Entry to Year 11
2012
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Introduction

This booklet seeks to help students choose their subjects for study in year 11 at John XXIII College. This booklet is part of a subject selection package which includes:

1. a series of information sessions given by Learning Area Coordinators, specialist teachers and the Deputy Principal, Studies. These information sessions culminate in the Year 10 Information Evening.
2. a collection of booklets including Mapping Your Future: Year 10 and The WACE: The Western Australian Certificate of Education for Students Starting Year 11 in 2012.
3. a Subject Selection Form.
4. reference to the following important booklets and websites; TISC: University Admission 2014: Admission Requirements for School Leavers –
   - http://www.tafe.wa.edu.au/FutureStudents/Pages/TAFEWAAdmissionCentre.aspx

   University of Notre Dame 2012 Entry Requirements –

5. a semester long Career Education program delivered to all Year 10 students.

It is advised that the literature distributed at these sessions is kept in a safe place for future reference. It is inevitable that you will need to refer to them in the future.

All students are counselled individually about their options for the year ahead.

In making the appropriate subject choices, each student’s individual aptitude, ability and interests are critical factors. There is often a tendency for students to over commit themselves, partly because they are unaware of the considerable demands of year 11 and 12 studies. Choosing a course which is beyond the student’s capabilities is a sure recipe for frustration and failure.

The grades which students achieve at the end of Semester One in Year 10 provide the information on which course choices are made and on which the alternatives available in Year 11 are selected.

The information contained in this booklet was accurate when posted to the school website. All students and parents will be kept informed of any changes the College is advised about by the Curriculum Council of W.A., the Tertiary Institutions Services Centre, and Colleges of Technical and Further Education.
Promotion Policy Statement

When students have completed and submitted their Course Selection Forms for Year 11, the forms are referred to the faculties for comment and evaluation. Each student's five choices are considered independently.

The guidelines used are the stated minimum course entry requirements. Careful consideration is given to students whose marks lie close to the cut-offs between critical grades.

For Science and Studies of Society and Environment course choices, students' marks in individual topics are considered. For example, if a student's Science marks have been depressed by a poor performance in a Physics topic that should not disqualify the student from enrolling in a biological science course in Year 11.

It may happen that, despite a student achieving the pre-requisite grades for entry to the five chosen courses, timetable restrictions do not allow the planned enrolment. All students whose enrolments cannot be accommodated will be counselled further.

The timetable is prepared using the approved course selections that are based on the information available from First Semester Grades. Students, who improve their grades at the end of the year sufficiently to qualify for entry to a subject for which they were failing earlier, may find that their choices are constrained at the end of Term 4, because they have to fit into an existing timetable.

For the majority of students, promotion to Year 12 from Year 11 is automatic. However, there are some circumstances which either prevent promotion or make it conditional.

- Students must be able to meet the requirements of the Western Australian Certificate of Education (WACE). These are outlined elsewhere in this document. Students whose performance in Year 11 deem it impossible to meet the requirements of WACE will not be permitted into Year 12.

- Generally, a student who obtains three or more Grade Es (or equivalent) will not proceed to Year 12.

- The promotion of a student who obtains Grade E in two courses in Year 11 is negotiated on an individual basis and, if it takes place, will be subject to certain agreed conditions.

- Enrolment in a particular course in Year 12 does depend upon student performance in the corresponding course in Year 11. Generally a student, who has obtained a Grade E in a course in Year 11, will not be enrolled by the College in the corresponding Year 12 course. A student whose Year 11 grades do not meet the minimum requirements will be counselled before a request to enrol in the corresponding Year 12 course is negotiated.

Year 12 subject selections

During Term three of year 11 the students will be asked to choose their Year 12 Courses.

** Though every effort is made to accommodate our students' selections on rare occasions these cannot be met. Students who are faced with this situation will be counselled thoroughly.
Important Dates

John XXIII College’s program for assisting Year 10 students in selecting an appropriate course of study for 2009.

**Wednesday 1st June**

**Day of Competence**

Parent/Student Information evening

Essential information on:

a) Secondary Graduation
b) University Entry
c) TAFE Entry
d) General career guidance

**Starts Tuesday 26th July**

Individual **Counselling** for all students

**Monday 1st August**

Subject Selection Form due to Student Reception

**Monday 8th August**

Timetabling starts

Please note that it is important that students submit the Subject Selection Form by the due date. The problems that late submission may lead to are:

a) A course that the College planned to offer originally, may no longer be available, because it has been withdrawn through lack of student demand.

b) There may no longer be any places left in a course.

c) The grid that has been adopted may not allow a new and different combination of course choices.

**WACE Requirements**

**Breadth and depth requirement**

Complete a minimum of 20 course units or the equivalent.

The 20 course units must include at least:

(a) Four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12).

(b) One pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) completed in Year 12.

**Achieve standard requirement**

Achieve a C grade average or better across the best 16 course units of which at least 8 must be completed in Year 12.

Endorsed programs and/or VET credit transfers (stand alone) can reduce the required number of course units by up to 6 units.

**English language competence requirement**

Achieve a C grade or better in any Stage 1 or higher course unit from English and/or Literature.

For students who have not achieved a C grade in one of their English and/or Literature.

For students who have not achieved a C grade in one of their English and/or Literature schools will need to compare a selection of the student’s work with the work samples to verify the student has demonstrated the required standard.

Sit WACE examinations for Stage 2 and 3 courses, unless exempt.

## Subjects & Pathways at John XXIII College

This document is in draft form and is subject to alteration.

### CODE | List A (arts/languages/social science) | Year 11 | Year 12 | CODE | List B (mathematics/science/technology) | Year 11 | Year 12
--- | --- | --- | --- | --- | --- | --- | ---
CAE | Career and Enterprise | 1A/B | 1C/D | ACF | Accounting and Finance | 2A/B | 3A/B
CFC | Children, Family and the Community | 1C/D | 1A/B | AIT | Applied Information Technology | 1A/B | 1C/D
DRA | Drama | 2A/B | 3A/B | CSC | Computer Science | 2A/B | 3A/B
ECO | Economics | 2A/B | 3A/B | BIO | Biological Sciences | 2A/B | 3A/B
ENG | English\(^2\) | 1A/B | 1C/D | CHE | Chemistry | 2A/B | 3A/B
FRE | French | 2A/B | 3A/B | FST | Food Science and Technology (Certificate I Hospitality) | 1A/B | 1C/D
GEO | Geography | 2A/B | 3A/B | HBS | Human Biological Science | 2A/B | 3A/B
HIS | History – Modern | 2A/B | 3A/B | ISC | Integrated Science | 1A/B | 1C/D
ITA | Italian | 2A/B | 3A/B | MDT | Materials Design and Technology | 1A/B | 1C/D
LIT | Literature | 2A/B | 3A/B | MAS | Mathematics Specialist
MPA | Media Production and Analysis | 1A/B | 2A/B | PHY | Physics | 2A/B | 3A/B
MUS | Music | 2A/B | 3A/B | PES | Physical Education | 1C/D2 | 2A/B
PAL | Politics and Law | 2A/B | 3A/B | Non-Listed Endorsed Courses (i.e. neither List A nor List B – it still provides 2 units credit each year towards WACE and also a VET qualification).
REL | Religion and Life\(^1\) | 1A/B | 1C/D | Year 11 – Food Hospitality
VAR | Visual Art | 1C/D | 1A/B | Year 12 – Food Hospitality
WPL | Workplace Learning | 1A/B | 1C/D | Business Management and Enterprise 1A/B

### Notes:
1. All students are required to take Religion and Life.
2. All students are required to take an English course.
3. All students are required to take at least ONE subject from List A and List B.
TAFE Entrance requirements and selection criteria

- **How do I get into TAFE?**

  To get into TAFE you need to meet the entrance requirements for your chosen course. For a number of courses, you will also need to address selection criteria. Courses that require selection criteria to be addressed will clearly indicate this below the entrance requirement information.

- **What are the entrance requirements?**

  Entrance requirements are the lowest level of school results you need to be allowed into a full-time course at TAFE. Entrance requirements will be either:
  - A lower level qualification. For example, to enrol in a Certificate IV in Disability Work you need a Certificate III in Disability Work OR
  - Communication (reading, writing, speaking and listening) and maths skills*

- **How are my communication and maths skills determined?**

  Your communication and maths skills are determined by your school results. For example, your result in Year 11 English may be equivalent to ‘developed skills’. In this case, you can enrol in any course where the entrance requirement is ‘basic skills’ or ‘developed skills’.
  Don’t forget that if the course requires you also to address selection criteria then you will need to do that in your application.

- **What are Selection Criteria?**

  Selection criteria are academic and other criteria (e.g. work experience, industry involvement and current and previous employment) which are used to rank eligible applicants competing for entry into a course where there are more applications than places available.

  Prospective entrants score points across three areas; Qualification Pathways (29 points), Work Experience (29 points), Secondary Education Grades (incl. English) (42 points). If a student is choosing subjects for a TAFE pathway and is interested in a course with ‘selection criteria’ requirements, it would be wise to combine school studies with a VET Certificate and/or a structured Workplace Learning Program thereby acquiring ‘points’ for qualification pathway and work experience.

- **How do I meet the selection criteria?**

  If the course for which you are applying asks you to address selection criteria you need to submit additional information with your application form. The types of documents required are listed on the TAFE website at tafe.wa.edu.au and will be included in the annual TAFE Full Time Studies Guide.

  Find out more: T: 1800 999 167; W: tafe.wa.edu.au
T.A.F.E. Entry Requirements

Communication and Maths skills

For full time courses on the website (except those which require a lower level qualification) at tafe.wa.edu.au and in the TAFE Full Time Studies Guide you will see one of these symbols:

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<thead>
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<th></th>
<th>basic skills</th>
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<tbody>
<tr>
<td>●</td>
<td>developed skills</td>
</tr>
<tr>
<td>●●</td>
<td>well developed skills</td>
</tr>
<tr>
<td>●●●</td>
<td>highly developed skills</td>
</tr>
</tbody>
</table>

These symbols show clearly what communication and maths skills are required for the course. You can enter your school results on the website and you will be able to work out whether you have met the skill level required for entry into the course (that is, basic, developed, well developed or highly developed). Then you can easily work out if you meet the requirement for the course in which you are interested.

Specific questions can be directed to the school Careers Counsellor Ms Hammond
University Entry Requirements

Western Australian Certificate of Education (WACE)

WACE is required by all university undergraduate degrees and also Tertiary bridging courses for school leavers.

Prerequisites

A scaled mark of at least 50 at stage 3 in specified courses. Some courses will accept 2C/D Mathematics as a perquisite. The College strongly advises that you check prerequisites at the following TISC address www.tisc.edu.au and check under the heading “University Admissions”. TISC are endeavouring to have all pre-requisite information available on their website at the end of Term 2. The University of Notre Dame have already prepared a 2014 entry guide called ‘Year 10 Information Sheet’ available at http://www.nd.edu.au/downloads/future%20students/Admissions/year10info_april2010.pdf

Competence in English

A scaled combined mark (50% school mark + 50% WACE Examination mark) of at least 50 in English or Literature. There are a number of other ways a student can demonstrate English Language competence and this can be addressed in Year 12 with the Careers Counsellor if required. The universities will also concede competence in English on the basis of standardised exam or standardised moderated school assessments.

Australian Tertiary Admission Rank (ATAR)

The sum of four best scaled score results will produce a Tertiary Entrance Aggregate (TEA) which is then converted into an Australian Tertiary Admissions Rank (ATAR). The TEA may contain any combination of courses at stage 2 and stage 3, subject to unacceptable combinations. No course can be counted more than once. Stage 2 and stage 3 of the same WACE course cannot both count. Students can accumulate scaled scores from past TEE subjects and courses from 2006, subject to unacceptable combinations.

There are unacceptable course combinations (see below). There are also certain Mathematics combinations which will not be permitted. These are outlined in the Mathematics subject descriptions in this booklet.

- Biological Sciences with Human Biological Science
- English with Literature

- Stage two and stage three units can be used to produce a TEA. Note; stage two units are conceptually easier than stage three units. The scores achieved count equally in the calculation of the TEA. HOWEVER, to adjust for the comparative difficulty an increment of 15 is added to the stage three scores.
University of Notre Dame (NDA)

Is an independent Catholic university with a multi-faceted selection system. Application is through the University. It;

★ considers Academic Records over years 11 and 12
★ requires students to have an interview with NDA staff member
★ considers recommendations from schools and employers

Minimum Entrance Requirements
Secondary Graduation (WACE)
English Language Competence
An ATAR of 70 or higher

Entrance requirements/prerequisite courses for 2014 entry may be found at http://www.nd.edu.au/downloads/future%20students/Admissions/year10info_april2010.pdf

2014 Dentistry Entry

In 2014 there will be NO undergraduate Dentistry course offered in Western Australia.

Dentistry becomes a postgraduate course at the University of Western Australia from 2013 and students must complete a broad initial degree for consideration. There will be an “Assured Pathway” offered to 42 students who receive an ATAR > 98. For further information see www.meddent.uwa.edu.au.

2014 Medicine Entry

In 2014 there is unlikely to be any undergraduate Medicine course offered at any Western Australian tertiary institution.

Alternatives in Western Australia are the postgraduate medicine courses offered at the University of Notre Dame and the University of Western Australia. Entry to these courses will require a consistently high GPA (Grade Point Average) through a first degree, completion of the GAMSAT and attendance at a structured interview. There will be an “Assured Pathway” offered to a small number of students who receive an ATAR of > 99. For further information see www.meddent.uwa.edu.au.

Undergraduate Medicine is offered at the following Australian and New Zealand institutions:-
The University of Adelaide http://health.adelaide.edu.au/school_medicine/
The University of New South Wales http://www.med.unsw.edu.au/medweb.nsf/page/Future%20Students
The University of Western Sydney http://future.uws.edu.au/undergraduate-courses/medicine
Griffith University http://griffith.edu.au.health/
The University of Queensland http://www.uq.edu.au/study/program.html?acad_prog=2046
Monash University http://www.medicine.utas.edu.au/
University of Tasmania http://www.medicine.utas.edu.au
The University of Auckland http://www/fmhs.auckland.ac.nz/som/
University of Otago http://micn.otago.ac.nz/

Students wishing to apply for consideration to any of the above Universities for 2013 entry must register for the UMAT test (Undergraduate Medicine Admissions Test) in May of 2012 and follow other application procedures set out by the individual institution.
Career development is about actively creating the life one wants to live and the work one wants to do. It is a continuous process that acknowledges the notion of lifelong learning. An integral component of this process is self management through the ever changing contexts and circumstances of an individual’s life and work journeys.

The Australian Blueprint for Career Development is a national framework which identifies eleven career management competencies that help people to manage life, learning and work from childhood through to old age. At its core, the Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers.

Career counselling at John XXIII College is designed around the Blueprint. The eleven competencies of the Australian Blueprint for Career Development are:

1. Build and maintain a positive self-concept.
2. Interact positively and effectively with others.
3. Change and grow throughout life.
4. Participate in lifelong learning supportive of career goals.
5. Locate and effectively use career information.
6. Understand the relationship between work, society and the economy.
7. Secure/create and maintain work.
8. Make career enhancing decisions.
10. Understand the changing nature of life and work roles.
11. Understand, engage in and manage the career building process.

School students need to develop knowledge and understanding of themselves in relation to the changing world of work before making and implementing decisions about careers. At Years 11 and 12 level students need to be pro-active in seeking information and are strongly encouraged to research web sites, attend TAFE/University Open Days that are held throughout the year and seek as much information as possible to make informed career decisions.

The College Careers Counsellor is available for subject counselling and pathway or transition planning at any stage of the school journey, and parents are more than welcome to request appointments or to accompany their son or daughter to a meeting.

CONTACT: Ms Sarah Hammond

For more information about the Australian Blueprint for Career Development see www.blueprint.edu.au
Study Requirement and Study Skills for the Senior Years of School

Students in Year 11 and 12 must be able to demonstrate independent learning skills right from Week 1 of Term 1. Their program of learning in each Course of Study will move along quite rapidly and build upon knowledge from week to week. Students will also be receiving more homework than in previous years and the quantity of work completed in each lesson will increase. It is assumed that students will have completed their own daily revision of concepts and material learned in their own time – this is regarded as ‘study’.

The brain will only recall information if it has had the chance to synthesise it. It also recalls information more readily if that information has been presented more than once. The aim of a good study program is to repeatedly expose the brain to the information so that recall will be quicker and more comprehensive each time. ‘Study’ is not a technique or activity reserved solely for the night before a test or the week before exams. Effective study is on-going and regular throughout each school term.

To assist with developing a good study habit, the College requested that every student purchase a Student Planner at the beginning of 2009. These Planners are sturdy and designed to last for many years. Students will use the Student Planner slightly differently each year they progress through the College. Using the Student Planner carefully can assist with allocating appropriate time during the week for each course of study. There are also useful tips and hints on the reverse side of the Planner.

Study Skills Resources

There are numerous study skills learning programs available through the educational community and most of these are conducted in school holiday time. Other resources available are:

- Study Skills for High School http://www.geocities.com/Heartland/9120/
- Maryville High School Study Skills Help http://www.ci.maryville.tn.us/mhs/studyskills/
- Study Skills for High School Students with ADHD http://www.healthcentral.com/adhd/education-257098-5.html
- The best resource for study skills is a willing parent! Being able to teach your son or daughter the techniques you personally use to keep on top of your daily workload and manage your own time will pass on invaluable skills. Being interested in the work your son or daughter is learning at school and asking questions about their day can help even the most reluctant teenager to begin the process of synthesis as they talk about what material was covered in each class.

Having trouble with remembering the information in a particular Course of Study?

- Ask the class teacher for hints and tips on how to remember the information.
- Keep a weekly tally of how many 30 minute sessions you actually spend revising that course of study. If it is a very low total, then you may not be spending enough time for the information to be remembered.
- Increase the amount of time you spend in each session on that course of study, aim for a total of 2-3 hours per week on each course of study.
- Make use of your College Student Planner – the A5 laminated poster you received at the beginning of 2009.
- Seek help again from the class teacher, or the College counselling team (see below).

Help is available at the College for students requiring assistance with their study load.

College Counsellors: Mr Nic Hastings-James, Ms Eva-Maria Catina
Careers Counsellor: Ms Sarah Hammond
Subjects Proposed for Year 11 – 2011 & Minimal Entry Requirements

Some of these subjects may be withdrawn for reasons such as low student demand. Information on these subjects is available from the Learning Area Coordinator responsible for the subject or from the Curriculum Council website, www.curriculum.wa.edu.au:

- Applied Learning Program (ALP) – This is a specialised and integrated program for students seeking TAFE entry.
- Enquiries to Mr Connery

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<th>Curriculum Council Code</th>
<th>Minimum Year 10 Requirements For Equivalent Subject unless otherwise stated.</th>
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<td>2AVAR/2BVAR</td>
<td>Year 10 Pre TEE Art or consultation with the Art teacher.</td>
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Assessment Policy: Years 11 & 12

All students should be familiar with the College Assessment Policy. It can also be accessed in the College Website, to view, go to the John XXIII College website www.johnxxiii.edu.au clicking on the 'Community' link situated on the homepage, navigating to the ‘Secondary School’ page. The file can be found in the ‘Documents’ section at the bottom of the ‘Secondary School’ page.

or

Websites for Upper School Students and Parents


Western Australian Universities Prospective Student Sites
1. Edith Cowan University - http://www.ecugreatcareers.com/
5. University of Notre Dame Australia – http://www.nd.edu.au

Diploma to Degree Articulation Options
1. TAFE (WA) (see below).
2. Curtin International College – http://cic.wa.edu.au

English Language Competence Tests for University Entrance
1. Test of English as a Foreign Language (TOEFL) - http://www.toefl.org/


Search for specific course and TAFE and Private Training Providers in Western Australia – http://coursesearch.tafe.wa.edu.au/default.aspx

Institutions Offering Tertiary Education Preparation Courses for Students Aged 16+
2. Cyril Jackson Senior Campus - http://www.cyriljackson.wa.edu.au
4. Tuart College - http://www.tuartcollege.wa.edu.au

Western Australian Universities Preparation Program (WAUPP) – http://www.tisc.edu.au/and click on WAUPP on the left. This is for international students only.
Websites for Upper School Students and Parents

Institutions offering the Western Australian Universities Preparation Program (WAUPP)

1. Canning College – email: international@canningcollege.wa.edu.au and website www.canningcollege.wa.edu.au
2. Murdoch College – email: info@murdochcollege.wa.edu.au and website www.murdochcollege.wa.edu.au
3. Sevenoaks Senior College - www.sevenoaks.wa.edu.au
4. Tuart College – email: tuart@tuartcollege.wa.edu.au and website www.tuartcollege.wa.edu.au

Australian University Admission Centres – centralised admission centres for participating universities

Australian Maritime College (Tasmania) - http://www.amc.edu.au/
Queensland Tertiary Admissions Centre Ltd (QTAC) - http://www.qtac.edu.au/
South Australian Tertiary Admissions Centre (SATA) - http://www.satac.edu.au/
University of Tasmania - http://www.utas.edu.au/
Victorian Tertiary Admissions Centre (VTAC) - http://www.vtac.edu.au/
Western Australian Tertiary Institutions Service Centre (TISC) - http://www.tisc.edu.au

Government Agency in Charge of K-12 Curriculum and Certification. Agency Conducting the Tertiary Entrance Examinations (TEE)

Curriculum Council of Western Australia - http://www.curriculum.wa.edu.au/

Western Australian Government Department in Charge of State School Education

Department of Education and Training Western Australia – http://www.det.wa.edu.au/education/

Test Undertaken by Undergraduate Applicants for Places in Dentistry and Medicine interstate (from 2012)

Undergraduate Medical and Health Sciences Admission Test (UMAT) - http://umatweb.acer.edu.au/
Course Descriptions
Learning Enrichment
The Learning Enrichment Department at John XXIII College exists to assist students in the mainstream classrooms who are experiencing learning difficulties. Students with learning difficulties include students with physical difficulties, auditory and visual perception difficulties, oral and written language difficulties (that affect spelling and reading), difficulties with mathematics, failure to develop cognitive skills and attention disorders. Students are tested on entry to the College and then in Years 9 and 10. Intervention is offered where necessary and when possible depending on timetabling constraints. Those students still experiencing difficulties are monitored and offered support throughout Year 11 and 12. Support is offered on a one to one basis or in a small group where appropriate. Students are encouraged to contact the Learning Enrichment teacher if they require assistance in any area; however, it may be necessary to make an appointment. Students who have been identified as requiring special assistance may be able to apply for special conditions, in tests, assessments and examinations throughout Year 11 and 12. Applications for special assistance in TEE examinations are prepared and lodged with the Curriculum Council.

In general, special arrangements requested on behalf of a student to the Curriculum Council must have been in place in the College for that student over a period of time, ideally since Year 8. Early diagnosis and support is very important for successful case management and successful requests for special examination conditions.

ENQUIRIES: Mrs J. Mc Lean
Religious Education
Religious Education and Religion & Life

COMPULSORY COURSE

Religion and Life

In Religion and Life, students explore how and why individuals and communities relate to, and understand religion. This is undertaken using the context of the Catholic Tradition. As they develop the knowledge, understandings, values and skills of this course they learn ways to interact and communicate with people about religious beliefs and practices. Students explore particular religious worldviews and investigate characteristics of religions, their origins, foundations, cultural influences and development over time. They also analyse the role religion has played in human affairs and consider the challenges and opportunities religions face in the future.

STUDENT PATHWAY OPTIONS

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<tr>
<td></td>
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</tr>
</tbody>
</table>

ENQUIRIES: Mr P. McCarthy
English
English

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. In the English course, through the use of oral, written and visual communication texts, students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

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<td>Units 3A and 3B</td>
</tr>
</tbody>
</table>

Literature

Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to better understand their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

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</thead>
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</tr>
</tbody>
</table>

Media Production and Analysis

In the Media Production and Analysis course, students develop skills to make and understand media ranging from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. They will consider how people, events and issues are represented. They will also create, produce and present their own works in media of their choice to express their ideas using media technologies and practices.

STUDENT PATHWAY OPTIONS

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</table>

ENQUIRIES: Ms S. den Haan
Mathematics
**Mathematics and Mathematics Specialist**

**RATIONALE**

There are strong, enduring reasons for the prominence of mathematics in the school curriculum. According to one leading mathematics educator these reasons are:

‘to teach basic skills; to help children learn to think logically; to prepare students for productive life and work; and to develop quantitatively literate citizens.’ – Lynn Arthur Steen

Others have commented on the true artistic nature of mathematics:

‘Mathematics, rightly viewed, possesses not only truth, but supreme beauty… [it is] sublimely pure, and capable of a stern perfection such as only the greatest art can show.’ – Bertrand Russell.

The Mathematics and Mathematics Specialist courses have been created with these sentiments in mind. They offer senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics.

Mathematics during schooling has traditionally been viewed as the study of number, algebra and geometry and chance and data ideas. These Mathematics courses have a greater emphasis on pattern recognition, recursion, mathematical reasoning, modelling, and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and technology.

These courses allow students to appreciate mathematics, as well as helping them to develop the necessary understanding and skills to prepare them for productive working lives.

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

These courses provide students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Through the study of the concepts and relationships of the course outcomes students will use standard mathematical tools and procedures when solving problems, including appropriate use of technology. The practice of Mathematics – Working Mathematically, Appreciating and Communicating Mathematics is imbedded in the content of the units and outcome progressions.
Mathematics Course Outcomes

Outcome 1: Number and algebra
Students use mathematical language and processes to apply concepts of number and algebra to develop mathematical models, solve practical problems and explain and justify relationships.

Outcome 2: Space and measurement
Students use mathematical language and processes to apply the concepts of space and measurement to develop mathematical models, solve practical problems and explain and justify relationships.

Outcome 3: Chance and data
Students conduct chance experiments, represent outcomes, quantify chance and interpret chance; and collect, organise, represent, summarise, interpret and report data.

The MATHEMATICS (MAT) course is available in three stages:

Stage 1 units provide a practical and applied focus.

Stage 2 units provide opportunities for applied learning but there is a greater focus on abstract mathematics.

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

The cognitive difficulty of the content increases across the units themselves and across each stage. To recognise those students who complete the more difficult Mathematics units, there will be a bonus, of 10 marks for those who study 2C MAT/2D MAT, 20 marks for 3A MAT/3B MAT and 30 marks for 3C MAT/3D MAT.

MATHEMATICS SPECIALIST (MAS) COURSE OUTCOMES

Outcome 1: Functional relationships
Students use mathematical language and processes to apply concepts of function, measurement and change to develop mathematical models, solve practical problems and explain and justify relationships.

Outcome 2: Special relationships
Students use mathematical language and processes to apply concepts of space, measurement and change to develop mathematical models, solve practical problems and explain and justify relationships.

The MATHEMATICS SPECIALIST (MAS) course is available at Stage Three. The cognitive difficulty of the content increases across the units. To recognise those students who complete the more difficult Mathematics Specialist units, there will be a bonus of 15 marks for those who study 3C MAS and 3D MAS.
# Mathematics – Course Options for John XXIII Students

The table below displays the possible course options for students:

<table>
<thead>
<tr>
<th>Option</th>
<th>Units in Year 11</th>
<th>Units in Year 12</th>
<th>Comment including previous yr 11/12 subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1B MAT 1C MAT</td>
<td>1D MAT 1E MAT</td>
<td>This option is suitable for students wishing to further develop their mathematical skills but are not necessarily seeking university entry.</td>
</tr>
<tr>
<td>2</td>
<td>2A MAT 2B MAT</td>
<td>2C MAT 2D MAT</td>
<td>Suitable for general tertiary entry, but it does not provide adequate preparation for tertiary courses in which knowledge of calculus, statistical inference or high level algebra would be useful.</td>
</tr>
<tr>
<td>3</td>
<td>2CMAT 2D MAT</td>
<td>3A MAT 3B MAT</td>
<td>This option leads to general tertiary entry. It is mathematically stronger than the previous option but does not provide adequate preparation for tertiary courses in which knowledge of integral calculus and statistical inference is required.</td>
</tr>
<tr>
<td>4</td>
<td>3A MAT 3B MAT</td>
<td>3C MAT 3D MAT</td>
<td>This option is suitable for most tertiary courses that require knowledge of integral calculus and statistical inference. This is the strongest SINGLE Mathematics course.</td>
</tr>
<tr>
<td>5</td>
<td>3A MAS 3B MAS</td>
<td>3C MAS 3D MAS</td>
<td>Whilst this option is possible, it is strongly recommended that students also study 3A/3B MAT in year 11 and 3C/3D MAS in year 12.</td>
</tr>
<tr>
<td>6</td>
<td>3A/3B MAT 3A/3B MAS</td>
<td>3C/3D MAT 3C/3D MAS</td>
<td>This option is suitable for students who require the strongest mathematical preparation for tertiary studies. It is most appropriate for courses such as mathematics, computing, engineering and the physical sciences.</td>
</tr>
</tbody>
</table>

**Note:** Students studying courses in year 11 may have the option of repeating the same course in year 12. Please check with the Learning Area Coordinator: Mathematics – Mrs A Hird.

**ENQUIRIES:** Mrs A. Hird
Science
Year 11 Science

This information applies to the following WACE Science courses: Biology, Chemistry, Human Biology and Physics.

In Year 11 2011, we are offering these courses at stage 2. (Units 2A/2B). The content is similar to that in the courses offered in previous years but some topics have been replaced to reflect changes in the Science world. The major changes are in the assessment procedures, with Investigations taking a more prominent role. Test and examinations will continue to feature highly in the school based assessment. All of the courses require a good level of comprehension and mathematical skills.

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-25%</td>
<td><strong>Practical Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Practical tasks and/or exercises designed to develop and/or assess a range of laboratory-related skills and conceptual understandings of scientific principles and skills associated with processing data.</td>
</tr>
<tr>
<td></td>
<td><strong>Investigations</strong></td>
</tr>
<tr>
<td></td>
<td>Research work in which students plan and conduct an open investigation, process and interpret data and evaluate their plan, procedures and findings.</td>
</tr>
<tr>
<td>15-25%</td>
<td><strong>Assignments and class work</strong></td>
</tr>
<tr>
<td></td>
<td>Students apply their understanding and skills in science to analyse and evaluate information, prepare reports, present responses to extended and/or open ended questions and solve problems through a combination of work that may be done inside and outside class time.</td>
</tr>
<tr>
<td>50-70%</td>
<td><strong>Tests and examinations</strong></td>
</tr>
<tr>
<td></td>
<td>Students apply their understanding and skills in science to analyse interpret, solve problems and answer questions in supervised classroom setting.</td>
</tr>
</tbody>
</table>

The entry requirements for these courses are:

- Achieve a score of 65% in your chosen discipline in the end of term test.

In the event of having to choose a science subject (discipline) that you have not yet studied in Year 10, you must satisfy the following requirements:

- Had a discussion with your current Science Teacher or the LAC of Science to discuss your progress, potential and post Year 11 aspirations. Approval to choose the subject may be given as conditional. This means a good end of Year exam performance is critical.
- Proven that you have the mathematical ability to cope with the complexities of Stage 2 Chemistry and/or Stage 2 Physics (if these are chosen).

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Choosing a Science subject that you have already studied in Year 10?

Yes  Scored 65% or more?

No  Speak with your Science Teacher.

Yes  Approved

No
```
Science

Biological Sciences

A unique appreciation of life and a better understanding of the living world are gained through studying the Biological Sciences course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts such as marine reefs, endangered species, urban ecology, viticulture or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

STUDENT PATHWAY OPTIONS

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<tr>
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</table>

Chemistry

The Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences including biology, geology, medicine, molecular biology and agriculture and prepares them for further study in the sciences.

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Human Biological Science

The Human Biological Science course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility. Scientific evidence is used to make informed decisions about controversial issues, such as stem cell research, obesity and euthanasia.

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<th>2012 Year 11</th>
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<tr>
<td>Units 2A and 2B</td>
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</tbody>
</table>
Science

Integrated Science

The Integrated Science course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics, and can also include less traditional areas such as forensic science and biotechnology. Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. Students apply their scientific knowledge in areas such as vehicle safety and driving, personal lifestyle choices, the management of water resources, environmental issues associated with the exploration and mining of natural resources and the sustainable use of energy. Students develop a range of practical skills and techniques through investigations and fieldwork in context and use scientific evidence to make informed decisions about scientific issues.

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</table>

Physics

In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They discover how we exploit radioactivity in industrial testing and in the treatment of diseases, why we use different materials in heating and cooling systems, how we use electric and magnetic fields in machines, and how our understanding of light and sound waves helps us to communicate. Students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom’s electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

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</table>
Society & Environment
Society & Environment

Economics
The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia’s role as an international citizen.

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Geography
Geography is the study of physical and cultural environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and from a spatial perspective analyse and provide explanations on human and physical phenomena and their complex interactions. They develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places. More specifically, the course will focus on Hazard Geography and Environmental Sustainability as well as geographical thinking, skills and processes.

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Modern History
Studying Modern History enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including artefacts, oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history. Students will undertake a study of Nazi Germany and the USA between the Wards.

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Politics and Law
Politics and Law is a study of the processes of decision-making concerning society’s collective future. It aims to develop knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the judicial, executive and legislative arms of government to demonstrate how society is governed and examines the philosophy and values on which society is governed. More specifically, the course looks at parliaments at state and federal level, at our court system, including the High Court, as well as criminal and civil law and their trial processes. The Politics and Law Course also examines our electoral systems, and other areas such as issues of the accountability of the government in Australia.

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ENQUIRIES: Ms R. de Faria
Languages
Language Courses

GOALS AND OBJECTIVES

All Courses in Languages will enable students to further their achievement of all six Language Curriculum Framework Outcomes, namely: Listening and Responding, and Speaking; Viewing, Reading and Responding; Writing; Cultural Understandings; The System of the Target Language and Language Learning Strategies. These six outcomes have been synthesised to create four Course of Study Outcomes: Listening and Responding; Spoken Interaction; Viewing, Reading and Responding and Writing.

Students who study a Language will be given bonus Tertiary Entrance Aggregate (TEA) points at the Group of Eight Universities in Australia (Go8).

These universities include: The University of Western Australia; The University of Melbourne; The University of Adelaide; The Australian National University; The University of Sydney; the University of Queensland; The University of New South Wales and Monash University.

The Go8 will introduce a 10 per cent TEA bonus for students studying Languages in Year 12, effective from 2011 onwards, for admission to the University in 2012.
Languages

French
An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions and belief systems. In the French course, students analyse, process and respond to texts to understand aspects of the language and culture of a range of French-speaking communities throughout the world.

The opportunity to learn French makes available to students not only the language and culture of France, but of that of many other countries which share the same cultural traditions and beliefs. Seen in the Australian context, the study of French also emphasises the historical links we have enjoyed with France dating back to early exploration. In the French course, students analyse, process and respond to a variety of texts drawn from the rich source of French speaking communities throughout the world.

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Italian
Learning a language expands students’ horizons as both national and global citizens of the 21st century. The study of Italian is relevant to students in Australia because Italian is a strong community language: the history of Italian settlement in Australia can be traced to the First Fleet in 1788 and Italian-speaking communities in Australia continue to play a significant role in our society. Italy is also a major destination for Australian travellers. The Italian course develops the ability of students to communicate in Italian, understand aspects of the language and develop a greater respect for the Italian people, their rich and diverse culture, traditions and belief systems. The study of Italian may also provide opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

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Japanese: Second Language
Japanese is one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between our two countries.

In the Japanese: Second Language course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for people of Japanese-speaking communities.

The Year 12 Japanese course of study will be taught alongside the VET qualification Certificate III in Applied Languages (Japanese). This will ensure that students are leaving school with a nationally recognised qualification. The Japanese: Second Language Course is designed to equip students with skills needed to function in an increasingly globalised society and culturally diverse local community.

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</tr>
<tr>
<td>Certificate III in Applied Languages (Japanese)</td>
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</tr>
</tbody>
</table>
Physical Education Studies
Physical Education Studies contributes to the development of student’s physical, social and emotional growth. Students learn about physiological, psychological, and biomechanical principles and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

**STUDENT PATHWAY OPTIONS**

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<tbody>
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<tr>
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</tr>
</tbody>
</table>

**ENQUIRIES:** Mr D. Kowal
The Arts
The Arts

Drama

The Drama course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, play-writing and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

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<tbody>
<tr>
<td>Units 2A and 2B</td>
<td>Units 3 A and 3B</td>
</tr>
</tbody>
</table>

Music

In the Music course students have opportunities to develop and extend their musical abilities and potential through the context of Western Art Music. Through the study of aural, theory, composition and arrangement, cultural and historical analysis and performance, students refine and develop their musicianship abilities, engage in learning that develops music literacy and cultural awareness which reflects the world of performers, composers and audiences.

STUDENT PATHWAY OPTIONS

<table>
<thead>
<tr>
<th>2012 Year 11</th>
<th>2013 Year 12 (Predicted options)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Technology & Enterprise
Technology & Enterprise

Accounting and Finance

The course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems, such as ledgers, balance sheets, journals and cash books.

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ENQUIRIES: Mr I. Edwards/Mrs L. Kiernan

Applied Information Technology (AIT)

Using a computer is part of almost every career and job choice in the 21st Century. Knowledge of how to use different applications is vital in order to gain and retain work. Knowledge learning in the AIT course will complement ALL other courses taken in Year 11 and 12. In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology on society in general. This is a hands on course with a great deal of practical work.

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</table>

ENQUIRIES: Mr I. Edwards/Mr R. Deurloo

Business Management and Enterprise

The Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. In an age when many business practices and ethical standards are being examined, this course will give individuals the ability to make sound and ethical decisions based on knowledge and understanding. The course aims to empower students to make business decisions based on critical thinking which are in line with their own values and the values of the society in which they live. They will be well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities. Exposure to a wide range of business activities, management strategies and an insight into the potential of entrepreneurship empowers students and helps them to appreciate the significance of their role as both participants and consumers in the business world. In second semester, individual and group enterprises are established and operated within the school.

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ENQUIRIES: Mr I. Edwards
Technology & Enterprise

Career and Enterprise

Career education has moved towards learning to manage and take responsibility for personal career development before even leaving school. The Career and Enterprise course equips students with the tools to head confidently into an uncertain future. It begins with recognising individual skills and talents, and moves on to using this understanding to find work and keep it. All aspects of work and workplaces are explored, from entry level to working globally. Changing technology, employment patterns and economic restructuring are realities of the rapidly changing world of work students will be entering. Learning to deal with constant change through adaptability, enterprise and lifelong learning are vital elements of the course, along with exploration of social, cultural and environmental issues.

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ENQUIRIES: Ms S. Hammond

Children, Family and the Community

The Children, Family and the Community course provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others.

STUDENT PATHWAY OPTIONS

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ENQUIRIES: Ms M. Bloodworth
Technology & Enterprise

**Food and Hospitality**

This is an ENDORSED COURSE and as such, does not satisfy either List A or List B requirement for WACE. However, completion of competencies from Certificate I in Hospitality in Year 11 can provide the equivalent of 2 units towards the WACE requirement of 20 units and also provides students with a transferable VET qualification.

This Curriculum Council developed course uses the Tourism, Hospitality and Events (SIT07) Training Package as a framework for the achievement of competencies from an AQF qualification. It provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. To develop and apply enterprising and innovative ideas to food production, students are able to focus on different contexts such as hospitality and kitchen operations.

**STUDENT PATHWAY OPTIONS**

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<tbody>
<tr>
<td>Competencies from Certificate I in Hospitality</td>
<td>Competencies from Certificate II in Hospitality</td>
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</table>

The competencies listed below can lead to the completion of Certificate I in Hospitality (Year 11) and preparation for completion of the Certificate II in Hospitality (Year 12)

| SITHIND001A | Develop and update hospitality industry knowledge |
| SITXCOM001A | Work with colleagues and customers |
| SITXCOM002A | Work in a socially diverse environment |
| SITXOHS001A | Follow health, safety and security procedures |
| SITXOHS002A | Follow workplace hygiene procedures |
| SITHFAB003A | Serve food and beverage to customers |
| SITHFAB011A | Develop and update food and beverage knowledge |
| SITHFAB012A | Prepare and serve espresso coffee |
| SITHFAB004A | Provide food and beverage service |
| SITHFAB010A | Prepare and serve non-alcoholic beverages |
| SITHC001A | Organise and prepare food |
| SITHCCC007A | Prepare sandwiches |
| SITHCCC002A | Present food |
| SITHCCC003A | Receive and store kitchen supplies |
| SITHACS006A | Clean premises and equipment |
| SITHCCC005A | Use basic methods of cookery |

**ENQUIRIES**: Ms M. Toleman
Technology & Enterprise

Materials Design and Technology – Wood

This is a practical course where students can work with wood in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students are required to research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

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ENQUIRIES: Mr R. Deurloo

Visual Arts

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

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ENQUIRIES: Mrs D. Ellery

Workplace Learning

The Workplace Learning course aims to prepare students for employment by providing them with knowledge about what is valued in a work environment. Employers value generic work skills which are transferable and vital in all forms of employment. These employability skills are developed over a lifetime and are valued in education, training, workplaces and the community. By participating in a supported structured workplace learning program based on employability skills and involving a number of different workplaces, students are assisted to make informed decisions about their futures. These decisions are vitally important for students to move successfully from school to further education, training, employment and participation in the community. This course is a 7th option only for students, it cannot be taken as one of their 6 school based courses of study. It is usually undertaken in a block placement at certain times during the school calendar.

STUDENT PATHWAY OPTIONS

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</table>

ENQUIRIES: Ms S. Hammond/Mrs N. Horner
Applied Learning Program

This innovative program adopts the Jesuit motto of “I strive for higher things”.

WHO IS IT FOR?
- Students who would gain a personal advantage from extra and ongoing pastoral care to establish goals and direction.
- Students who are capable of developing leadership ability, but perhaps have not experienced the opportunity to do so in their school lives so far.
- Students whose self esteem and confidence would improve from being able to develop in a nurturing small group environment.
- Students who would benefit from a lighter academic load in Year 11.

IT IS
- Aimed at preparing Year 11 students for successful entry to TAFE apprenticeship/traineeship either at the end of Year 11 or at the completion of their WACE in Year 12.
- A discrete education program
- Not a WACE alternative – students are still on track to complete their WACE by the end of Year 12.
- A positive learning experience.

Purpose of the program is to –
1. Enhance student engagement and participation through the ALP course. This will be done by subtly addressing self awareness and esteem issues. The student will learn and grow with and from each other.
2. Interact with the whole person making learning relevant and real through practical hands on experiences.
3. Develop organisational and study skills – ready for successful completion of Year 12 studies.
4. Foster camaraderie and the feeling of belonging.
5. Provide opportunity to demonstrate leadership skills.
6. No academic targets set.
7. Share in the Pastoral care unique to this group. The ALP program is a breathing space for students who need it, who need that something extra a non confrontational environment.

THE COURSE

Students select 5 courses from the selection sheet (including Religion and Life and English) and the Applied Learning Program is their 6th selection. It is anticipated that students would include Careers and Enterprise as one of their 5 selections. The allocated time for the 6th course becomes the ALP Program.

Intended/suggested activities within the ALP Program -
- Demonstrate cooking and preparation skills through sharing a meal together.
- The Real Game – this teaches the student all the elements of training, finding a job, keeping that job, recreation and living through role plays. This experimental hands on program closely aligns with real life scenarios facing young people today.
- Keys for Life – assisting students to gain their “L’s” and recognising safe driving practices.
- Team building activities, on and off site
- Leadership skills training.
- Support and assistance with academic WACE program.
- Guest speakers and workplace visitations.
- Students can present ideas for activities.

ENQUIRIES: Mr S. Connery
Key People in Decision Making

Learning Area Coordinators

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Religious Education</td>
<td>Mr McCarthy</td>
</tr>
<tr>
<td>Drama</td>
<td>Mr Tsakisiris</td>
</tr>
<tr>
<td>Computing</td>
<td>Mr Joosten</td>
</tr>
<tr>
<td>English</td>
<td>Ms Den Haan</td>
</tr>
<tr>
<td>LOTE</td>
<td>Ms Glass</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Ms Hird</td>
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<tr>
<td>Music</td>
<td>Mrs Strong</td>
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<tr>
<td>Physed Studies</td>
<td>Mr Kowal</td>
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<tr>
<td>Science</td>
<td>Mr McCann</td>
</tr>
<tr>
<td>Society &amp; Environment</td>
<td>Ms de Faria</td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>Mr Downie</td>
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</tbody>
</table>

Career Counselling and Guidance

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Careers Counsellor</td>
<td>Ms Hammond</td>
</tr>
<tr>
<td>Counsellors</td>
<td>Mr Hastings-James</td>
</tr>
<tr>
<td></td>
<td>Ms Catina</td>
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Pastoral Welfare Coordinators

<table>
<thead>
<tr>
<th>Location</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campion</td>
<td>Ms Brennan-Poland</td>
</tr>
<tr>
<td>Koolyangarra</td>
<td>Mr Owen</td>
</tr>
<tr>
<td>Loreto</td>
<td>Mr Samuel</td>
</tr>
<tr>
<td>Loyola</td>
<td>Mr Connery</td>
</tr>
<tr>
<td>St Louis</td>
<td>Ms Power</td>
</tr>
<tr>
<td>Ward</td>
<td>Ms Hammond</td>
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