 3ADRA

Prerequisite: *A pass in Stage 2 Drama. B grade in English.*

The focus for this course is **text and style**. In this course students perform and produce a published drama work incorporating a detailed study and interpretation of text, subtext, context and style. You learn about different theoretical approaches to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.

Course 3BDRA

Prerequisite: *A pass in Stage 2 Drama. B grade in English.*

The focus for this course is **drama perspectives**. Students apply conventions and techniques of drama forms and styles in original ways to develop original works that may be either celebratory and/or critical in their perspective. You show understanding of how a range of practical and theoretical approaches manipulates the elements of drama. You work independently or collaboratively to devise and perform an original work.

Estimated Charges: \$65.00 per year



VET COURSE OF STUDY **CERTIFICATE II IN LIVE PRODUCTION,** **THEATRE AND EVENTS** **CUE20103**

Please note this is a two year course completed over Years 11 & 12.

Prerequisite: None.

Description

This qualification leads to further Certificate courses or employment. It relates specifically to the entertainment industry covering technical areas of basic lighting and vision systems; set, prop and scenic construction; producing simple costumes; providing staging support; providing ushering, ticketing and venue information; assisting in marketing; working with others; bumping a show in and out and Occupational Health and Safety. The course develops communication skills, teamwork, problem-solving, encourages initiative and enterprise, assists planning and organising, develops self-management, learning about productions and events and using specific technology. The skills maybe developed around a performance project and/or through supporting productions and functions.

Students will gain a nationally recognised qualification; it will broaden the range of career and further education options; provide a transferable range of job skills and prepare students who wish to follow a creative industries career for training and employment. It may be studied with an ATAR focussed course.

Please note: There are no Stage 1 courses offered in Drama in 2014.

Estimated charges: \$150 per year

**1AMPA, 1BMPA
1CMPA, 1DMPA**

MEDIA PRODUCTION & ANALYSIS

(Wholly School Assessed & TEE Subject)

**2AMPA, 2BMPA
3AMPA, 3BMPA**

In the Media Production and Analysis course of study, students explore media that range from traditional forms such as film, photography, newspapers, magazines comics, radio and television to new and emerging communication technologies. They view, listen, read, research, analyse and discuss media, considering how people, events and issues are represented. They also create, produce and present their own works in media. Working independently and in collaboration with others, they become confident and competent in using media technologies to express their ideas.

The course is a mixture of practical and theoretical activities that make students better senders and receivers of messages. As such, it is a foundation to further communication courses at tertiary level and an excellent grounding for occupations as diverse as marketing, teaching, journalism, acting, media production and public relations.

The different courses involve analysis and composition, reading texts, speaking directly to professionals, interviewing and performing. These tasks are accomplished individually and in small teams. Media Production and Analysis makes students more confident, more critical and better able to communicate via a wide range of media.

For students with limited knowledge and skills in media studies, it is recommended that students commence with the courses 1A and 1B in Year 11 and progress into courses 1C and 1D in Year 12.

Students who wish to utilise Media Production and Analysis for tertiary entrance, or who have highly developed knowledge and skills in media studies, should commence with courses 2A and 2B in Year 11. Students who begin with these courses will study courses 3A and 3B in Year 12.

1AMPA, 1BMPA, 1CMPA, 1DMPA

Recommended for State Training Provider or employment bound students. Typically for students who have limited knowledge, skills and understandings in Media Studies.

This stage of Media Production and Analysis provides a focus on vocational education and has been developed to cater for students who intend to continue study in the vocational area or are entering the training arena to achieve a qualification, students who wish to proceed directly to the workplace and students who wish to develop skills for their own enjoyment.

Students should be aware that this course is very busy and a flexible approach to learning is required. It is expected that students complete many aspects of the course outside of class contact time. In particular, students are required to do significant amounts of their filming and taping off campus and outside of school hours.

Students will develop their knowledge and skills by being involved in a long term project and will be assessed using various methods - investigation, production, response, performance and formal tests.

Students who are aspiring to university selection are recommended **NOT** to use this Media Production and Analysis pathway. Instead they should select the 2A-3B pathway.

Course 1AMPA

The focus for this course is **personal experience** of the media. Students examine familiar fictional texts, analysing stars and stereotypes from easily accessible forms such as TV, radio or film. This is a basic introduction to the language of media and how audiences' cultural experiences influence their responses to media. They learn basic production processes and create their own productions.

Course 1BMPA

The focus for this course is **introduction to point of view**. In this course, students will be introduced to the concept and learn how a point of view can be constructed in non-fiction texts. They will analyse familiar non-fiction texts and consolidate their production skills by demonstrating an understanding of point of view in their own productions.

Estimated Charges: \$80.00 per year

Course 1CMPA

The focus for this course is **infotainment**. A range of non-fiction commercial and non-commercial media styles and genre provide opportunities to examine how reality is dramatized and re-presented whilst engaging and informing audiences. Students create their own non-fiction media works learning about aspects of production.

Course 1DMPA

The focus for this course is **entertainment**. Students view, listen to, and analyse relevant media texts as their experience of the language of media is reinforced. They examine how audiences' cultural experiences influence their responses to media. They build upon basic production processes and create their own productions.

Estimated Charges: \$80.00 per year

2AMPA, 2BMPA

Recommended for University bound students.

Course 2AMPA

Typically for students who have proficient knowledge, skills and understandings in Media with at least a B Grade in Year 10 Media.

The focus for this course is **popular culture**. This involves identifying what is meant by 'popular' culture and considering the types of media, ideas and audiences around which popular culture evolves. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Course 2BMPA

The focus for this course is press and broadcasting. Students will investigate non-fiction media forms and genres in areas such as television, press, or radio.

Students explore journalistic or documentary forms. They research how cultural groups and issues are represented and reported and become increasingly aware of production responsibilities. They have the opportunity to demonstrate their developing knowledge and understandings when they manipulate technologies to express their ideas in their productions.

Estimated Charges: \$80.00 per year

3AMPA, 3BMPA

Recommended for University bound students.

Course 3AMPA

Prerequisite: At least a C Grade in 2MPA. Typically for students who have highly proficient knowledge, skills and understandings in Media Studies or have completed courses 2AMPA, 2BMPA.

The focus for this course is **media art forms**. Students begin with defining ‘What is Media Art?’ Students are exposed to various media art forms such as alternative/cult films, cult television programs, poster art, photographic art and specialised print productions such as political cartoons/comics and specialist magazines. They improve their understanding of aesthetics by exploring meanings and values depicted in contemporary and traditional media art.

Students develop competence in expressing their own ideas in creative media art forms by experimenting with production technologies, codes and conventions.

Course 3BMPA

The focus for this course is **power and persuasion**. Students examine diverse fiction and non-fiction media forms ranging from the seductive nature of popular media forms to propaganda material.

Students consider the purposes and values of producers and audiences and examine the role of the media in reflecting, challenging and shaping values, beliefs and ideologies. They create media productions that express their views and show a distinct flair or personal style.

Estimated Charges: \$80.00 per year

1AMUS, 1BMUS
 2AMUSJ, 2BMUSJ
 3AMUSJ, 3BMUSJ
 2AMUSW, 2BMUSW
 3AMUSW, 3BMUSW

MUSIC

YEAR 11 2013		YEAR 12 2014	
1AMUS	Contemporary Music (no exams)	1CMUS	Contemporary Music (no exams)
1BMUS	Contemporary Music (no exams)	1DMUS	Contemporary Music (no exams)
2AMUSW	Music (Western Art Music)	3AMUSW	Music (Western Art Music)
2BMUSW	Music (Western Art Music)	3BMUSW	Music (Western Art Music)
2AMUSJ	Music (Jazz)	3AMUSJ	Music (Jazz)
2BMUSJ	Music (Jazz)	3BMUSJ	Music (Jazz)
PSIM	Jazz, Contemporary or Western Art Music	PSIM	Jazz, Contemporary or Western Art Music

There are three types of music courses to choose from in Years 11 and 12. Students may choose:

- Stage 1 units in Year 11 and 12 which have a Contemporary Music focus (***not for university entrance***)
- Stage 2 and 3 units in Years 11 and 12 with either a Jazz or Western Art Music (Classical Music) focus (***recommended for university entrance***).
- PSIM course in Years 11 and 12 with a Jazz, Western Art Music or Contemporary focus (***not for university entrance***).

Course 1AMUS, 1BMUS, 1CMUS, 1DMUS

Prerequisites: Students must have been learning their instrument with an instrumental teacher for at least one year. There are no class music prerequisites.

This course allows students with little or no knowledge of music to gain experience across the areas of listening, creating music, basic theory, history, operating equipment and playing an instrument. This course is also designed to accommodate students with a strong knowledge of contemporary music to work at a higher level. The focus across these units is Contemporary Music from the 1950's to the present day including Rock n Roll, Pop, Heavy Rock, Metal, Rap, Disco, Techno, World Rock and many other types of music.

Over the year, students will complete assessment tasks such as:

- Performing on their instrument.
- Setting up a PA System, Guitar Amps, & other equipment for a performance.
- Reviewing a rock performance.
- Researching music from the past such as Elvis Presley, The Beatles & ACDC.
- Creating/Composing their own songs.

Possible occupations related to this course are: Performer, Sound Engineer, Promoter, Roadie, Audio Technician and Booking Agent.

Please note that there is no exam attached to this course. It cannot be used for Tertiary Entrance.

Estimated charges: \$62.50

Course 2AMUSW, 2BMUSW Western Art Music

Prerequisites: Students must have completed any one of the following:

- **A minimum of a 'B' grade in Year 10 Class Music and Instrumental Music.**
- **Passed Grade 3 AMEB Theory Exam and Practical Exam**
- **Have the equivalent overseas or interstate qualifications.**

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Western Art Music (Classical). Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Class Work: 50%
Instrumental: 50%

This course requires students to commit a lot of extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, everyday.
- **Consistently** attend ensemble rehearsals & perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

Please note that there is an exam attached to this course. This course can be used for Tertiary Entrance.

Estimated Charges: \$62.50

Course 3AMUSW, 3AMUSW Western Art Music

Prerequisites: Students must have completed any one of the following:

- **A minimum of a 'C' grade in Stage 2 units**
- **Passed Grade 4 AMEB Theory Exam and Practical Exam**
- **Have the equivalent overseas or interstate qualifications.**

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Western Art Music (Classical). Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Class Work: 50%
Instrumental: 50%

This course requires students to commit a lot of extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, everyday.
- **Consistently** attend ensemble rehearsals & perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

Please note that there is an exam attached to this course. This course can be used for Tertiary Entrance.

Estimated Charges: \$62.50

Course 2AMUSJ, 2BMUSJ Jazz

Prerequisites: Students must have completed any one of the following:

- **A minimum of a 'B' grade in Year 10 Class Music and Instrumental Music.**
- **Passed Grade 3 AMEB Theory Exam and Practical Exam**
- **Have the equivalent overseas or interstate qualifications.**

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Jazz Music. Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Class Work: 50%
Instrumental: 50%

This course requires students to commit a lot of extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, everyday.
- **Consistently** attend ensemble rehearsals & perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

Please note that there is an exam attached to this course. This course can be used for Tertiary Entrance.

Estimated Charges: \$62.50

Course 3AMUSJ, 3BMUSJ Jazz

Prerequisite: Students must have completed any one of the following:

- **A minimum of a 'C' grade in Stage 2 units**
- **Passed Grade 4 AMEB Theory Exam and Practical Exam**
- **Have the equivalent overseas or interstate qualifications.**

This course will prepare students for tertiary studies. Students will study several works over a variety of genres and eras to gain a wider knowledge of Jazz Music. Students are expected to become leaders and more organised, independent learners. The course is weighted as follows:

Class Work: 50%

Instrumental: 50%

This course requires students to commit a lot of extracurricular hours. Students are expected to:

- Practice their instrument for a minimum of 60 minutes a day, everyday.
- **Consistently** attend ensemble rehearsals & perform in concerts.
- **Consistently** attend class.
- **Consistently** attend instrumental lessons.

Students will be studying over the areas of Aural, Theory, Composition, History and Performance.

Possible occupations include: Professional Musician, Conductor, Composer, Music Critic, Music Therapist and Music Teacher.

Please note that there is an exam attached to this course. This course can be used for Tertiary Entrance.

Estimated Charges: \$62.50

PSIM (Jazz, Western Art Music or Contemporary)

This course is for students who cannot fit Stage 1, 2 or 3 Music into their timetable but would like to continue the practical aspects of music. It requires students to attend a weekly instrumental lesson and attend at least one ensemble per week. It is a pass/fail unit.

Estimated Charges: \$38.50 per year.

WORKPLACE LEARNING

Mode 1 On-the-job-training

Workplace Learning (WL1) offers you the opportunity to develop industry specific skills through assessment in a workplace environment, the program is available to all students however if you are wishing to choose a TEE pathway it is strongly suggested to consider your work load.

WL1 Mode 1 on-the-job-training is an endorsed program approved by the School Curriculum and Standards Authority, which means there will be no grade given, however once you have completed a Unit of Competency the accrued hours will be transferred towards your WACE result. Therefore every 55hours completed in the workplace 1 unit will be included in your WACE calculation.

During the WL1 program you will be given the opportunity to learn outside of school by training with the industry of your choice. This opportunity comes with responsibility – the responsibility to live up to the expectations of your employer, your school and yourself.

Workplace Learning is a partnership – you, the employer and the school all working together.

Initiative, reliability and enthusiasm is a must for WL1 and this is why the Government has clear rules that require the school to be certain you are work ready before approving your release from school.

When out on work placement you will be working without direct supervision from the school, therefore **we need to be very sure you are the right person for this level of responsibility**. Students unable to address the Selection Criteria maybe required to apply again at a later date.

Workplace foundations:

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

Application Process:

If you are selecting to take part in this program you will need to submit:

- Application form
- Resume
- Address the Selection Criteria

Once the Workplace Learning (WPL) Coordinator has read through your application package you will be asked to attend an interview with the WPL Coordinator, WPL Assistant and workplace representative. The Application packages will be available on the Counselling days or from WPL Coordinator office in Student Services building.

If you choose to enrol in any of the Certificate Courses below you **must apply for WL1**:

Certificate II in Community Services
Certificate II in Hospitality

Estimated Charges: \$120 per year, this includes placement services, monitoring visits, log book and all insurance and support documentation.

CAREER LINK PROGRAM

This program is for students in Year 11 and 12 who wish to undertake a Vocational Education and Training pathway and who have a clear goal of the trade area they wish to pursue. The specific timetable implemented for these students will ensure that they will not be missing any classes.

The selected participants will attend school on Monday/Tuesday and Wednesday and complete subjects selected by the school including English, Mathematics, Business and Physical Education. On Thursday and Friday the student will attend either Pre Apprenticeship in School (PAIS), be registered as a School Based Trainee (SBT), School Based Apprentice (SBA), MPA (Master Plumbing/Master Painting Association) Trade Training Centre at John Forrest SHS (in association with MPA, John Forrest SHS and Mt Lawley SHS) or State Training (TAFE) Course and WL1.

Once the student is accepted in the Career Link Program, they will not be able to revert back to the traditional five day timetable. It is therefore essential that students and parents understand the commitment required when applying to be considered for this program.

There is a cost of \$334 plus school voluntary charges. There may be further cost for the courses they are studying and will vary according to the program undertaken.

To apply for a place in Career Link, please contact the Career Link Co-ordinator, Catherine Smith on 9471 0312 or email catherine.smith@lawley.wa.edu.au.

Estimated Charges: \$334.00

GENERAL STUDIES

All Year 11 and 12 students are allocated one period per week called General Studies (it might also be called Senior School Time). Much of the time will be allocated to a sport session where students will be able to choose from a variety of sports, all undertaken on the school grounds.

There will be sessions through the year though when other activities are conducted. These activities may include private study before exams, year assemblies, workshops or talks from guest speakers from Dr YES, the RAC or the tertiary education institutions such as UWA, Curtin, Murdoch, ECU and Notre Dame. These sessions allow interesting and relevant sessions to be conducted without taking time from their allocated subjects.

Estimated Charges: \$12.00



Mount Lawley Senior High School,
Main Administration:
Middle School (Yr 8-9)
Senior School (Yr 10-12)

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