

# Senior School

## Course Selection Handbook

### Year 11 and 12

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## Part 1 - Introduction

This handbook has been written to help parents and boys with the important academic decisions that need to be made for the transition from Year 10 to the Senior School. This information is current for boys who will be in Year 11 in 2008 and Year 12 in 2009.

Following the Post-Compulsory Education Review, significant changes to the range, structure and content of senior school courses have been progressively, if somewhat haphazardly, introduced by the Curriculum Council. At the time of preparation of this Course Selection Handbook most aspects of the new curriculum arrangements are in place but there are still some matters that have yet to be finalised. When decisions have been made on these, the information will be passed on to you through the Headmaster's newsletter and will also be available on the websites of the relevant organisations.

We have tried to write this Course Selection Handbook in plain English but inevitably some educational language and terminology has been included. Please refer to the glossary of terms on page 3 for the definition or meaning of some of the important terms and acronyms that have been used.

This Course Selection Handbook is only one of a number of resources to which parents and boys can refer. Indeed a handbook such as this cannot include all the information about all the options for tertiary study, entry into the workforce or other vocational training. The summary, and sometimes changing nature of the information provided in this handbook makes it essential that the official documentation provided by each relevant institution is consulted. Of particular importance is the booklet "University Admission 2010" which is published by the Tertiary Institutions Service Centre (TISC) in Term 3. This will be distributed to current year 10 students as soon as it distributed to the school.

In addition to the Course Information Evening scheduled in Week 11 in Term 2, boys and parents will have the opportunity to meet with their House Head and the Careers Adviser to discuss course selection in Term 3. A list of websites from which further relevant information can be found is included on page 54 of this Handbook.

If you have any queries about matters in this Course Selection Handbook or in the transition from Year 10 to Year 11 please contact the Mr Peter Frusher (Careers Adviser), or Mr Andrew Tibbitt (Director of Curriculum Administration).

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(Careers Advisor)

Andrew Tibbitt  
(Director of Curriculum Administration)

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## Part 2 - Educational Terminology And Acronyms

Course	The new Western Australian Certificate of Education courses are delivered in paired-semester length units at 3 different stages, each stage representing a different level of difficulty.
Overarching Learning Outcomes	In order to qualify for the Western Australian Certificate of Education a student's programme of study must cover all 13 of the general or broad educational outcomes included in the Curriculum Framework.
Secondary graduation	Students graduate as a result of their studies in the Senior School by obtaining the Western Australian Certificate of Education (WACE)
Stage	WACE Courses of Study are designed at 3 levels of difficulty or stages. In year 11 stage 1 units are for boys not intending to seek university entrance. Boys seeking university entrance should select stage 2 units in year 11 with the intention of taking stage 3 units in year 12.
Subject	The term subject is used to refer to existing Tertiary Entrance Examination or Wholly School Assessed subjects. In Mathematics these courses continue where the new WACE courses have yet to be finalised.
Tertiary Institution	Any institution offering a tertiary (post-school) education Australia-wide. In Western Australia, this includes the four public Universities and Notre Dame University, TAFE and private providers.
Unit	Each stage of each WACE course is divided into two units, each about of 15 or 16 weeks in length.

CAF	Common Assessment Framework – a method of assessment used in existing non-TEE (non university entrance) subjects.
CC	Curriculum Council – the statutory body charged with the oversight of school education in Western Australia
COS	Course of Study – new WACE courses which in most cases have replaced existing TEE and WSA subjects
IELTS	International English Language Testing System – of relevance to students who do not demonstrate competence in English in the standard way.
STAT	The Special Tertiary Admissions Test is an alternative tertiary admissions test for those candidates who do not have a recent Year 12 certificate.
TAFE	Technical and Further Education – tertiary institutions offering vocational certificate and diploma courses.
TEA	Tertiary Entrance Aggregate – the new marks total replacing the existing Tertiary Entrance Score. The maximum TER is 400.
TEE	Tertiary Entrance Examination – existing subjects whose marks can contribute to university entrance scores and ranks
TER	Tertiary Entrance Rank – a number with a maximum of 99.95 which indicates a student's relative position compared with all other students who graduate that year from Year 12.
TES	Tertiary Entrance Score – existing way of adding together the marks students score in university entrance subjects
TISC	Tertiary Institutions Service Centre – the body that manages entry to universities in Western Australia
WACE	Western Australian Certificate of Education – the new standard for graduation from Senior School.
WSA Subject	Wholly School Assessed Subject – existing non-TEE, non university entry subjects, now largely replaced by new WACE courses.

## Part 3 – Senior School Programmes Of Study

### 1. Programme of Study for Year 11 2008

In Year 11 all students will study the equivalent of six (6) Western Australian Certificate of Education (WACE) Courses of Study. Each WACE Course of Study will comprise a linked pair of semester length units. In some cases, such as Mathematics, where new Courses of Study have yet to be finalised by the Curriculum Council, the current Tertiary Entrance (TEE) and Wholly School Assessed (WSA) subjects will continue to be offered.

In addition to the study of these courses or subjects, all students in Year 11, 2008 will participate in a course in focussing on leadership, community and service, cross-year subject assessment periods, directed or private study periods and recreation studies.

The policy that all boys entering Year 11 are required to take six courses (or equivalent subjects) is based on the following factors:

- The need to have prerequisite subjects for university courses.
- The completion of preferred subjects and other requirements for entry to TAFE.
- The pursuit of a broad education by taking a range of subjects within the programme.
- The fact that boys, early in Year 11, are not always good judges of the final achievement they will achieve in a particular subject.
- The importance of having a broad base education at the end of Year 11 from which an informed choice can be made for Year 12 course selection.

### 2. Programme of Study for Year 12 2009

In Year 12 students who are taking courses where the main focus is on University entrance will take five (5) or six (6) Western Australian Certificate of Education (WACE) Courses of Study (or the equivalent TEE or WSA subjects where WACE courses of study have not be finalised by the Curriculum Council). Boys who choose to study five courses or subjects will be able to devote more time to the courses or subjects they hope will contribute to their Tertiary Entrance Rank. However, it is important that future options are not compromised by this approach.

Students who are taking courses where the main focus is on entry to TAFE, direct entry into the workplace or to further vocational training will take six (6) Western Australian Certificate of Education (WACE) Courses of Study (or the equivalent TEE or WSA subjects where WACE courses of study have not be finalised by the Curriculum Council). One of these courses may well be Structured Workplace Learning or INSTEP.

In addition to the study of these courses or subjects, all students in Year 12, 2009 will participate in community and service, cross-year subject assessment periods, directed or private study periods and recreation studies.

In many cases boys follow essentially the same programme in Year 11 and in Year 12. The exceptions to this rule involve boys who drop a course or subject to study only five courses or subjects in Year 12 or change subjects because their performance in a Year 11 subject has been unsatisfactory.

### 3. Post-school destinations

Course selection will be influenced by a student's intended post-school destination. There are three broad post-school options: (i) University, (ii) TAFE or (iii) Direct entry to the workforce or vocational training.

One important original purpose of the new suit of WACE Courses of Study was to bring together under one banner courses which would cater for all of the post-school destinations. However, the division between courses whose prime focus is university entry and courses whose prime focus is TAFE entry, direct entry to the workforce or entry to vocational training has been recreated through the development of 'stages' within each Course of Study. Generally speaking, Year 12 students seeking University entry will take stage 3 units (Units 3A and 3B) while Year 12 students seeking TAFE entry, direct entry to the workforce or entry to vocational training will take stage 1 or stage 2 units (Units 1A to 1D and 2A and 2B).

Students who are not clear about their post-school destination may take stage 2 units in Year 12 (where they are offered) with the intention of using the stage 2 marks in the calculation of their Tertiary Entrance Rank. As there is no precedent to refer to, it is difficult to say whether doing very well in a stage 2 unit will, after scaling, leave a student in a better position than one who does moderately well in a stage 3 unit. Where the development of new Courses of Study has been delayed (for example in Mathematics) the old divide between TEE and WSA subjects continues with only TEE subjects contributing to a student's Tertiary Entrance Rank.

#### 4. Scotch College courses and subjects predominately aimed at University entry

Year 11 2008	Year 12 2009
Stage 2 Courses of Study and TEE subjects	Stage 3 Courses of Study and TEE subjects
<b>Arts</b>	<b>Arts</b>
Art (TEE subject D630)	Art (TEE subject E630)
Drama (Units 2A and 2B)	Drama (Units 3A and 3B)
Media, Production and Analysis (Units 2A and 2B)	Media, Production and Analysis (Units 3A and 3B)
Music (TEE subject D632)	Music (TEE subject E632)
<b>English*</b>	<b>English*</b>
English (Units 2A and 2B)	English (Units 3A and 3B)
English Literature (TEE subject D005)	Literature (TEE subject E005)
<b>Health and Physical Education</b>	<b>Health and Physical Education</b>
Physical Education Studies (Units 2A and 2B)	Physical Education Studies (Units 3A and 3B)
<b>Languages Other than English</b>	<b>Languages Other than English</b>
French (TEE subject D006)	French (TEE subject E006)
Indonesian 2 <sup>nd</sup> Language (TEE subject D009)	Indonesian 2 <sup>nd</sup> Language (TEE subject E009)
<b>Mathematics</b>	<b>Mathematics</b>
Foundations of Mathematics (TEE subject D501)	Discrete Mathematics (TEE subject E502)
Geometry and Trigonometry (TEE subject D503)	Calculus (TEE subject E506)
Introductory Calculus (TEE subject D505)	Applicable Maths (TEE subject E504)
<b>Science</b>	<b>Science</b>
Biology (TEE subject D402)	Biology (TEE subject E402)
Chemistry (TEE subject D403)	Chemistry (TEE subject E404)
Earth & Environmental Science (Units 2A and 2B)	Earth & Environmental Science (Units 3A and 3B)
Human Biology (TEE subject D406)	Human Biology (TEE subject E406)
Physics (TEE subject D409)	Physics (TEE subject E409)
<b>Society and Environment</b>	<b>Society and Environment</b>
Economics (TEE subject D304)	Economics (TEE subject E304)
Geography (TEE subject D305)	Geography (TEE subject E305)
History (TEE subject D306)	History (TEE subject E306)
Politics and Legal Studies (TEE subject D315)	Politics and Legal Studies (TEE subject E315)
<b>Technology and Enterprise</b>	<b>Technology and Enterprise</b>
Accounting (TEE subject D200)	Accounting (TEE subject E200)
Computer Science (Units 2A and 2B)	Computer Science (Units 3A and 3B)

\* An English course is compulsory

5. Scotch College courses and subjects aimed predominantly at TAFE entry, direct entry to the workforce or entry to vocational training.

Year 11 2008	Year 12 2009
<b>Stage 1 WACE Courses of Study</b>	<b>Stage 1 or 2 WACE Courses of Study</b>
<b>Arts</b>	<b>Arts</b>
Art and Design (WSA subject D631)	Art and Design (WSA subject E631)
Drama (Unit 1A and 1B)	Drama (Unit 2A and 2B)
Media Production and Analysis (Unit 1A and 1B)	Media Production and Analysis (Unit 2A and 2B)
<b>English</b>	<b>English</b>
English (Unit 1A and 1B)	English (Unit 1C and 1D)
English (Unit 1C and 1D)	English (Unit 2A and 2B)
<b>Health and Physical Education</b>	<b>Health and Physical Education</b>
Physical Education Studies (Units 1A and 1B)	Physical Education Studies (Units 2A and 2B)
<b>Mathematics</b>	<b>Mathematics</b>
Mathematics in Practice (WSA subject D510)	Modelling with Mathematics (WSA subject E511)
<b>Science</b>	<b>Science</b>
Senior Science (WSA subject D411)	Senior Science (WSA subject E411)
<b>Technology and Enterprise</b>	<b>Technology and Enterprise</b>
Engineering Studies (Units 1A/1B)	Engineering Studies (Units 2A/2B)
Maritime and Marine Studies (Unit 1A and 1B)	Maritime and Marine Studies (Unit 2A and 2B)
Materials Design and Technology (Units 1A/1B)	Materials Design and Technology (Units 2A/2B)
Small Business Management (WSA subject D235)	Small Business Management (WSA subject E235)
Structured Workplace Learning (INSTEP)	Structured Workplace Learning (INSTEP)

**Notes**

1. Taking an English course in each year is compulsory
2. Marks gained in stage 2 courses completed in Year 12 can contribute to a student's Tertiary Entrance Aggregate and hence their Tertiary Entrance Rank. However, these stage 2 courses will be scaled in a way that reduces these marks relative to those earned from stage 3 courses.

Courses and subjects predominantly aimed at TAFE entry, direct entry to the workforce or entry to vocational training will be grouped on the timetable into 'Pathway Combinations'. Where appropriate, material in courses in a 'Pathway Combination' will be integrated to provide a sense of focus for a student's programme of study.

University bound students may also opt for one of these courses or subjects but timetabling priority will be given to boys who are following a 'Pathway Combination'.

## 6. Assessment in Year 11/2008

Assessment of achievement in all WACE courses and TEE and WSA subjects in Year 11 is school-based. In the case of WACE courses and TEE subjects a mark and a grade is submitted to the Curriculum Council based on a unit assessment outline conforming to Curriculum Council guidelines on assessment types and weighting. The marks and grades will be based on grade related descriptors and moderated work samples. They will not directly be based on standards or outcome levels.

All internally assessed work is governed by the Scotch College Assessment Policy which is detailed on page 16 of the school handbook.

The WSA courses are Common Assessment Framework (CAF) courses. The Common Assessment Framework is a method for organising the teaching/learning experiences of students by establishing subject outcomes and measuring the attainment of these with well-defined performance criteria. Common Assessment Tasks (CATS) form the assessment program for each subject. The framework is a way of defining standards in terms of general outcomes which students have achieved when they have completed a subject.

Under the CAF model, assessment is carried out in three stages:

- Each task measures a number of outcomes. A rating of Very High (V), High (H), Satisfactory (S) or Not Demonstrated (ND) is given for each outcome measured in each task.
- After all tasks are completed, a final rating of V, H, S or ND is determined for each outcome using a prescribed algorithm.
- At the end of the year, the performance ratings achieved by the student in all of the subject's outcomes are aggregated into a single letter grade (A, B, C, D or E) by applying the CAF grading algorithm.

The nature of this method of assessment is such that it is often not appropriate nor possible to give meaningful marks during the year in these subjects. This does not mean that results are not recorded and parents and boys are quite free to contact staff to see their progress in achievement. Boys will be issued with assessment structures for each subject that will give detailed information. At mid year an estimate grade may be given as guidance for parents and boys. It must, however, be noted that this would be an estimation only with a strong subjective component and thus there might be significant changes by the end of the year.

## 7. Assessment in Year 12/2009

In Year 12 assessment in WACE courses and TEE subjects is a 50:50 combination of school-based assessment and external examinations. All students will be required to sit the WACE examinations whether or not they want to seek entry to University or TAFE. Stage 2 units and Stage 3 units within each WACE Course of Study will have separate examinations scheduled at the same time (so students will only be able to take one examination at either stage 2 or stage 3 in each course).

As in Year 11, the marks and grades will be based on grade related descriptors and moderated work samples. They will not directly be based on standards or outcome levels.

The raw school-based marks will be statistically adjusted by the Curriculum Council. This adjustment is generally referred to as 'scaling' but in fact involves three separate procedures: moderation (to allow marks at one school to be compared to marks at another school), standardisation (to allow for differing degrees of difficulty between subjects and from year to year) and scaling (to allow for differing abilities of the cohort of students taking each course or subject).

Although the adjustment process has not yet been undertaken for the WACE Courses of Study the Curriculum Council has indicated that the processes will be similar to those used to previously adjust TEE marks. Marks obtained in Stage 2 units of each Courses of Study will be scaled more than those achieved in Stage 3 units of that Course of Study. However, the details of exactly how this will be done have not yet been released by the Curriculum Council.

The WSA subjects that have yet to be replaced by new WACE Courses of Study will be assessed using the Common Assessment Framework approach described above in the Year 11/2008 section.



## 8. The balance between teaching and learning

In the Senior School the relationship between teacher and learner subtly changes from that experienced in the IB MYP programme with the learner taking on a greater responsibility for his own learning. Clearly teachers will continue to work hard with boys to achieve the best possible outcomes in each unit or course, but there will be more occasions when boys have to take responsibility to use study periods and homework time productively.

### (a) Study Periods

Depending on the numbers involved, directed or private study periods may be scheduled in The Residence, The Bunning Resource Centre, The Seminar Room, Computer Laboratories, other school facilities in the Art, Technology or Music Departments, or in standard general purpose classrooms. Clearly not all these areas have sufficient facilities to allow all boys to access Information and Computing Technology facilities during these periods. Appropriate Codes of Conduct will be enforced for each area. While supervision of these periods will be directly or indirectly undertaken by staff, the onus is on the student to use this time effectively.

### (b) Academic Support

Academic Support is provided for all students by the Academic Achievement Centre in The Residence. This takes place before and after school, and is staffed by teachers and peer tutors in the Senior School. A timetable is provided at the beginning of each year.

### (c) Mentor Programmes

This programme is under the guidance of the Careers Adviser. Year 11 and 12 students who are having real difficulty with their academic studies may join the programme. Students are mentored during a two to six week period and are given advice to help improve their studies.

## 9. Work Experience

Boys are encouraged to do work experience in Years 11 and Year 12 as well as Year 10.

The reasons for this are:

- (a) Boys would gain more benefit from placements in some professions when employers are able to entrust them with more complex tasks;
- (b) TAFE applicants have to show documented work experience.

All arrangements for work experience placements must be detailed on placement information forms obtained from Mr Frusher before the placement is started. The appropriate forms can then be forwarded to the employers.

It is strongly recommend that all boys start keeping a portfolio of the things they do that may be useful when applying to TAFE or for employment. This should include documentation relating to work experience, part-time employment, community work, participation in sport, camps and other activities - both at school and outside school time.



## 10. Community and Service in Year 11 and Year 12

Year 11 and 12 boys are required to perform duties and service in line with their senior status as leaders within the College. Year 12 boys are expected to perform daily school duties during the period of their House rotation. There is an expectation also that senior boys, in both Year 11 and 12, will seek out service opportunities beyond the minimum requirement of duties, within their House, a co-curricular activity area, or in the community external to the College.

Service is central to the International Baccalaureate Middle Years Programme and it is appropriate that boys continue to view service as an important part of their Upper School experience.

Aside from this, the Curriculum Council of Western Australia has mandated that all students seeking secondary graduation in this state is required to accrue 20 hours of service. For boys who have completed Year 10 in the College, most of these hours should already have been achieved. However, there may be a need for boys to continue working towards this total.

As added incentive, the Colours and Honours Awards scheme encourages boys to actively pursue service opportunities. Through a weighting of service types, boys are encouraged to provide service of transforming nature where contact with the recipients of the service is direct. Senior students are expected to take a lead in modelling service generally within the College and by Year 12, venturing into the broader community to serve beyond the College bounds.

# Part 4 – Academic Awards

## 1. CURRICULUM COUNCIL AWARDS

These Curriculum Council awards are available to Senior School students. Students are encouraged to keep them in mind as they set their study goals.

**BEAZLEY MEDAL – TEE** - This is awarded to the top student in Western Australia as determined by the Curriculum Council from results in TEE or WACE examinations.

**BEAZLEY MEDAL – VET** - This is awarded for excellence in studies that include Structured Workplace Learning and VET. It is awarded to the eligible student who has demonstrated the best results in a vocational programme.

**GENERAL EXHIBITIONS** – These are awarded to eligible students in Western Australia who obtain the forty (40) highest Curriculum Council Award Scores, consistent with breadth of study requirements.

**SUBJECT EXHIBITIONS** - A Subject Exhibition is awarded to the eligible student who obtains the highest raw examination mark in a WACE course or TEE or WSA subject.

**CERTIFICATES OF DISTINCTION** - Certificates of Distinction are awarded to eligible students who are in the top 0.5 percent of candidates sitting the examination or the top two candidates (whichever is the greater) in a WACE course or TEE or WSA subject.

**CERTIFICATES OF EXCELLENCE** - Certificates of Excellence are awarded to each eligible student who, in their last two consecutive years of post-compulsory education in Western Australia, obtains 10 'A' grades in paired-semester units of the new Courses of Study.

## 2. SCOTCH COLLEGE AWARDS

A **Course or Subject Prize** in Year 11 and 12 is awarded to the student who attains the highest final mark in that course or subject. In a WSA subject the award is based on the demonstration of outcomes. If the standard of work is not high enough a subject prize may not be awarded.

**Dux in Year 11** is awarded to the student who has the highest aggregate of marks across five TES subjects or WACE Courses of Study, consistent with the breadth of study requirements.

**Dux in Year 12** is awarded to the student who has the highest aggregate of marks across five TES subjects or WACE Courses of Study, consistent with the breadth of study requirements.

The **Austin Robertson Memorial Prize** is awarded to a Year 12 boy of good character, who has achieved a commendable academic standard and has made a worthwhile contribution in the co-curricular areas.

The **Carlos de Jonghe Memorial Prize** is awarded to a Year 12 boy of good character, who has made a significant contribution in service to the school and the community at large during his time at Scotch College.

Note: The Captain and Vice Captain of School, Dux of Year 12 and President of Student Council are not eligible for the Carlos de Jonghe or Austin Robertson Prize. A student cannot be awarded both the Austin Robertson Memorial Prize and the Carlos de Jonghe Memorial Prize.

## Part 5 – Course Selection

### 1. The basis for selecting courses

It is important that course selection is made on the basis of preferred post-school destinations and possible future careers. However, selection should be realistic, and in keeping with a student's academic ability.

#### (a) Academic Ability

In order to achieve success in many senior school subjects, students need to have demonstrated an appropriate degree of academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with the course content in Years 11 and 12. It is essential to take note of the numerical IB MYP grades stated as recommended minimum levels of achievement in Year 10 courses.

#### (b) Interests

The range of courses and subjects offered at the school gives students the opportunity to pursue their particular interests at levels appropriate to their ability.

#### (c) Teacher recommendations

Students and parents should seek the advice of teachers when selecting courses or subjects for either Year 11 or 12. Teacher recommendation is a very good indication of likely success in Year 11 and 12.

#### (d) Future Intentions

Essentially a student's course selection will be determined by their academic ability and their post-school ambitions. If earning a suitable Tertiary Entrance Rank for university entrance is the preferred goal a selection of WACE 2A/2B courses and TEE Mathematics subjects would be appropriate for Year 11. If another pathway, such as TAFE entry or direct entry to employment, is the goal then a 'pathway combination' of WACE 1A/1B/1C/1D units and WSA subjects would be appropriate.

Students, whether planning to seek early employment, employment after leaving school or to continue with further tertiary studies (TAFE, tertiary or other) should choose subjects which will maximise the options for the future. Students should also be aware that many TAFE qualifications can lead on to university entry with advanced standing (i.e. a TER is not the only avenue to university entrance).

### 2. Breadth of study

It is a requirement of the Western Australian Certificate of Education (WACE) that all of the overarching outcomes included in the Curriculum Framework are addressed in one or more of a student's courses. Note that this requirement replaces a previous requirement to have at least one subject from each of List 1 (Humanities) and List 2 (Quantitative/Sciences).

The overarching outcomes are as follows:

1.	Students use language to understand, develop and communicate ideas and information and interact with others.
2.	Students select, integrate and apply numerical and spatial concepts and techniques.
3.	Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others
4.	Students select, use and adapt technologies.
5.	Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6.	Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7.	Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.
8.	Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9.	Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10.	Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11.	Students value and implement practices that promote personal growth and well being
12.	Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13.	Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

The following table shows the Year 11 subjects offered at Scotch College in 2008, together with the Overarching Learning Outcomes (OLOs) covered by each course. It should also be noted that if English and a Mathematics subject are selected, the only missing OLO is number 7.

Arts Learning Area													
Art	1	2	3	4	5	6		8		10		12	13
Art and Design	1	2	3	4	5	6		8		10		12	13
Drama	1		3	4	5	6		8	9	10		12	13
Media Production and Analysis	1		3	4	5	6		8	9	10		12	13
Music		2	3	4	5	6		8		10		12	13
English Learning Area													
English	1		3		5	6		8	9	10	11	12	13
English Literature	1		3	4	5	6		8	9	10	11	12	13
Health and Physical Education Learning Area													
Physical Education Studies	1	2	3	4	5	6	7	8		10	11	12	13
Languages Other Than English Learning Area													
French	1		3		5	6		8	9	10	11	12	13
Indonesian	1		3		5	6		8	9	10	11	12	13
Mathematics Learning Area													
Foundations of Mathematics (Discrete Mathematics in year 12)	1	2	3	4	5	6						12	13
Geometry and Trigonometry (Calculus in Year 12)	1	2	3	4	5	6						12	13
Introductory Calculus (Applicable Mathematics in Year 12)	1	2	3	4	5	6						12	13
Mathematics in Practice (Modelling with Maths in Year 12)	1	2	3	4	5	6						12	13
Science Learning Area													
Biology	1	2	3	4	5	6	7	8	9	10		12	13
Chemistry	1	2	3	4	5		7					12	13
Earth and Environmental Science	1	2	3		5		7	8				12	13
Human Biology	1	2	3	4	5		7				11	12	13
Physics	1	2	3	4	5	6	7					12	13
Integrated Science	1	2	3	4	5	6	7				11	12	13
Society and Environment Learning Area													
Economics	1	2	3		5	6		8	9			12	13
Geography	1	2	3	4	5	6	7	8				12	13
History	1		3		5	6		8	9	10		12	13
Politics and Legal Studies	1		3		5	6		8	9			12	13
Technology and Enterprise Learning Area													
Accounting	1	2	3	4	5	6						12	13
Small Business Management	1	2	3	4	5	6				10		12	13
Computer Science	1		3	4	5	6	7					12	13
Engineering Studies	1	2	3	4	5	6		8		10		12	13
Maritime and Marine Studies	1		3	4	5	6	7	8				12	13
Materials Design and Technology	1	2	3	4		6	7			10		12	13
INSTEP													

### 3. Depth of Study (to be confirmed)

The calculation of the Tertiary Entrance Aggregate (TEA) must include at least three scaled marks from courses at stage 3 WACE courses or TEE subjects.

### 4. Course selection process and timeline

Course selection is a process that takes some time to complete effectively. The key stages in this process are outlined below.

#### (a) Before submission of the Course Selection Form

- Information sessions will be provided for Year 10s in class for students during Term 2.
- Year 10 Semester 1 reports will be posted home Week 10 of Term 2.
- A Course Selection Information Meeting for parents will be held in the Dickinson Centre on Thursday 5th July at 6.30pm.
- Students should conduct individual research using the Careers Room and websites.

#### (b) Submission of the Course Selection Form

The Course Selection Form should be completed by **Monday 13th August 2007**. This date is important as it is these course choices that will form the basis of the timetable structure for Year 11/2008. This selection, however, need not be the final one but subsequent changes may be constrained by the timetable structure developed on the basis of the course selections submitted.

#### (c) After submission of the Course Selection Form

- During Term 3 and 4 students and parents can discuss courses selection with the Careers Adviser and House Heads.
- At the end of Term 4 all students' course choices are reviewed in light of their examination results and final report. Letters of concern will be sent to appropriate students.
- Students should also take advantage of the expertise of the Careers Adviser between the final examinations and the end of term.
- Where possible students are asked to make changes before **Friday December 7th, 2007**. In order to initiate the change, a form should be collected from Academic Services.

#### (d) Changes before the start of the school year in 2008

Appointments may be made with the Careers Adviser from **Wednesday 30th January 2008** to discuss changes to course selection, prior to the start of Year 11.

#### (e) Changes after the start of Year 11, 2008

Course changes can be made once Year 11 studies have commenced up to 5 weeks into the study of each unit (end of week 5 in Term 1 for first semester units, end of week 3 in Term 3 for second semester units). The same date will normally apply for changes to TEE and WSA subjects. All changes are arranged in consultation with Mr Peter Frusher (Careers Adviser) and any changes after the first week of a unit must also have the support of your House Head and the subject teacher.

In order to initiate the change, a form should be collected from Academic Services. No change of course is allowed until the appropriate form has been completed and returned to Academic Services. The full procedure can take two to three days or more, during which time a boy must continue with his original course. It is important to realise when considering a subject change that there are several possible implications.

- Does the new course fit with post-school plans?
- Does the new selection of subjects satisfy the criteria for Western Australian Certificate of Education (WACE) and/or Tertiary Entrance?
- Does the new selection fit the timetable structure?
- Is there room in the class?

## 5. Timetable structure

The timetable is constructed using a number of 'lines'. A line is basically a group of classes that are taught simultaneously. It follows that students can only take one course or subject from each line in the timetable. Often the number of students selecting a subject means that there is more than one class in that course or subject and these classes will normally be placed on different timetable lines to maximise the chances of students being able to study the courses or subjects of their choice.

The timetable lines are developed after students have made their course or subject selections by the August 13th deadline. Every attempt is made to set up a line structure that allows each student to study the courses or subjects of their choice. However, in a few cases a clash free line structure may not be possible and a few students will have to select an alternative course or subject. Also, if numbers choosing a course or subject are insufficient to establish an effective class group the course or subject will not operate, and the few students affected will have to select an alternative course or subject.

After the lines have been set course or subject changes have to fit the line pattern that has been established, so a student looking to change his courses or subjects may find the range available is reduced. Classes may also become 'full' and this, too, restricts movement between courses and subjects once the school year is underway.

Year 11 boys may review their selection of courses or subjects for Year 12. As a result a boy may consider changing one or more of his courses or subjects. These changes will involve important considerations and boys should seek advice from teachers and the Careers Adviser prior to initiating a change.



## 6. Recommended Minimum Achievement In Year 10

This list shows the minimum achievement, in terms of numerical IB MYP grades a boy needs to have reached by the end of Year 10.

YEAR 11 2008	Minimum level of achievement in Year 10
<b>The Arts Learning Area</b>	
Art (TEE subject)	IB MYP Grade 4
Art and Design	None
Drama 2A/2B	IB MYP Grade 4
Drama 1A/1B	None
Media Production and Analysis 2A/2B	IB MYP Grade 5
Media Production and Analysis 1A/1B	IB MYP Level 4 Media or IB MYP Level 4 English
Music	IB MYP Grade 4
<b>English Learning Area</b>	
English 2A/2B	IB MYP Grade 4
English 1A/1B	None
English 1C/1D	None
English Literature	IB MYP Grade 5
<b>Health and Physical Education Learning Area</b>	
Physical Education Studies 1A/1B	None
Physical Education Studies 2A/2B	IB MYP Grade 4
<b>Languages Other than English Learning Area</b>	
French	IB MYP Grade 4 (Upper end)
Indonesian – Second Language	IB MYP Grade 4
<b>Society and Environment Learning Area</b>	
Economics	IB MYP Grade 4
Geography	IB MYP Grade 4
History	IB MYP Grade 4
Political and Legal Studies	IB MYP Grade 4
<b>Mathematics Learning Area</b>	
Foundations of Mathematics	IB MYP Grade 3 (MYP Criteria sum of 11)
Geometry and Trigonometry	IB MYP Grade 5 (MYP Criteria sum of 23)
Introductory Calculus	IB MYP Grade 5
Mathematics in Practice	None
<b>Science Learning Area</b>	
Biology	For all Science Courses of Study (except Integrated Science) IB MYP Grade 4 in Science plus Level 4 in Criterion C in the appropriate unit from the Year 10 Science Course
Chemistry	
Earth & Environmental Science	
Human Biology	
Physics	
Senior Science	None
<b>Technology and Enterprise Learning Area</b>	
Accounting	IB MYP Grade 4
Small Business Management	None
Computer Science	IB MYP Grade 4 in Technology and Mathematics
Engineering Studies	None
Maritime and Marine Studies	None
Materials Design and Technology	None
<b>Instep</b>	
SWL Generic Skills (INSTEP)	None



## Part 6 – University Entry

Admission into university is competitive with most courses having more applicants than places. There are four steps to gaining entry to University:

1. Achieve the Western Australian Certificate of Education
2. Achieve Competence in English
3. Meet prerequisites for chosen courses.
4. Achieve a Tertiary Entrance Rank (TER) which exceeds the cut-off TER for the course chosen.

### 1. Western Australian Certificate of Education (WACE)

To be eligible for a WACE, students must:

- Complete at least twenty course units including at least three two-unit combinations. (Completion of full-year D or E code TEE and WSA subjects will equate to two course units).
- Sit an examination in Year 12 in each stage 2 or stage 3 Course of Study taken.
- Achieve an average of a 'C' grade or better across at least ten (10) course units from at least five different courses (at least three two unit combinations must be included).
- Complete four units from an English course and meet the standard for language competence (this standard is expected to be set at 'C' grade in stage 1 English units 1C and 1D).
- Include all 13 overarching learning outcomes in an overall program of study.
- Complete 20 hours of community service.

### 2. Competence in English (subject to confirmation)

- A scaled mark of at least 50 at stage 3 in English or Literature.
- If a student has WACE and a TER above a prescribed minimum and has a scaled mark less than 50 at stage 3 or a scaled mark greater than 50 at stage 2, a student could be invited to sit STAT or IELTS tests to demonstrate their competence in English

### 3. Pre-requisite and Preferred Subjects

- A scaled mark of at least 50 at stage 3 in specified WACE courses or TEE subjects.
- See university information booklets for courses that have specified prerequisites or preferred subjects.

### 4. Tertiary Entrance Rank

The sum of a student's best four scaled WACE course/TEE subjects will produce a Tertiary Entrance Aggregate (TEA) which will be translated into a Tertiary Entrance Rank (TER). The maximum TEA is, therefore, 400. (This differs from the currently used Tertiary Entrance Score (TES) which has a maximum of 510).

The calculation of the TEA is subject to the following conditions:

- There will be unacceptable course combinations
- Courses undertaken privately will be acceptable
- Scaled WACE course/TEE results can be accumulated over 5 years
- At least two units within a course need to be completed for course completion
- At least three of the scaled marks must come from stage 3 units (to be confirmed)

#### (a) The meaning of a Tertiary Entrance Rank (TER)

Access to courses at public universities is decided by a student's Tertiary Entrance Rank (TER). This is a number with a maximum of 99.95 which indicates a student's relative position compared with all other students who graduate that year from Year 12. The Tertiary Entrance Rank includes all students and not just tertiary bound students, so it maintains comparability from year to year and it provides consistency for transfer to universities elsewhere in Australia.

A TER of 88.50 for example, would mean that this student was in the top 11.50% of all Year 12 students that year or in other words, the student was equal to or better than 88.50% of Year 12 students in the State.

The TER required to gain entry to a particular course depends on student demand and the supply of places available. The 'cut-off' TER will, therefore, vary from course to course and from year to year. For example, if there are a limited number of places available in the Veterinary Studies course at Murdoch University, and the student demand is very high, the cut-off TER will also be high. In some courses, such as Arts at the University of Western Australia, there are more places available and typically demand is not so high. Therefore, the TER for admission into Arts at UWA is relatively low. Further information on TER and cut-off levels for University courses can be found at [www.tisc.edu.au](http://www.tisc.edu.au) or from Mr Frusher (Careers Adviser).

A student who has obtained a TER of about 96.00 is likely to be eligible to access all university courses except for Law (UWA), Pharmacy and Veterinary Studies. In previous years, students have received second round offers for some courses with a TER of as low as 63.00. While this may encourage many students to select a university course, it should be remembered that:

- The academic rigour of the course still remains high.
- Failure rates for first year students at public universities are significant.
- Employment prospects for students graduating with lower grades are not promising.

#### **(b) Unacceptable subject combinations**

The following WACE course/TEE subject combinations are not acceptable in relation to the calculation of the TER. While both courses or subjects may be studied at school, and both the WACE/TEE examinations sat, the result in only one subject may be used in the calculation of the TER.

- Biology and Human Biology
- Chemistry and Physical Science
- Discrete Mathematics and Applicable Mathematics
- Discrete Mathematics and Calculus
- English and Literature

#### **(c) Entry Requirements for Medicine and Dentistry**

Entry to these courses at the University of Western Australia requires students to sit for the Undergraduate Medicine and Health Sciences Admission Test (UMAT) in July. On the basis of results in this test and from internal school assessment, students will be selected for interview in November or December. The final criterion will be that students achieve a TER of approximately 96.00 or higher. Please see Mr Frusher (Careers Adviser) for more details.

#### **(d) Entry to the University of Notre Dame**

Notre Dame selects students on the basis of a broad range of information provided by the student, the student's school and others in a position to provide supporting evidence.

This process is designed to ensure that the university selects students who demonstrate:

- Adequate ability, preparation and potential to succeed in university studies.
- The motivation to complete such a course.
- Personal qualities that will enhance the university community.

Students need to provide a completed application form, results of Year 11 and Semester 1 Year 12 studies and personal references. An interview with university staff generally occurs as well. In most instances, a student will have successfully undertaken a tertiary entrance course, although the university does not insist on particular subject combinations. It seeks evidence only that a student has an appropriately rigorous academic preparation for university.

## Part 7 - Entry To TAFE

The criteria used to determine entry to TAFE are quite different to those used for university entrance. The selection criteria do not consider a Tertiary Entrance Rank (TER) – instead calculation of entry points is done separately for each particular course.

Students who wish to keep their options open for TAFE entry should familiarise themselves with the TAFE Handbook and consult Mr Frusher (Careers Adviser) before finalising their Senior School courses or subjects.

### Course Levels

TAFE offers six levels of courses: Advanced Diploma, Diploma, Certificate IV, Certificate III, Certificate II and Certificate I. For most courses, there are 40 points available for scoring. If an interview, folio or skills tests is also included, the points available are 70.

The four important scoring features of a TAFE course are

#### Minimum Entrance Requirements

To be considered eligible for a course, students must satisfy the Minimum Entrance Requirements. These requirements usually relate to some basic level of academic achievement in Year 11 or 12 courses. The requirements are more rigorous for higher level courses (Diploma, Advanced Diploma) than for lower level courses (Certificate I and II).

#### General Academic Merit

Students are often required to have met the conditions of Secondary Graduation and proficiency in a designated English subject. These do not score points. There are however, 20 points available depending on the levels or grades achieved in four accredited courses or subjects. Sometimes there is a specification of which subjects can be included.

#### Related Academic Merit

Up to 10 points can be gained by achieving a minimum level 4 or minimum grade of 'C' in designated 'Preferred Subjects'. Additionally, certain National Modules completed by students, either at school or through a TAFE College or private provider, can also earn credit under this category.

#### Other Merit

TAFE awards additional points for involvement in aspects of work-based learning (INSTEP), participation in work-based programs and part-time or full-time work. The number of points awarded varies for different courses and also depends on whether the work experience is related to the general study area being applied for.

As the calculation of TAFE entry points is done separately for each particular course, it is not possible to make comments about the general level of scores. Similarly the demand for courses in TAFE varies significantly from year to year.

Some general trends that applied to TAFE entry in 2006 were:

- About 85% of applicants to TAFE received either their first or second preference.
- Because entry is driven by demand and supply, the entry scores varied considerably between the various TAFE centres and were generally much lower for non-metropolitan centres.
- Courses which are more competitive and required higher entry scores included animal care and veterinary nursing, photography, graphic design, broadcast operations, media design, hospitality and tourism, foreign languages, medical reception, public relations and trade training.
- These trends may not always apply for TAFE enrolment. Students should consult with TAFE information officers if there are any queries.

### TAFE / University Transfer

Students should be aware that it is becoming easier to transfer from TAFE Diploma Level courses to a range of university courses. Individual arrangements exist between certain TAFE colleges and universities.

# Part 8 - Careers Information

## Careers Information and how to obtain it

Making plans will help students to achieve what they want to do. The student who looks ahead, and thinks about the jobs or courses of study that will best suit their ability, interests and personality, will be happier and more content. Students are encouraged to make sure that they do not limit their interest to one choice! They should try to have several different possibilities in mind, and obtain information about all of them.

### School Careers Adviser

The Careers Adviser provides vocational and educational guidance through individual counselling, and provides access to up-to-date, accurate information about job requirements and study courses. All Year 10 students will be interviewed at least once during the year. As a part of their education towards independent living, students are encouraged to take responsibility by initiating their own appointments whenever possible.

### Careers Resource Room

The Careers Room is located next to Mr Williams office and is primarily a self-help careers resource that is open throughout the day. Students are encouraged to visit the room to access information about careers, university courses, TAFE courses, interstate and overseas universities, defence forces and a range of other information. The Careers Room windows and whiteboard advertise current information in regard to careers expos, open days, guest speakers, scholarships etc and students are encouraged to access this facility.

The Careers Adviser can be accessed in the Careers Room at recess and lunch times. If students require further information and assistance an appointment can be made with the Careers Adviser.

### Career Information Centre

The Career Information Centre, which is situated on the 2nd Floor, Woolworths Building, 166 Murray Street Mall, Perth, is an extremely modern, self-service library providing in-depth information on all types of careers, and therefore is an important source of assistance for anyone considering career choices.

The CIC has several computers that are available for the following purpose:

- Search for careers and courses on OZJAC
- Updating your resume (booking essential)
- Defence Force Career Explorer
- Career Building and JIIG – CAL – Career Assessment Package (booking essential).

Competent and experienced staff members are available to offer careers advice and guidance. Their hours are 8.30am to 4.30pm each weekday (Tel: 9464 1305).

### Centrelink

Centrelink delivers Commonwealth services as a 'one-stop shop'. Centrelink has taken over the functions previously performed by the CES. Centrelink is a first stop for job seekers seeking referral to employment services. Call 13 10 21 to find out where your local Centrelink is located.

### New Apprenticeships and Traineeships

An apprenticeship involves about 4 years of training in the work place supplemented by compulsory courses at a TAFE College. For new apprenticeship enquiries contact NEW APPRENTICESHIP hotline 1800 639 629 or see the Careers Adviser.

## TAFE Counselling and Information Services

TAFE Counselling and Information Services have a student adviser available in all TAFE campuses. They provide vocational and educational guidance through vocational testing and individual counselling to prospective students. It is generally advisable to telephone for an appointment.

## Pre-Apprenticeships

A Pre-Apprenticeship is a one year, full-time course of instruction conducted at a TAFE College in a specific trade or “family of trades”. Its purpose is to give the young school leaver the chance to develop skills that relate to a particular trade, and may assist in obtaining an apprenticeship. Application is through the same process as for all TAFE courses with forms or on-line application being available in August and can be returned through the College or direct to the TAFE Admissions Centre by the end of September.

## WA Training Information Centre

This Centre offers a starting point to explore a wide range of training and further education options available in Western Australia. It is stocked with information about training careers, further education as well as TAFE courses and subject details. The computerised Job and Course Explorer program is also available. For further information, ring 1800 999 167 or call in to Level 2, 166 Murray Street, Perth (above Woolworths in Murray Street Mall).

## Defence Force Careers

A comprehensive service for Army, Navy and Air Force careers is available at Level 7, 66 St George’s Terrace, Perth (Telephone 131 901). Located at the same address is the Defence Force Careers Reference Centre.

## Part 9 - Course Summaries (Arranged By Learning Area)

### The Arts Learning Area

TEE Subject D630

#### ART

##### Status

The Art course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries** Mr Kerr

##### Course Description

Students complete a foundation unit in drawing and then experience work in at least three other studio areas. The studio areas available are Ceramics and Sculpture (to accommodate boys entering with a 3D background) and Painting and Graphics (to accommodate boys entering with a 2D background).

Students are also required to conduct Art History studies in areas of international, Australian and Western Australian art.

Although the courses in Years 11 and 12 are discrete, boys taking Art in Year 12 who have completed the Year 11 course have a profound advantage from the point of view of skill development, studio experience and historical background.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 8, 10, 12, 13**

WSA Subject D631

#### ART and DESIGN

##### Status

Art and Design is a Wholly School Assessed Common Assessment Framework subject. It is targeted at boys who are unlikely to be seeking entry to university in 2010.

**Enquiries** Mr Kerr

##### Course Description

The Art and Design course allows students to develop skills in a diverse range of Art or Craft disciplines or to focus on an area of particular interest.

Students complete 'Briefs' that are initially Foundation Units to allow the development of skills in both 2D and 3D areas. These develop into individual projects that give scope for personal choice. Each Brief involves research, design and studio practice components weighted to reflect Curriculum Council requirements.

The course places emphasis on ceramics, sculpture, graphics, painting and printmaking.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 8, 10, 12, 13**

## DRAMA

### Status

Two separate courses are offered in Drama to Year 11s in 2008. Drama 1A and 1B is targeted at boys who are unlikely to be seeking entry to university in 2010. The Drama 2A and 2B course reflects the needs of students considering tertiary study and would normally lead to Drama 3A and 3B in Year 12.

**Enquiries** Mrs Williams

In the Drama course, students create, produce and present their own drama as well as interpret drama texts. They enjoy, engage with, research and analyse drama, considering how drama reflects and challenges different cultural and historical values and attitudes. Students explore drama forms and styles that range from traditional forms to contemporary drama. Working independently and in collaboration, students become confident and competent in using a wide range of skills techniques and processes to express their ideas.

**Overarching Learning Outcomes:** 1, 3, 4, 5, 6, 8, 9, 10, 12, 13

WACE Course of Study 2A/2B  
WACE Course of Study 1A/1B

## MEDIA PRODUCTION & ANALYSIS

### Status

Two separate courses are offered in Media, Production and Analysis to Year 11s in 2008. Media Production and Analysis 1A and 1B is targeted at boys who are unlikely to be seeking entry to university in 2010. The Media Production and Analysis 2A and 2B course reflects the needs of students considering tertiary study and would normally lead, in Year 12, to Media Production and Analysis Units 3A and 3B.

**Enquiries** Ms Cathcart

In the Media Production and Analysis course, students explore media that range from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia 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 of their choice. Working independently and in collaboration with others, they become confident and competent in using media technologies to express their ideas.

**Overarching Learning Outcomes:** 1, 3, 4, 5, 6, 8, 9, 10, 12, 13



## MUSIC

### Status

The Music course available to Year 11s in 2008 is a Tertiary Entrance Examination style subject. The course reflects the needs of students considering tertiary study.

**Enquiries** Mr Matthews

### Course Description

Music is central to the lives of young people in our society. Music offers freedom of expression across a diversity of styles and cultures in an assortment of historical time frames. This course is designed to provide students with knowledge of our music traditions from approximately 1600AD to contemporary times. It requires a commitment to solo and ensemble performance, composition, listening and development of creative and aural skills.

The course consists of the following components: Perception, Literature, Composition and Performance.

Students should have satisfactorily completed Scotch College class music course up to and including Year 10 and have an interview with the Head of Music prior to enrolling.

The course consists of:

#### Section One

- i. Perception and Musicianship (harmonic, melodic rhythmic and harmonic awareness).
- ii. Literature/Investigation (the study of great musical works and the historical evolution of music from Baroque to Contemporary times)
- iii. Composition Portfolio (melodic and harmonic writing; orchestration)

#### Section Two

- iv. Response (reflection and evaluation of own and others compositional and performance works)
- v. Performance (experience in individual and ensemble instrumental music)

All students must fulfill Section One. In addition to this students must fulfill either the performance or response section or a combination of the two.

**Overarching Learning Outcomes: 2, 3, 4, 5, 6, 8, 10, 12, 13**

## English Learning Area

WACE Course of Study 2A/2B

WACE Course of Study 1A/1B

WACE Course of Study 1C/1D

### ENGLISH

#### Status

Three separate courses are offered within the English Course of Study to Year 11s in 2008

- English 1A and 1B
- English 1C and 1D
- English 2A and 2B

English 1A/1B and 1C/1D are targeted at boys who are unlikely to be seeking entry to university in 2010. English 1A/1B are essentially vocational English units. It is likely that students taking Units 1C and 1D in Year 11 will move to Units 2A and 2B in Year 12. The Year 11 English 2A and 2B course reflects the needs of students considering tertiary study and would normally lead to English 3A and 3B in Year 12.

**Enquiries** Mr Price

#### Course Descriptions

In the English Course of Study students learn about the English language: how it works and how to use it effectively. Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language humans shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

Students entering Year 11 are asked to select one set of paired units for study in 2008. Each unit will provide opportunities for students to demonstrate progressive achievement in the English Learning Area outcomes, i.e., Listening and Speaking, Viewing, Reading and Writing as described in the Curriculum Framework.

**English 1A and 1B** are vocational English units, suited to boys who will spend time out of school on INSTEP placements.

#### English 1C and 1D

The recommended focus for the 1C unit is language and self. Typically this unit is suitable for students whose achievement of English outcomes has been limited and who will be introduced to the basic content and skills that will prepare them for further studies in English.

The recommended focus for the 1D unit is language and society. The unit is typically for students who have completed ENG1C and now have basic knowledge and skills that will be consolidated in preparation for further studies in English.

#### English 2A and 2B

The recommended focus for the 2A unit is language and action. The unit is typically for students who will be able to work with more complex content and are ready for further development.

The recommended focus for the 2B unit is language and the world. The unit is typically for students who will consolidate their understanding of more complex content before moving on to Units 3A and 3B in Year 12.

**Overarching Learning Outcomes: 1, 3, 5, 6, 8, 9, 10, 11, 12, 13**

## ENGLISH LITERATURE

### Status

The English Literature course available to Year 11s in 2008 is a Tertiary Entrance Examination style subject. The course reflects the needs of students considering tertiary study.

**Enquiries** Mr Price

### Course Description

In the English Literature course students develop skills and understandings of textual production and reception. The skills of reading, responding to and composing texts are central to the course. As they practise those skills, students increase their understanding of their personal and cultural identity in relation to socio-historical contexts. They also increase their awareness of the ways texts mediate their understandings of those contexts.

The opportunity to explore the reading practices and strategies that people draw on when making sense of texts gives students a greater understanding of the significance of the meaning-making systems that are embedded in any culture. The ability to critique those systems is a self-reflexive one, increasing students' social, cultural and textual understandings. Reading pleasure, which differs according to each individual and their choice of text, will be explored, along with the capacity of texts to offer readers a variety of imaginative and intellectual experiences.

**Overarching Learning Outcomes:** 1, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13

## PHYSICAL EDUCATION STUDIES

### Status

The Physical Education Studies Course of Study will be offered at two levels to Year 11s in 2008. One group will study Units 1A and 1B and this is targeted at boys who are unlikely to be seeking entry to university in 2010. Normally this group will move on to Units 2A and 2B in Year 12. The other group will study Units 2A and 2B. This is targeted at boys who are seeking entry to university in 2010 so this group will move on to Units 3A and 3B in Year 12.

**Enquiries** Mr Gale or Mr Jahn

### Course Description

The Physical Education Studies course is designed to facilitate the achievement of four outcomes.

#### Outcome 1: Skills for physical activity

Students apply decision-making, movement, strategic and tactical skills to enhance personal participation in physical activity. In achieving this outcome, students:

- make on-the-spot decisions to apply movement patterns in solving tactical problems
- perform movement skills to enhance personal participation; and
- implement strategies and tactics to enhance personal participation.

#### Outcome 2: Self-management and interpersonal skills for physical activity

Students apply self-management and interpersonal skills to enhance participation in physical activity. In achieving this outcome, students:

- apply mental skills in undertaking selected roles;
- make informed decisions in undertaking selected roles;
- apply communication skills in undertaking selected roles; and
- apply cooperation skills in undertaking selected roles.

#### Outcome 3: Knowledge and understanding of movement and conditioning concepts for physical activity

Students understand movement and conditioning concepts that inform the enhancement of participation in physical activity. In achieving this outcome, students:

- understand movement concepts; and
- understand conditioning concepts.

#### Outcome 4: Knowledge and understanding of sport psychology concepts for physical activity

Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity. In achieving this outcome, students:

- understand mental skills training concepts;
- understand motor learning and coaching concepts; and
- understand tactical concepts of games and activities.

### Unit 1A

The recommended focus for this unit is the process of building personal profiles. Within this broad focus, teachers select learning contexts that tap into their students' interests and build upon their acquired understanding about participation in physical activity.

Students are introduced to simple movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. In selected physical activities, students be introduced to a 'game sense' approach to solve tactical problems. In building a profile for improvement, students use observation

and qualitative methods to assess personal movement competency; undertake fitness, interpersonal and mental skills profiling and review their decisions and goals. They review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives. Their findings guide a plan for improvement.

### **Unit 1B**

The recommended focus for this unit is extending personal profiles. Within this broad focus, teachers select learning contexts that enable students to extend the depth and breadth of their knowledge of participation patterns in physical activity. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences (relating to positions, activities and roles), personal characteristics, competencies, attitudes and behaviours in physical activity, thereby enhancing their understanding both of themselves and others. In selected physical activities and in response to problems that are encountered, students assess their own and others' movement competency and identify areas for improvement. This will include the implementation of skills, strategies and tactics. While taking on various roles and positions, they apply strategies for solution-focused decision-making, management of emotions, arousal and stress, team building and group development. Movement and conditioning and psychological and social concepts are used as a basis for developing understanding of the demands of roles and positions. Extending students' personal profiles and undertaking comparative analysis with a peer, professional athlete, coach or official's profile will guide a plan for improvement. Using observation, qualitative methods and selected measurements, students make comparisons between various aspects of their own and others' participation profiles and plans. They use comparative observations and data to identify the scope to enhance profiles, prioritise areas for improvement and to gain insights into strategies that they adopt in seeking personal improvement.

### **Unit 2A**

The recommended focus for this unit is exploring personal potential in relation to participation in physical activity. Within this broad focus, teachers select learning contexts that enable students to engage in the enhancement of participation from the various perspectives in the three content areas. The focus of learning is, therefore, on specific training methods, strategies and programs to enhance personal movement competency and aspects of fitness. It also focuses on instruction and practice, extending the repertoire of movement skills, strategies, tactics and problem-solving abilities in game or performance situations. It covers strategies to extend skills for communicating feedback, debriefing, goal setting and to support the development of positive attitudes towards participation. Study of initiatives and developments in the past and internationally extends students' understanding of physical activity and sport from social perspectives. Students progressively identify interventions specific to their personal interests and needs, relating to the enhancement of their potential as participants in physical activity.

### **Unit 2B**

The recommended focus for this unit is realising personal potential. Within this broad focus, teachers select learning contexts that build upon students' acquired understanding about ways and means of enhancing specific aspects of their participation in physical activity. Working with peers, younger students or family members, students explore the practical application of concepts and principles relating to training (mental and physical), skill development and movement competency, psychological aspects of participation and leadership and decision-making styles. They will be challenged to match and adapt training and skill development strategies, enhancing specific aspects of participation relevant to individual and/or group needs and interests, taking into account values and attitudes. Students explore complex physical activity problems, develop effective responses and explore the principle of the transfer of learning. Exploration of psychological and social dimensions enables students to extend their understanding of influences on their own and others' attitudes, beliefs and behaviours in relation to participation in physical activity and sport.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13**

# Languages Other Than English Learning Area

TEE subject D006

## FRENCH

### Status

The French course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries** Madame Rule

### Course Description

This course follows the text: *Équipe Dynamique – Higher*

The topics under study are: Self, Family and Friends, Leisure, School and Daily Routine, Country and City Life, Holidays and Travel, The Weather, Food and Drink, Health issues, Environmental issues and Transport. Grammar is linked to each topic, practised and applied systematically. French history and modern culture are examined through literature extracts, songs and films. Boys read 'Le Petit Nicolas' as their literature text in the second semester.

French is mainly used in the classroom as a means of communication and students are encouraged to participate actively. Grading listening exercises are provided to improve this skill further.

French is one of the main international, diplomatic and commercial languages and is spoken in over forty countries as a first or second language. Therefore, being able to communicate in French is clearly an important skill in these countries. A study of France and its culture will give student an insight into their own language and culture. Moreover, as a Latin-based language, French opens the door to the study of other languages such as Italian or Spanish.

**Overarching Learning Outcomes:** 1, 3, 5, 6, 8, 9, 10, 11, 12, 13

**INDONESIAN – SECOND LANGUAGE****Status**

The Indonesian – Second Language course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries** Ms Jenkins

**Course Description**

The Year 11 course in Indonesian - Second Language is aimed at students who have an interest in the study of another language and culture.

Students try to achieve at a high level of fluency on themes relating to their own lives including home and family, making acquaintances, daily routine, studies, leisure, holidays and travel. This fluency is achieved through the development of reading, speaking, and listening skills during the year.

Appreciation of the culture of Indonesia is an integral part of the subject and students learn to behave in a culturally sensitive way when interacting with Indonesian people.

The course is an extension of the language acquired in Year 8 to 10. Students enrolling in the course must have achieved at least a IB MYP Grade 3 as a result of their study in Year 10.

Apart from gaining a deep insight into a culture quite different to their own, the course offers a practical application as Indonesia is a close neighbour. Indonesian is closely related to Malay and is understood by Malay speaking inhabitants of Brunei and Singapore. Indonesian and Malaysia have a combined population of over 250 million people.

The ability to communicate in Indonesian may, in conjunction with other skills, also provide opportunities in the area of trade, banking, defence, diplomacy, immigration, education, journalism, law, engineering, tourism and the Arts.

**Overarching Learning Outcomes: 1, 3, 5, 6, 8, 9, 10, 11, 12, 13**



# Mathematics Learning Area

TEE Subject D501

## FOUNDATIONS OF MATHEMATICS

### Status

The Foundations of Mathematics course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study. Students should consult the flowchart on page 32 to see the Year 12 Mathematics subjects that can be taken having studied Foundations of Mathematics in Year 11.

**Enquiries** Mr Newman

### Course Description

Foundations of Mathematics provides students with some useful applied mathematical tools and fosters an ability to solve problems and carry out mathematical investigations. It is intended for students preparing for entry to tertiary courses which have little formal mathematical requirement.

This course includes Graphs of Functions, Solutions of Equations, Trigonometry, Analytical Geometry, Data Analysis, Projects, Problem-solving and Investigations.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 12, 13.**

TEE Subject D503

## GEOMETRY AND TRIGONOMETRY

### Status

The Geometry and Trigonometry course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study. Students should consult the flowchart on page 32 to see the Year 12 Mathematics subjects that can be taken having studied Geometry and Trigonometry in Year 11.

**Enquiries** Mr Newman

### Course Description

Geometry and Trigonometry consolidates and extends the algebraic, geometric and trigonometric skills studied in the middle years of school and introduces vector methods in the study of geometry.

The content includes Radian Measure, Trigonometric Functions, Polar Co-ordinates and Vector Geometry in 2 and 3 Dimensions.

It is intended for students wanting a strong mathematical preparation for tertiary studies and will be invaluable for those proceeding to the more mathematically or scientifically orientated courses. Together with Introductory Calculus, Geometry and Trigonometry provides a suitable preparation for Calculus in Year 12.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 12, 13.**

## INTRODUCTORY CALCULUS

### Status

The Introductory Calculus course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study. Students should consult the flowchart on page 32 to see the Year 12 Mathematics subjects that can be taken having studied Introductory Calculus in Year 11.

**Enquiries** Mr Newman

### Course Description

Introductory Calculus consolidates and extends the algebraic and number skills studied in the middle years of school and introduces the major ideas of Calculus, rates of change and area of functions under a curve.

The content includes linear and quadratic functions, indices, logarithms and geometric sequences and series and differentiation and integration and their applications.

It is intended for students wanting mathematical preparation for tertiary studies and introduces the main ideas of calculus which are fundamental to many mathematically or scientifically orientated courses at University. Introductory Calculus is the most suitable course to prepare for Applicable Mathematics in Year 12 and a broad introduction to calculus concepts for University.

**Overarching Learning Outcomes:** 1, 2, 3, 4, 5, 6, 12, 13.

WSA Subject D510

## MATHEMATICS IN PRACTICE

### Status

Mathematics is a Wholly School Assessed Common Assessment Framework subject. It is targeted at boys who are unlikely to be seeking entry to university in 2010. Students should consult the flowchart on page 32 to see the Year 12 Mathematics subjects that can be taken having studied Mathematics in Practice in Year 11. This subject appears in four of the 'Pathway Combinations' outlined on page 6.

**Enquiries** Mr Newman

### Course Description

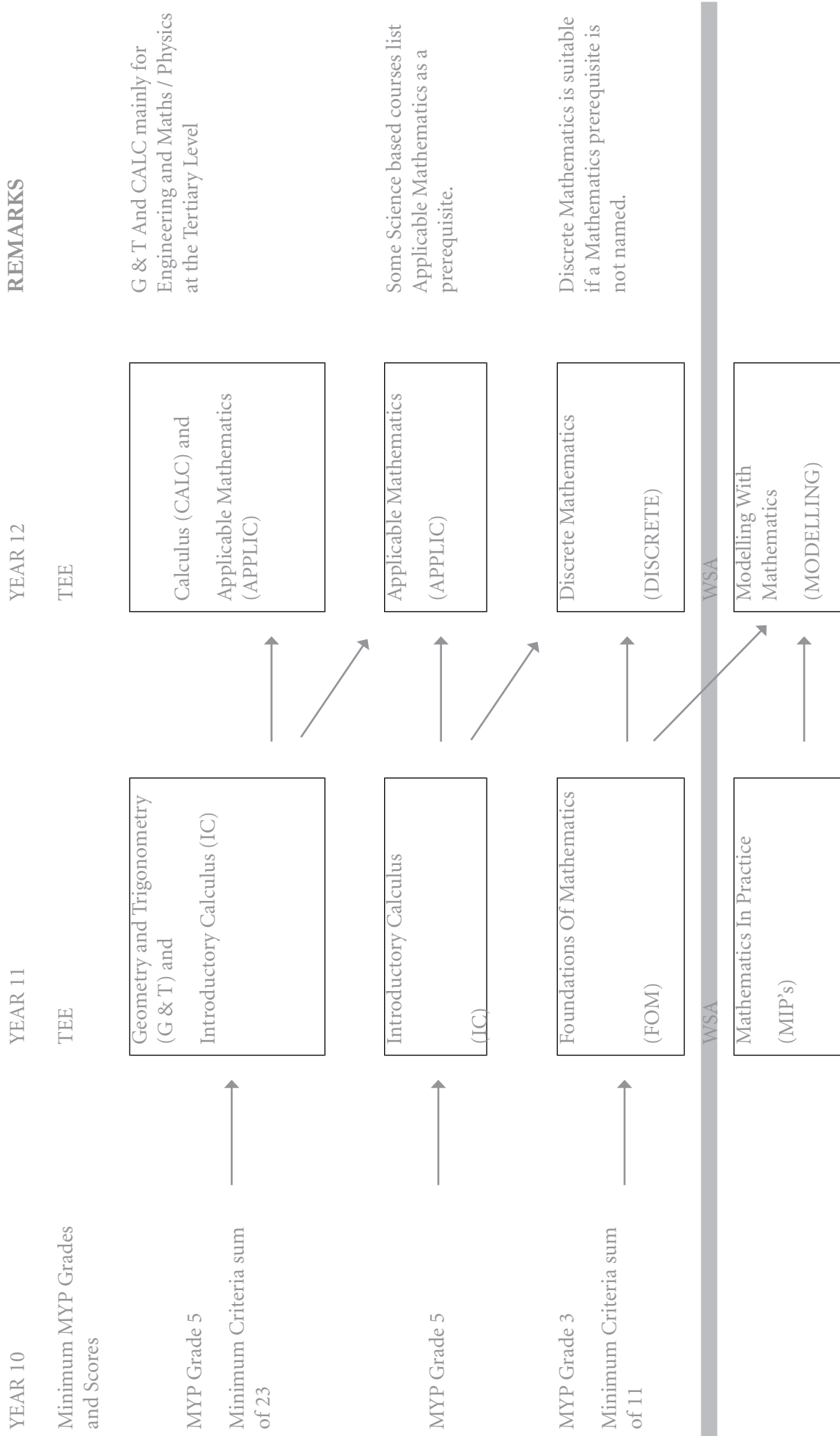
Mathematics in Practice builds upon the essential elements of the mathematics topics covered in the middle years of school. It will extend understandings allowing the mathematics to be used in different context that occur in a range of employment situations and in everyday life.

The course has four topics. The number topic focuses on 'Budgeting and Credit' applications and the measurement topic looks at 'Outdoor Mathematics'. The space topic involve problems and applications 'In Two Dimensions' and the chance and data topic explores the ideas of 'Chance' through prediction, simulation and data collection.

The idea of exploring mathematics through modelling real situations allows a project approach in the topics that can complement the themes of marine studies, outdoor education, business applications and automotive studies.

Mathematics in Practice is intended for students who wish to develop their mathematical skills but do not intend to study a tertiary course with mathematical prerequisites.

**Overarching Learning Outcomes:** 1, 2, 3, 4, 5, 6, 12, 13.



WSA

WSA



## BIOLOGY

### Status

The Biology course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries:** Ms Evans

### Course Description

The Biology course in Year 11 aims to help students develop a scientific understanding of the living world. The course should be seen as an integral part of a general education and as a useful preparation for scientific and medical research and related vocations.

The course is divided into six modules of which students will study Module 0 and four of the other five modules. The six modules are:

Module 0: Introduction to Scientific Method

Module 1: Diversity and Classification

Module 2: The Organism and its Environment

Module 3: Populations and Communities

Module 4: Plant and Animal Structures

Module 5: Reproduction, Growth and Development.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13**

## CHEMISTRY

### Status

The Chemistry course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries:** Mr Dall'Oste

### Course Description

In the study of modern Chemistry students learn about the nature of the physical world through the experimental processes and techniques of Chemical Science. Through experiment they study the models and theories concerning:

- the behaviour of matter
- the kinetic theory of gases
- the properties of liquids and solids
- the Periodic Classification of the Elements
- the role of energy in chemical reactions, chemical bonding in solids, liquids and gases
- the chemistry of carbon compounds (hydrocarbons, carbohydrates, plastics and other synthetics)
- general properties of metals, non-metals and intermediate elements
- specific properties of selected metals and non-metals
- the calculations relating to the underlying principles in each area

Wherever possible, emphasis is placed on the experimental aspect of Chemistry and the importance of chemical principles, processes and substances to everyday life, including industrial and environmental considerations.

Some attempt is made to cross-link Chemistry with other disciplines such as Biology, Geology and Physics.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 7, 12, 13**

## EARTH & ENVIRONMENTAL SCIENCE

### Status

The Earth and Environmental Studies Course of Study offered to Year 11s in 2008 will comprise units 2A and 2B. The 2A and 2B course reflects the needs of students considering tertiary study and would normally lead to Earth and Environmental Studies 3A and 3B in Year 12

**Enquiries** Mr Biffin

### Courses Description

The Earth and Environmental Science course is designed to facilitate the achievement of four course outcomes.

#### Outcome 1: Investigating and communicating

Students use investigative and communication processes to describe and understand the earth and its environments.

In achieving this outcome, students:

- develop questions and ideas about the physical world to prepare an investigation plan;
- conduct experiments and investigations;
- analyse data, draw appropriate conclusions based on evidence and critically evaluate investigation technique; and
- communicate scientific understanding to different audiences for a range of purposes.

#### Outcome 2:

##### Materials and processes

Students understand how cyclic processes operate and materials and energy interact within the earth system.

In achieving this outcome, students:

- understand that the earth is a system composed of reservoirs with different physical, chemical and biological properties; and
- understand that the earth system is dynamic and that materials and energy interact within and between reservoirs.

#### Outcome 3:

##### Environmental change

Students understand that earth processes operate on time and spatial scales and influence environmental changes.

In achieving this outcome, students:

- understand that interactions between earth processes and systems cause environments to change;
- understand that environmental changes occur over time and spatial scales; and
- understand that past environmental change influences present and future change.

#### Outcome 4: Sustainability

Students use their understanding of the earth system and society's need for resources to make balanced and informed decisions about personal, community and global impacts on the environment.

In achieving this outcome, students:

- understand the importance of earth's resources for sustaining and enhancing quality of life;
- use an understanding of earth and environmental science to make balanced and informed decisions and evaluate others' decisions about sustainable practice; and
- understand that active citizenship is essential for environmental responsibility and sustainable use of resources.

## Unit 2A

The recommended focus for this unit is **interactive earth and environments**. Students gain an understanding of the dynamic nature of several different environments as they investigate and measure change within those environments. They will investigate the effects of human interaction in environments. In addition, students develop further understandings in relation to the materials and processes within the earth system. They will understand how resources are formed, located and extracted and how environments interact on local, regional and global scales. Scientists monitor such interactions directly and remotely and may use their data to predict consequences. Students have the opportunity to interact with these environments and conduct their own scientific investigations within them.

## Unit 2B

The recommended focus for this unit is **sustainable earth and environments**. The intensified and unsustainable demand for land, water, marine and coastal resources resulting from the expansion of agriculture and urbanisation has led to increased degradation of natural ecosystems and deterioration of the life-supporting systems that uphold human civilisation. Sustainable environments can be studied through the contexts of rehabilitation and revegetation techniques, timber plantations, old growth forests, altered ecosystems, energy conservation and alternative fuels. Students have the opportunity to investigate the sustainability of environments and conduct their own scientific investigations within them.

**Overarching Learning Outcomes: 1, 2, 3, 5, 7, 8, 12, 13**

## HUMAN BIOLOGY

### Status

The Human Biology course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries:** Ms Evans

### Course Description

Human Biology is the scientific study of humans as individuals and as populations and of their interactions with the environment. This academic discipline encompasses the study of structure and function of the body and the human life cycle.

The Year 11 course considers our relationship with the primates, the coordinated functioning of the musculo-skeletal system, the supply of raw materials needed by cells through gas exchange, nutrient procurement and internal transport, cell structure and functioning, human reproduction and development and significant human diseases.

The syllabus is divided into two sections:

#### 1. Human as functioning organisms

- The Primates
- Posture and movement
- Internal transport
- Gas Exchange
- Nutrient procurement
- Exercise
- Cardiovascular Disease

#### 2. Continuity of the Human Species

- Cell structure and metabolism
- Reproduction,
- Pregnancy
- Infancy and childhood

Adolescence, adulthood and senescence

**Overarching Learning Outcomes:** 1, 2, 3, 4, 5, 7, 11, 12, 13



## PHYSICS

### Status

The Physics course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries:** Mr Reberger

### Course Description

Physics is a fundamental branch of Science. It is concerned with the study of matter, energy, and their interactions. It is essentially an experimentation discipline and its methods rely on this to support theories and explain observations. Knowledge of the basic principles of physics enables students to have a better understanding of many natural phenomena and their applications in technology.

This physics course provides the basis for further study in physics, other pure and applied sciences and engineering. In addition, it will extend students' understanding of natural phenomena, technological applications and other cultural scientific heritage. Such an understanding is important for informed participation in society since many decisions require an understanding of scientific and technological issues.

The Year 11 Physics course builds on previous scientific knowledge and involves the use of some mathematical skills learnt in previous years.

The Year 11 Physics course is divided into two sections. Each unit has two or three areas of study. Ideas that relate physics to each area are suggested and central ideas, which must be studied in each area, are specified.

#### Unit 1 - Energy in Everyday Life

The areas of study in this unit are Sight and Light, Heating and Cooling and Radioactivity

Topics covered include vision, lenses, mirages, rainbows, energy efficient housing, car engines, nuclear weapons, medicine and power stations.

#### Unit 2 - Movement and Electricity

The topics covered are the motion of cars, sprinting, crashes and bangs, power, electric lighting and circuits and electrical safety.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 12, 13**

## SENIOR SCIENCE

### Status

The Senior Science course available to Year 11s in 2008 is a Wholly School Assessed style course. It is targeted at boys who are unlikely to be seeking entry to university in 2010.

**Enquiries** Dr Fripp

### Course Description

This subject takes a wide view of science and caters for the interests, abilities and needs of students who would like to continue with a science education but do not want to specialise in the study of one of the Tertiary Entrance courses. Science and technology are playing an increasing role in our society and this course enables students to become better informed in these areas and understand their impact on society.

The course covers four broad topics: Sailing, Electronics, First aid and Flight. In addition a research project of the student's choice runs for the duration of the year and contributes about 25% to the final assessment mark. Students are expected to complete the Australian Red Cross Senior First Aid certificate as part of the course.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 11, 12, 13**

# Society And Environment Learning Area

TEE subject D304

## ECONOMICS

### Status

The Economics course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries** Mr Bennett

### Course Description

The Economics syllabus provides students with a course that reflects the importance of economics in contemporary Australian society. It is designed to stimulate student interest in topical and relevant economic issues. The course is based on providing students an understanding of the framework of our economy and from this allows students to look in more detail at a variety of contemporary problems which face the Australian economy such as coping with full employment, maintaining price stability, the nature and extent of government intervention in the economy, the impact on the Australian economy of the industrialisation of China and India, income distribution and economic growth.

Semester 1 concentrates on developing the understanding of the nature of the economic problem and the economic system that has developed in Australia that provides a solution to this problem. The course looks at the interaction of sectors within the economy and the markets that allow trade and exchange to take place between these sectors. The course also looks at situations of 'market failure' where governments intervene in the economic process.

In Semester 2 the core ideas developed in Semester 1 are applied in a number of case studies focusing on contemporary economic issues (such as carbon trading as an economic solution to climate change). Later international aspects of the Australian economy are examined including, for example, a look at exporting and importing, exchange rates and foreign investment.

**Overarching Learning Outcomes: 1, 2, 3, 5, 6, 8, 9, 12, 13**

TEE subject D305

## GEOGRAPHY

### Status

The Geography course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries:** Mr Hales

### Course Description

Geography is the study of people and the environment and how they are interact. This course is designed for those students who have an inquiring mind and a concern for the future of the planet upon which they live. The course draws on local and international examples to highlight the interaction between human and natural systems. Geography is a broad subject that draws together several fields of study including physical and human environments, economic development, and environmental consequences.

The Year 11 Geography course has a unit structure to introduce students to the physical and human aspects of the part of the world in which we live. Units will be selected from Geomorphic Studies (an understanding of the forces shaping the earth's surface), Atmospheric Studies, World Biomes, Resource Studies and a regional study of South East Asia.

The course includes a considerable amount of map analysis, hypothesis testing, photographic interpretation, fieldwork investigations and audio-visual investigations. There will be a values approach to the study of processes and issues.

Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 12, 13

TEE subject D306

## HISTORY

### Status

The History course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries:** Mr Bradley

### Course Description

A study of History can develop citizens who are culturally enriched, aware of their place in time and equipped to recognise and question myths about the structure and values of their society. The Year 11 History course is very dynamic and has been tailored to satisfy students' interests and address relevant educational outcomes. The course helps students to use critical thinking skills as they compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify biased perspectives and evaluate degrees of accuracy in sources.

It allows students to gain insights into the current practices, problems and values of their own society and will continue to foster and develop historical literacy skills of critical thinking, research, analysis and effective written expression.

The Year 11 course will introduce the student to the more important themes and topics in the history of the world in the century or so preceding their lifetime. This will enable him to understand the world in which he lives and the important factors that have produced it.

Unit 1 of the course is Investigating Change; USA between the Wars and Unit 2 is Investigating Fascism; Nazi Germany.

Overarching Learning Outcomes: 1, 3, 5, 6, 8, 9, 10, 12, 13

## POLITICS AND LEGAL STUDIES

### Status

The Politics and Legal Studies course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries:** Ms Ford

### Course Description

Politics and Legal Studies develops citizens who wish to understand the world in which they live.

The Year 11 course provides for the study of the role of the individual in the political and legal processes in Australia. It is designed to be very flexible. The course is divided into four sections:

Section 1 – The Individual and the Community; moral concepts, social structures, social structures, economic systems, political structure

Section 2 – Politics and Law in Australia: legislative, executive and judicial functions, national state and local government, statute law and common law, civil law and criminal law.

Section 3 – Representation and Participation: functions of elections, systems of voting in Australia, functions of parliament.

Section 4 – The Individual and the Court System: conflict resolution, structure of the courts in Australia, trial procedures.

**Overarching Learning Outcomes: 1, 3, 5, 6, 8, 9, 12, 13**

## ACCOUNTING

### Status

The Accounting course available to Year 11s in 2008 is a Tertiary Entrance Examination style course. The course reflects the needs of students considering tertiary study.

**Enquiries: Mr Bennett**

### Course Description

Accounting is the language of business. A dynamic, ethical, management consultant can be key player in a successful enterprise. By taking Accounting, students are opening a door to a great degree of flexibility in later studies or in a chosen career pathway.

Accounting provides an excellent foundation to, and pathway for, many exciting and rewarding tertiary courses and careers such as finance, information technology, marketing and media, law, economics, computer and mathematical science, management, administration, travel and hospitality management, agriculture and farm management and education and teacher training.

Accounting is a major unit for a Commerce/Business degree at university and supports other degrees in Law, Economics and Engineering. For those keen on travel tertiary accounting qualifications from Western Australia are widely recognised overseas. Accounting is a preferred subject at TAFE for a number of business orientated courses.

Ideally students choosing to study Accounting will be those who gain satisfaction from neat, logical presentation of data and who have good written communication skills. Relevant computer applications are incorporated into topic where appropriate.

**Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 12, 13**

## SMALL BUSINESS MANAGEMENT

### Status

The Small Business Management course offered to Year 11s in 2008 is a WSA style subject. It is targeted at boys who are unlikely to be seeking entry to university in 2010.

**Enquiries:** Mr Loosemore

### Course Description

This subject focus on the important role small business plays in the Western Australian economy. Business is a complex and dynamic organisational structure which requires a combination of skill, aptitude, creativity, initiative and enterprise to operate effectively.

The subject is based on three important stages in the life-cycle of a business; establishing; day to day running; and continuing viability.

While developing a range of generic skills and knowledge, students will also acquire an understanding of the technology process including a participative enterprise approach. This subject will include practical application in the area of small business operation within a chosen context, such as agriculture or retail.

This subject serves the need of a wide range of students through creating a positive enterprise culture and developing management and business skills. Students will have access to small business enterprise experience which provide the opportunity for links with a broad range of vocational possibilities, including self-employment and post-secondary studies.

Overarching Learning Outcomes: 1, 2, 3, 4, 5, 6, 10, 12, 13

## COMPUTER SCIENCE

### Status

The Computer Science Course of Study offered to Year 11s in 2008 will comprise units 2A and 2B. The 2A and 2B course reflects the needs of students considering tertiary study and would normally lead to Computer Science 3A and 3B in Year 12

**Enquiries:** Mr Hollingshead

### Course Description

Information and communication technologies are integral, and influence all twenty first century communities. Whilst all of us will use computer systems as a means to an end, it is vital that some develop an interest in the intricate workings of computer systems so that future generations have the knowledge, understanding and skills to create and maintain computer systems. This Computer Science course of study aims to take students beyond the use of computers at an application level and into the realm of creating software, building and networking computer-based systems.

This course is designed to encourage students to study computer science as it is applied in the workforce and home or with the aim of pursuing further studies in the future. It will give students practical and interpersonal skills that equip them to function effectively in a world where these attributes are vital for employability and general functioning in a technological society.

Students entering Year 11 will study one set of paired units in 2007. Each unit will provide opportunities for students to demonstrate progressive achievement in the Technology and Enterprise Learning Area Outcomes.

#### Outcome 1: Technology process

Students apply a technology process to develop computer-based systems.

In achieving this outcome, students:

- investigate ideas and generate proposals;
- develop solutions that meet specifications and recognised standards; and
- evaluate computer-based solutions.

#### Outcome 2: Knowledge and understanding of computer-based systems

Students understand the design, application and interactions of hardware and software in computer-based systems.

In achieving this outcome, students:

- understand the appropriate selection and application of computer-based system components;
- understand the nature of the interactions between the elements of computer-based systems; and
- understand the concepts associated with computer-based systems.

#### Outcome 3: Skills for computer-based systems

Students apply skills to maintain, adapt or develop computer-based systems.

In achieving this outcome, students:

- apply a range of problem-solving techniques when maintaining or developing computer-based systems;
- apply a range of conventions and standards when implementing a maintenance or development solution; and
- apply organisational skills to identify and use appropriate hardware and software resources when maintaining or developing a computer-based system.



#### **Outcome 4: Computer-based systems in society**

Students understand the interrelations between the development and use of computer-based systems, the individual and society.

In achieving this outcome, students:

- understand that developers' attitudes and values affect the development of computer-based systems;
- understand that users' attitudes and values affect the development and use of computer-based systems; and
- understand there are legal, societal and ethical impacts when computer-based systems are developed and adopted.

#### **Unit 2A**

Students will be introduced to the internal components and the interrelationships of computer-based systems in an industry context. They will examine the latest in hardware and software design concepts and use this information to develop; using algorithms, diagrammatic tools and applications, solutions for industry based computer technological systems. Students will need to take into account the social, ethical and legal implications of the various possible solutions that are derived from their exploration.

#### **Unit 2B**

Students will be introduced to networking concepts, as they would be applied to industry. They 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. They will also explore the implications of these industry-based applications for different groups of people within Australian society and the world, and develop solutions, through a design approach that is both functional and relevant.

**Overarching Learning Outcomes: 1, 3, 4, 5, 6, 7, 12, 13**

## MATERIALS DESIGN AND TECHNOLOGY

### Status

The Materials Design and Technology Course of Study offered to Year 11s in 2008 will comprise units 1A and 1B. It is targeted at boys who are unlikely to be seeking entry to university in 2010.

**Enquiries:** Mr P Moro

### Course Description

The Materials Design and Technology course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Technology and Enterprise learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of their learning. Outcomes are elaborated into aspects that identify the underpinning knowledge, concepts and/or skills in more detail.

#### Outcome 1: Applying a technology process

Students apply a technology process to create or modify products to solve problems. In achieving this outcome, students:

- investigate issues, values, needs and opportunities;
- devise and generate ideas and prepare production proposals;
- organise, implement and manage production processes; and
- evaluate plans and actions.

#### Outcome 2: Understanding the use of materials

Students understand how the nature of materials influences design, development and use. In achieving this outcome, students:

- understand the structure of materials;
- understand the relationship between the structure and properties of materials; and
- understand how to select appropriate materials based on their structure and properties and how they influence design, development and use.

#### Outcome 3: Using technology skills

Students create material products safely and efficiently to specified standards. In achieving this outcome, students:

- plan and manage resources to create products within constraints;
- select and apply appropriate techniques and procedures when creating and modifying technologies; and
- manipulate equipment and resources safely to meet defined standards.

#### Outcome 4: Understanding materials, society and the environment

Students understand interrelationships between people, the environment and the use of materials.

In achieving this outcome, students:

- understand how values and beliefs influence materials selection, design and technology;
- understand the impact and consequences on society and the environment when selecting and using materials, designs and technologies; and
- understand strategies for safe and sustainable practices when developing and using materials, designs and technologies.

The course can be completed in both wood and metal contexts. Students entering Year 11 will study one set of paired units in 2008. Each unit will provide opportunities for students to demonstrate progressive achievement in the Technology and Enterprise Learning Area Outcomes.

## Unit 1A

The focus for this unit is design techniques. Students have had many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design, learning about elements of design and concepts related to designing for individuals and markets considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design. Students are introduced to a range of technology skills, generate ideas and realise these ideas through their design projects.

## Unit 1B

The focus for this unit is design for the consumer. Students have had many experiences interacting with items designed for the consumer market. Students learn to conceptualise and communicate their own ideas. They use a range of techniques in determining market needs and developing marketing and business plans. They learn to communicate various aspects of the design process within the structure of making what they design. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose.

**Overarching Learning Outcomes: 1, 2, 3, 4, 6, 7, 10, 12, 13**

## ENGINEERING STUDIES

### Status

The Engineering Studies Course of Study offered to Year 11s in 2008 will comprise units 1A and 1B. It is targeted at boys who are unlikely to be seeking entry to university in 2010.

**Enquiries** Mr P Moro

### Course Description

Engineering Studies is designed to facilitate the achievement of four outcomes.

#### Outcome 1: Engineering process

Students apply and communicate a process to design, make, and evaluate components and systems.

In achieving this outcome, students:

- investigate design needs and opportunities in engineering;
- generate engineering production proposals to solutions;
- manage engineering production processes to produce solutions and;
- evaluate intentions, plans and actions.

#### Outcome 2: Engineering understandings

Students understand properties of materials, energy transfer and design principles in engineering technologies.

In achieving this outcome, students:

- understand properties of materials and/or components in engineering technologies;
- understand energy transfer in engineering technologies; and
- understand design principles in engineering technologies.

#### Outcome 3: Engineering technology skills

Students use materials, skills and technologies appropriate to the engineering industry. In achieving this outcome, students:

- apply initiative and organisational skills;
- apply materials, techniques and technologies to achieve solutions to engineering challenges;
- operate equipment and resources safely; and
- apply skills of calculation and computation.

#### Outcome 4: Engineering in society

Students understand the interrelationships between engineering projects and society. In achieving this outcome, students:

- understand how engineering technologies are influenced by beliefs and values; and
- understand beliefs and values are influenced by engineering technologies.

Unit 1A - The focus for this unit is **shaping our lives: inventions and devices**. The world is full of products that designers and engineers have developed and created. In this unit students learn processes involved in engineering design as they investigate created products, and design, produce and evaluate an innovative product.

Unit 1B - The focus for this unit is **shaping environments: tools and recreation**. Engineers have worked creatively and innovatively to overcome problems that have helped people, communities and the environment with everyday scenarios e.g. gas powered camping showers, self-contained BBQs, specialist engineered 4 wheel driving tools or devices, survival devices such as compact folding shovels, die holders for the tail stock of a lathe, stands and jacks for support.

**Overarching learning outcomes:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 and 13

## MARITIME AND MARINE TECHNOLOGY

### Status

Maritime and Marine Studies Course of Study offered to Year 11s in 2008 will comprise units 1A and 1B. It is targeted at boys who are unlikely to be seeking entry to university in 2010. It will lead to units 2A and 2B in Year 12.

**Enquiries:** Mr Jahn

### Course Description

The Marine and Maritime Technology course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Science and Technology and Enterprise learning area outcomes in the Curriculum Framework.

#### Outcome 1: Marine environments

Students understand how marine and maritime systems operate within the environment.

In achieving this outcome, students:

- understand scientific principles and practices relating to the marine environment;
- understand the interdependence of marine, global and celestial systems; and
- understand current and historical influences on maritime practices and environments.

#### Outcome 2: Marine applications

Students apply organisational, operational and manipulative skills appropriate to marine systems and technologies.

In achieving this outcome, students:

- manage resources, marine systems and technologies;
- apply knowledge of procedures and equipment operation techniques; and
- apply the skills needed to operate equipment.

#### Outcome 3: Marine processes

Students use processes and technologies to address marine and maritime challenges.

In achieving this outcome, students:

- use processes and technologies to identify and evaluate issues, needs and opportunities related to marine and maritime environments;
- communicate findings and generate proposals to address marine and maritime challenges; and
- implement and evaluate enterprising solutions and processes.

#### Outcome 4:

##### Maritime responsibilities

Students understand responsibilities and actions needed for the use and preservation of marine environments.

In achieving this outcome, students:

- understand that people meet their needs and wants using resources from the marine environment;
- understand ethical issues related to marine environment sustainability; and
- understand how cultural beliefs and values are interconnected in the development and use of marine technology and maritime law.

### Unit 1A

The focus for this unit is the **personal use of marine and maritime environments**. The unit explores the local marine environment and responsibilities associated with its recreational and commercial use. The operating principles, restrictions and language associated with boats and the sea are taught. The unit explores the local influences of weather and tides, the history and heritage of man's discovery and use, and environmental changes resulting from marine and maritime interaction. There are opportunities to maintain and safely operate small craft and participate in water-based activities, such as snorkelling, fishing and historical investigation.

## Unit 1B

The focus for this unit is **organised community use of marine and maritime environments**. Learning contexts are selected, based upon the marine interests of the region. Within this wider field, the unit develops the attitudes and knowledge acquired in Unit 1A. There is a focus on the marine environment within the region, which includes a greater range of boating environments, sea and weather conditions, and small craft types. The responsibilities associated with the recreational and commercial use of small craft are extended to include weather maps and forecasting systems that include gradient effects and global weather systems. More detailed safety requirements, vessel knowledge and handling techniques, introductory navigation practices and statutory rules and regulations are all covered.



## STRUCTURED WORKPLACE LEARNING (INSTEP)

**Enquiries**      Mr Frusher

### **Status**

INSTEP involves students learning at school four days and attending a workplace for one day each week for the year. It is accredited as a Year 12 subject and as such gains credit towards secondary graduation.

Year 11: Introduction to Work-based Learning is a structured programme which enables students to develop and be assessed on generic, industry based skills whilst in the workplace. This can be undertaken in any industry area.

### **INSTEP aims to:**

- Develop responsible work skills and assist in career planning.
- Increase self-esteem and confidence and develop broader communication skills.
- Complement and reinforce school learning.
- Increase awareness of the link between school, work and further education.
- Provide students with a 'Skills Profile' which can enhance employment prospects.
- Provide realistic understanding of specific industries.

### **INSTEP will provide students with:**

- Certificates of Completion for Stages One and Two (endorsed by the Chamber of Commerce and Industry).
- A Skills Profile recording all skills achieved.
- Year 11 and/or 12 secondary graduation credit (Stage 1 is accredited as a Year 11 subject and Stage 2 is accredited as a Year 12 subject).
- TAFE entry points to all courses for Stage One.
- TAFE entry points to related courses for Stage Two and some courses may also accept credit points for unrelated Stage 2 lists).

Acceptance into and continuation in the INSTEP programme is not automatic. Students undergo a comprehensive application and interview process and if successful will be accepted. Continuation in the programme is subject to performance reviews from both the employer and INSTEP coordinators.

## Part 10 - Checklist

- Are you clear about your post-school goals (University entry, TAFE entry, direct entry into the workforce or to vocational training)? Can you state them?
- Have you checked the range of courses and subjects to be offered at Scotch to Year 11 in 2008 and Year 12 in 2009?
- If you are not aiming for university entry in 2010 have you checked the information about 'Pathway Combinations'?
- Have you checked the recommended levels of achievement for courses you are thinking of selecting?
- Have you checked to see if the requirements for Certification and Awards are relevant to your situation?
- Have you checked to see if your programme of study covers all 13 overarching learning outcomes? Remember if you have an English course or subject and a Maths course or subject you only need to cover overarching learning outcome number 7 with your other courses or subjects.
- Have you read the information provided about post-school destinations (University, TAFE, Careers)?
- Have you read about the process for 'Changing Courses' once your selection form has been submitted?
- Have you checked to make sure you have chosen courses from a 'Pathway Combination' or have you made a selection of courses with the primary aim of achieving University entry?
- Have you included an English course? For Year 11 2008 you must choose one of:
  - English - WACE Course of Study - Units 1A / 1B
  - English - WACE Course of Study - Units 1C / 1D
  - English – WACE Course of Study - Units 2A / 2B
  - English Literature – TEE subject D005
- Have you chosen five other courses or subjects in Year 11 to complete your timetable? Are these subjects that you:
  - believe you will enjoy studying?
  - feel you are prepared for (see Recommended Minimum Achievement Grades in Section 4)?
  - believe make up a study programme that meets your future goals?
- Have you included a Mathematics subject? The school recommends that you include a Mathematics subject (or subjects) in your course. Students who do NOT include a Mathematics subject MUST see the Careers Adviser so that they understand the implications of their decision. Note that it is important to select your Mathematics course carefully as it is not always easy to change from one Mathematics course to another, once the school year has commenced.



# Part 11 - Useful Websites

## COUSE INFORMATION

[www.uwa.edu.au](http://www.uwa.edu.au)  
University of Western Australia

[www.ecu.edu.au](http://www.ecu.edu.au)  
Edith Cowan University

[www.curtin.edu.au](http://www.curtin.edu.au)  
Curtin University

[www.murdoch.edu.au](http://www.murdoch.edu.au)  
Murdoch University

[www.nd.edu.au](http://www.nd.edu.au)  
University of Notre Dame

[www.training.wa.gov.au](http://www.training.wa.gov.au)  
Dept of Training with links to TAFE

[www.tafe.wa.gov.au](http://www.tafe.wa.gov.au)  
TAFE WA

[www.pibt.wa.edu.au](http://www.pibt.wa.edu.au)  
PIBT (Perth Institute of Business and Technology)  
University Preparation courses in association with ECU

[www.tuartcollege.wa.edu.au](http://www.tuartcollege.wa.edu.au)  
Tuart College - post compulsory education for adult students

[www.canningcollege.wa.edu.au](http://www.canningcollege.wa.edu.au)  
Canning College - post compulsory education for adult students

[www.northlake.wa.edu.au](http://www.northlake.wa.edu.au)  
North Lake Senior Campus - post compulsory education for adult students

[www.cyriljackson.wa.edu.au](http://www.cyriljackson.wa.edu.au)  
Cyril Jackson Senior Campus - post compulsory education for adult students

[www.tisc.edu.au](http://www.tisc.edu.au)  
Tertiary Institution Services Centre. Information on Special Tertiary Admissions Test (STAT), TISC services and university admission procedures, prerequisites and cut-off scores

[www.curriculum.wa.edu.au](http://www.curriculum.wa.edu.au)  
The Curriculum Council of Western Australia. Syllabuses for Year 11 and 12 courses, subject enrolment procedures and rules

## SERVICES / INFORMATION

[www.thesource.gov.au](http://www.thesource.gov.au)  
Services and information for youth. Lots of useful links to other sites

[www.centrelink.gov.au](http://www.centrelink.gov.au)  
Centrelink services

[www.immi.gov.au](http://www.immi.gov.au)  
Dept of Immigration and Multicultural Affairs. Details of who is entitled to study and work in Australia

[www.studiesinaustralia.com](http://www.studiesinaustralia.com)  
Overview of education system in Australia aimed primarily at International students

[www.goingtouni.gov.au](http://www.goingtouni.gov.au)  
Information about all universities in Australia. Entry criteria, course guides, application procedures, fees, grants and scholarships.

[www.wagenet.gov.au](http://www.wagenet.gov.au)  
Wages, award conditions, employment conditions, workplace agreements, State and Federal awards

[www.mycareer.com.au](http://www.mycareer.com.au)

Vacancies, job, hunting skills, training and development information. Build a resume.

## CAREERS INFORMATION

[www.myfuture.edu.au](http://www.myfuture.edu.au)  
Government sponsored Career Information Service

[www.dest.gov.au](http://www.dest.gov.au)  
Dept Education, Science and Training. Career planning and services directory

[www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)  
Dept Education, Science and Training Job Guide

[www.jobsearch.gov.au/joboutlook](http://www.jobsearch.gov.au/joboutlook)  
Research site looking at occupations, demand, average weekly earnings, training, vacancies, etc.

[www.getaccess.wa.gov.au](http://www.getaccess.wa.gov.au)  
Career, employment, training information and guidance in Western Australia.

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)  
Australian Defence Force recruiting and career information.

[www.dewrsb.gov.au](http://www.dewrsb.gov.au)  
Dept Employment and Workplace Relations. Information on short-term outlook and longer-term prospects of particular occupations

[www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)  
Guide to career options in New Apprenticeships and Traineeships

[www.apprenticeships.training.wa.gov.au](http://www.apprenticeships.training.wa.gov.au)  
Wide range of information about apprenticeships and traineeships, from how to find an employer to group training schemes.

[www.gradlink.edu.au](http://www.gradlink.edu.au)  
Career and employment information for graduates. Includes Gradstats and Graduate Opportunities

[www.careersonline.com.au](http://www.careersonline.com.au)  
Includes Jobseeker's Workshop to help you choose a career

## RECRUITMENT

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)  
Australian government sponsored job search site. Commonwealth Public Sector employment. Also available on touch screens in Centrelink and Job Network offices

[www.jobjuice.gov.au](http://www.jobjuice.gov.au)  
Site for young people who have just left school and are looking for career options, traineeship and apprenticeship information.

[www.workplace.gov.au](http://www.workplace.gov.au)  
Australian government sponsored site with information about employment, industrial relations, careers and training

[www.psgazetteonline.gov.au](http://www.psgazetteonline.gov.au)  
Vacancies in the Commonwealth Public Services including Graduate Recruitment in the Public Service.

[www.job-directory.com.au](http://www.job-directory.com.au)  
Australian Local Government job directory

