



Entry to Year 12 2012

In the spirit of John XXIII, Mary Ward and Ignatius Loyola, our College seeks to develop people of competence, conscience and compassion who are committed to God and the service of others.

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INTRODUCTION

This booklet provides information about the Year 12 Courses offered by John XXIII College and about the assessment procedures used for grading students in these courses.

Year 12 is the most significant year so far in the academic lives of these students. They need to be aware that their final grades are based upon cumulative assessment over the whole year. Consequently, a consistent study pattern must be established if they are to achieve satisfactory results.

Information provided by the tertiary institutions, Colleges of T.A.F.E. and the Tertiary Institutions Service Centre (T.I.S.C.) is given to students as and when it becomes available.

BEYOND YEAR 11

Before making choices of Year 12 courses for 2011, students need to consider their progress in Year 11 studies carefully and evaluate the goals that they are setting themselves. If these goals are unrealistic, the outcome of Year 12 studies is likely to be disappointing.

This booklet seeks to define the desirable outcomes and describe the standards that must be met if these outcomes are to be achieved. In addition, some guidance, based on Year 11 performances, is given in assessing student success in the pursuit of these outcomes.

Although the majority of students will proceed to Year 12 courses, transfer to Year 12 cannot be automatic; neither can the continuation of study in a particular subject area be taken for granted.

The information contained in this booklet was accurate when it went to print. All students and parents will be kept informed of any changes advised by the Curriculum Council, the Tertiary Institutions Service Centre and the Colleges of Technical and Further Education. Changes will be conveyed through the College Newsletter, Webpage or via email.

PROMOTION POLICY STATEMENT

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.

A student who is graded "E" in three or more courses in Year 11 normally cannot proceed to Year 12.

Where two courses in Year 11 are graded "E", promotion to Year 12 is negotiated with the student on an individual basis and, if it takes place, will be subject to certain agreed conditions. These are to be organised in consultation with the Deputy Principal, Studies.

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 been graded "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 grade is D will be counselled before enrolment in the corresponding Year 12 course is negotiated.

In the interest of promoting a student's welfare, the College reserves the right to review student promotion to Year 12, even though student Year 11 performance may satisfy the minimum academic requirements for promotion.

WACE REQUIREMENTS

*Detailed explanations of the WACE can be found on the Curriculum Council website.

Breadth and depth requirement	<ul style="list-style-type: none"> • Complete at least 20 units. • The 20 units must include at least three two-unit combinations from different WACE courses and also include: <ul style="list-style-type: none"> ○ four course units from the English learning area (English and Literature), studied over at least two years post Year 10 (at least two of these units must be completed in Year 12) ○ at least one pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) in their final year.
Achievement standard requirement	<ul style="list-style-type: none"> • Achieve a C grade average or better across 10 course units. • These 10 units must include: <ul style="list-style-type: none"> ○ the last two-unit combination completed in three different courses ○ one unit from each of two other different courses ○ units with the highest achievement to make up the balance of the 10 units.
English language competence requirement	<ul style="list-style-type: none"> • Achieve the standard for English language competence as defined by work samples; typically this is a C grade or better in any Stage 1 or higher English unit

SUBJECT SELECTIONS

The College will construct a timetable which seeks to fit the constraints that students' course choices impose. Choices made later than this date or subsequent changes of choice can only be accepted if they fit into the framework that will, by then, have been fixed.

Correspondence confirming all the student's selections will be sent early in Term 4.

TIMELINE

- | | |
|-------------------------------------|---|
| Weeks 8 – Term 3 | <ul style="list-style-type: none"> • Year 11 refresher presentation on WACE requirements, calculation of the ATAR and subject selection. • Publication of <u>Entry to Year 12 2010</u> Booklet to school website – www.johnxxiii.edu.au • Distribution of Subject Selection Form • Counselling is available from the Careers Counsellor, Ms Sarah Hammond (9383 0472) or the Deputy Principal, Studies, Mr Robert Novacsek (9383 0406). |
| Thursday 16 th September | <ul style="list-style-type: none"> • Subject Selection forms due to Student Reception |

ASSESSMENT POLICY

The College has an Assessment Policy which is published on the College website www.johnxxiii.edu.au. Students are strongly advised to familiarise themselves with its content.

SUBJECTS AND PATHWAYS AT JOHN XXIII COLLEGE

This document is in draft form and is subject to alteration

	List A (arts/languages/social science) ³	Year 11	Year 12	CODE	List B (mathematics/science/technology) ³	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	1A/B	1C/D	AIT	Applied Information Technology	1A/B	1C/D
DRA	Drama	2A/B	3A/B	BIO	Biological Sciences	2A/B	3A/B
ECO	Economics	2A/B	3A/B	CHE	Chemistry	2A/B	3A/B
ENG	English ¹	1A/B 2A/B	1C/D 3A/B	HBS	Human Biological Science	2A/B	3A/B
FRE	French	2A/B	3A/B	ISC	Integrated Science	1A/B	1C/D
GEO	Geography	2A/B	3A/B	MDT	Materials Design and Technology	1A/B	1C/D
HIS	Modern History	2A/B	3A/B				
ITA	Italian	2A/B	3A/B				
JSL	Japanese: Second Language	2A/B	3A/B	MAT	Mathematics	See Mathematics subject descriptions.	
LIT	Literature	2A/B	3A/B	MAS	Mathematics Specialist		
MPA	Media Production and Analysis	2A/B	3A/B	PHY	Physics	2A/B	3A/B
MUS	Music	2A/B	3A/B	PES	Physical Education	1C/D2 A/B	2A/B 3A/B
PAL	Politics and Law	2A/B	3A/B	FST: Food Science and Technology (Certificate I Hospitality) 1C/D (unlisted)			
REL	Religion and Life ²	1A/B 2A/B	1C/D 3A/B				
VAR	Visual Art	1C/D 2A/B	1A/B 3A/B				
WPL	Workplace Learning	1A/B	1C/D				
Notes:							
¹ All students are required to take an English course. ² All students are required to take Religion and Life. ³ All students are required to take at least ONE subject from List A and List B.							

T.A.F.E. ENTRY REQUIREMENTS

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 **Training WA** website. Find out more: T: 1800 999 167; W: www.trainingwa.wa.gov.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:

●	basic skills
●●	developed skills
● ●●	well developed skills
●● ●●	highly developed skills

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

PUBLIC UNIVERSITY ENTRY REQUIREMENTS

Western Australian Certificate of Education (WACE)

WACE is required by all universities

Prerequisites

A scaled mark of at least 50 at stage 3 in specified courses. Some courses will accept 2C/D Mathematics as a prerequisite. The College strongly advises that you check prerequisites at the following TISC address <http://www.tisc.edu.au/>. Select 'University Admissions' and then 'Course Prerequisites' to view 2012 Admission requirements.

Competence in English

A scaled mark of at least 50 in English, Literature or EALD.

Edith Cowan University will accept either a scaled mark of at least 50 in Stage 2 or 3 English or Literature OR a Letter grade of A, B or C in 2 units of English (2A, 2B, 3A, 3B), studied in Year 12; 2 units of EALD (2A, 2B, 3A, 3B), studied in Year 12; or 2 units of Literature (2A, 2B, 3A, 3B), studied in Year 12;

Australian Tertiary Admission Rank (ATAR) (formerly known as Tertiary Entrance Rank: TER)

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). All courses at Stages 2 and 3 count towards the ATAR.

Only courses studied in Year 12 can be counted. For courses, a consecutive pair of units must be undertaken to produce a school score. Students are required to sit for the WACE examination in that course to produce a combined score (a school score added to the examination score). Students will sit separate Stage 2 and Stage 3 exams in all courses. The TEA is calculated by adding the best four Year 12 courses. In using scores from the best four courses, there are some conditions that apply. For example certain course combinations cannot be used. Of the subjects offered by John XXIII College for instance, you cannot count both English and Literature or Biology and Human Biology.

As an incentive to do the more demanding Stage 3 units, combined examination and school scores will be increased by 15 marks per course relative to Stage 2 results, as part of the scaling process. Please note that the incentive increments for Mathematics are in 10 mark increments over Mathematics General 2A/B, 2C/D, 3A/B and 3C/D.

To obtain a score for each course, a school based component (50%) is added to the External Examination component (50%) to form a combined score. There are several statistical procedures which are applied to the school score (moderating), exam score (standardising) and the combined score (scaling). Scaling is performed using the Average Subject Scaling Method (ASSM).

All the students who qualify for a TEA are ranked from the highest score to the lowest score. The best TEA is assigned a score of 99.95 and the lowest a score of 0. All students who fall between are ranked and assigned a score from 99.95 to 0. The assigned score is the **Australian Tertiary Admission Rank (ATAR)**. A student who achieves a ATAR of 80 has outscored 80 percent of the cohort or in turn 20 percent have outperformed the same student. It is the ATAR which TISC uses determine which students are offered places.

Language other than English Bonus

The University of Western Australia and Curtin University of Technology will offer a ATAR bonus of 10% to WA Certificate of Education students who undertake a language other than English in Year Twelve.

Only one Language other than English course can count towards the bonus.

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
- considers personal qualities and motivation
- requires students to have an interview with NDA staff member
- considers references from schools and employers

Minimum Entrance Requirements

Secondary Graduation
 English Language Competence
 An ATAR of 70 or higher

MEDICINE/DENTISTRY ENTRY – MAJOR CHANGES

For Western Australian Universities – no undergraduate Medicine or Dentistry available:

For students completing Year 12 in 2012, their options include applying to interstate universities (full list available on the UMAT website – see below) or completing a 3 year undergraduate degree in any discipline and then applying for the postgraduate medicine and dentistry programs at the University of Western Australia or the graduate medicine program at the University of Notre Dame.

UWA will be offering an 'assured pathway' into Postgraduate Medicine degree for Year 12 students who receive a minimum ATAR of 98, and have met the required marks in the UMAT test and at interview. This process is outlined in more detail at www.meddent.uwa.edu.au/courses.

For Interstate Universities – undergraduate Medicine:

1. Students apply to sit the Undergraduate Medicine and Health Sciences Admission Test (UMAT) in May/June of Year 12. The test is administered in August. Information about the UMAT test can be located at <http://umatweb.acer.edu.au/>.
2. Students apply for places at university through the appropriate state's university admissions centre and sit the WACE in November. There may be specific forms for students to hand in at school to ensure their school results are released early to the appropriate bodies.
3. The top students in the UMAT are invited to attend a Structured Interview.
4. Selection is made from a final ranking obtained by combining the academic score, the UMAT score and the structured interview score. Only students who have passed UMAT and have an ATAR above the indicated minimum qualify for this final step.

ASSESSMENT POLICY: YEARS 11 and 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

http://www.johnxxiii.edu.au/fileadmin/user_upload/downloads/Secondary_School/Documents/Assessment_Policy_Yr11to12.pdf

COURSE SELECTION ADVICE

Advice for Year 12, 2012

1. Students need to recognise that satisfactory performance in a Year 12 English course is essential for graduation (WACE).
2. Courses are taught concurrently at John XXIII College, for example the content and skills of Geography 2A and 2B Geography are merged and will be completed at the conclusion of the year. This means that students will not be permitted to change their course selections after term one, unless there are extenuating circumstances.
3. There are minimum satisfactory performance requirements that are to be met before a student is permitted to select a particular subject in year 12.
4. Repeating Year 11 may be an option to consider.
5. All students are required to sit a WACE examination if they are enrolled in a stage Two or Three course. Exemptions only exist for those students who will complete a TAFE Certificate in their final year at school. Failure to sit the examination will mean the student will not be credited with the course on their WACE Certificate. This may have implications for graduating.
6. For students desiring an alternative education pathway, the Year 12 Vocational Education Programme may be an option.
7. For TAFE directed students the focus must be on courses which maximise their opportunity for entry. Obtaining an ATAR is not a requirement for TAFE entry.
8. University directed students must focus on courses in which they can score the highest. It usually follows that these are the courses the student is more interested in and enjoys learning and studying. This is far more important than selecting subjects because of the way they are likely to be scaled.
9. There are alternative pathways to University which are well worth exploring, eg TAFE and alternative entry programmes run by the different universities. Often this means that the student is not required to study university entrance subjects.
10. Students should be aware that they need a minimum of four subjects at Stage 2 or 3 level to obtain an ATAR for University entry.
11. Borderline students need to be aware of the dangers of falling between the TAFE and TISC requirements.
12. Choosing to enrol in FOUR, FIVE or SIX Stage 2 or 3 courses should be done after considering a number of factors: For example;
 - Even with the final Year 11 grades and scores in front of us, it may not be obvious yet which subjects are likely to be used in calculating the Tertiary Entrance Aggregate (TEA).
 - Some university courses have prerequisites, so that a student wanting to enrol must study a specified course for the WACE Examinations even though that course is unlikely to count in his/her Tertiary Entrance Aggregate.
 - Students who embark on the Year 12 Vocational Programme enrol in a mostly fixed menu of courses. This comprises five accredited Stage 1 courses plus "Structured Workplace Learning".
 - The most important consideration for every student is that, together, we make a wise or smart decision, rather than making a hasty one based on incomplete information.

CAREER DEVELOPMENT: a) Resources for Year 11 and 12 Students and Parents

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.
9. Maintain balanced life and work roles.
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

CAREER DEVELOPMENT:

b) Study Requirement and Study Skills for the Senior Years of School

Students in Year 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 2008. 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:

- 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?

1. Ask the class teacher for hints and tips on how to remember the information
2. 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.
3. 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.
4. 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: Ms Eva-Maria Catina, Mr Nic Hastings-James
 Careers Counsellor: Ms Sarah Hammond

CAREER DEVELOPMENT:

c) Websites for Upper School Students and Parents

All Australian Universities - <http://www.universitiesaustralia.edu.au/page/australia-s-universities/university-profiles/>

Western Australian Universities

1. Edith Cowan University - <http://www.ecugreatcareers.com/>
2. Curtin University of Technology - <http://prospective.curtin.edu.au/>
3. Murdoch University - <http://www.murdoch.edu.au/Future-students/>
4. University of Western Australia - <http://www.studyat.uwa.edu.au/courses-and-careers/undergraduate>
5. University of Notre Dame Australia - <http://www.nd.edu.au/>

Western Australian Bridging Courses/Alternative Pathways into University

1. Curtin College (Linked to Curtin University) <http://futurestudents.curtin.edu.au/school-leavers/how-to-get-in/flexible-entry-pathways/curtin-college.cfm>
2. University of Notre Dame Tertiary Enabling Course
<http://www.nd.edu.au/fremantle/courses/preUniversity.shtml>
3. Edith Cowan University – University Preparation Course and other entry pathways
<http://www.ecu.edu.au/future-students/school-leavers/how-to-get-into-ecu>
4. Murdoch University <http://www.murdoch.edu.au/Future-students/Domestic-students/Applying-to-Murdoch/Alternate-admission-pathways/School-leavers/>
5. Perth Institute of Business and Technology (PIBT – Associated with Edith Cowan University) - <http://www.pibt.wa.edu.au/>
6. TAFE Certificate IV and Diploma Courses e.g. Central TAFE
http://www.central.wa.edu.au/future_students/UniversityPathways/Pages/default.aspx

English Language Competence Tests for University Entrance

1. Test of English as a Foreign Language (TOEFL) - <http://www.toefl.org/>
2. International English Language Testing System (IELTS) - <http://www.ielts.org/>
3. The Special Tertiary Admissions Test (STAT) - <http://www.tisc.edu.au/static/guide/stat.tisc>

Technical and Further Education (TAFE) - <http://www.tafe.wa.edu.au/>

1. Western Australian Department of Training and Employment - <http://www.training.wa.gov.au/>
2. Western Australian Public Training Providers – lists all TAFE Colleges in Western Australia - http://www.training.wa.gov.au/revamp/frameset/s_t_s.htm
3. Western Australian Private Providers - <http://www.training.wa.gov.au/revamp/frameset/pritrain.htm>

Institutions Offering Tertiary Education Preparation Courses for Students Aged 16+

1. Canning College - <http://www.canningcollege.wa.edu.au/>
2. Cyril Jackson Senior Campus - <http://www.cyriljackson.wa.edu.au>
3. North Lake Senior Campus - <http://www.northlake.wa.edu.au/>
4. Tuart College - <http://www.tuartcollege.wa.edu.au>

CAREER DEVELOPMENT: **c) Websites for Upper School Students and Parents**

Western Australian Universities Foundation Program (WAUFP) -
<http://www.tisc.edu.au/static/guide/waupp.tisc?cid=3555>

Australian University Admission Centres – centralised admission centres for participating universities

Northern Territory – Charles Darwin University - <http://www.cdu.edu.au/>

Queensland Tertiary Admissions Centre Ltd (QTAC) - <http://www.qtac.edu.au/>

South Australian Tertiary Admissions Centre (SATAC) - <http://www.satac.edu.au/>

New South Wales and the Australian Capital Territory -Universities Admissions Centre-
<http://www.uac.edu.au/>

University of **Tasmania** - <http://www.utas.edu.au/>

Australian Maritime College (**Tasmania**) - <http://www.amc.edu.au/>

Victorian Tertiary Admissions Centre (VTAC) - <http://www.vtac.edu.au/>

Western Australian Tertiary Institutions Service Centre (TISC) - <http://www.tisc.edu.au>

Open Learning Australia (OLA) - <http://www.ola.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

Education Department of Western Australia - <http://www.det.wa.edu.au/>

Test Undertaken by Undergraduate Applicants for Assured Places in Postgraduate Dentistry and Medicine in Western Australia and Undergraduate Medicine/Dentistry in Some Other States

Undergraduate Medical and Health Sciences Admission Test (UMAT) - <http://umatweb.acer.edu.au/>



Course Descriptions



Learning Enrichment

LEARNING ENRICHMENT DEPARTMENT

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 Years 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 Years 11 and 12. Applications for special assistance in TEE examinations are prepared and lodged with the Curriculum Council.

SPECIAL EXAMINATION ARRANGEMENTS:

Students from Years 8 to 12 who have a temporary or permanent disability and/or specific learning difficulty which could disadvantage them in an examination situation may apply to sit the assessments and examinations under special conditions. For Year 12 students who are sitting for their TEE, there is a special application form which should be completed and returned to the Curriculum Council, by the College, by 30 June 2010. If you already know your child will be applying for special conditions, such as extra time, you will need to submit the following to the College as soon as possible:

In the case of a Specific Learning Difficulty or Attention Disorder Deficit a current educational psychology report administered within two years of the TEE examinations is required. This report must contain a normative assessment (e.g., WISC IV and/or WIAT) and other evidence to support your child's specific difficulties (e.g., age appropriate reading assessment). Diagnosis of the conditions of Specific Learning Difficulty or Attention Deficit Disorder in itself may not be sufficient to support an application for special examination arrangements;

In the case of physical limitations, students will need evidence provided by relevant specialists e.g., psychiatrists, paediatricians, occupational therapists or speech pathologists. These reports also need to include diagnosis and justification of how the disability will affect the student's performance in the test or assessment situation.

The application form for 2011 continues to place considerable emphasis on the case management of a student's learning difficulty by the school. Schools are advised to determine the needs of their students during Year 11 so they may make the necessary arrangements for tests, examinations and other timed assessment tasks and case manage the student throughout senior school. The College will not make alternative arrangements unless professional evidence from a specialist is provided. It is the responsibility of a student's parents to acquire and provide this information. If the College accepts the initial evidence, special conditions will be trialled throughout the year. However, this does not ensure the Curriculum Council will accept the final application. Students granted special conditions, must be aware that they will sit the TEE examinations at Tuart or Canning College.

Advice on the relevance of the application can be sought from Mrs McLean, Learning Enrichment Coordinator on 9383 0494. A list of registered psychologists and details of the evidence required by the Curriculum Council can then be supplied.

ENQUIRIES: Mrs J. Mc Lean



Religious Education

RELIGIOUS EDUCATION

COMPULSORY COURSE

Religion and Life

Religion and Life explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of Catholicism and one or more other religions. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They analyse the role religion has played in human affairs and understand the challenges and opportunities religions face in the future.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D, or
Units 2A and 2B	3A and 3B (enables higher level thinking and learning opportunities and extra course for calculation of ATAR)

ENQUIRIES: Mr P. McCarthy



English

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.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D
Units 2A and 2B	Units 3A and 3B

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.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3A and 3B

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

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3A and 3B

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 and INCREMENT

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 and INCREMENT

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:

Option	Units in Year 11, 2011	Ordinary progression to these Units in Year 12, 2012	Comment including previous yr 11/12 subjects
1	1B MAT 1C MAT	1D MAT 1E MAT	This option is suitable for students wishing to further develop their mathematical skills but are not necessarily seeking university entry.
2	2A MAT 2B MAT	2C MAT 2D MAT	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.
3	2CMAT 2D MAT	3A MAT 3B MAT	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.
4	3A MAT 3B MAT	3C MAT 3D MAT	This option is suitable for most tertiary courses that require knowledge of integral calculus and statistical inference. This is the strongest SINGLE Mathematics course.
5	3A MAS 3B MAS	3C MAS 3D MAS	Whilst this option is possible, it is strongly recommended that students also study 3A/3B MAT in year 11 and 3C/3D MAT in year 12 (see option 6).
6	3A/3B MAT 3A/3B MAS	3C/3D MAT 3C/3D MAS	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.

Note: Students studying courses in year 11 may have the option of repeating the same course in year 12.

ENQUIRIES: Mrs A. Hird



Science

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. Stage 2 Biology is a prerequisite for this course as it covers some topics that are assumed knowledge for Stage 3 but are not specified as Stage 3 learning outcomes. Students are expected to obtain a solid Stage 2 course mark in order to show the ability to cope with the demands of Stage 3.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

Chemistry

The Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. The Stage 3 course context is Viticulture. 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. Stage 2 Chemistry is a prerequisite for this course as it covers some topics that are assumed knowledge for Stage 3 but are not specified as Stage 3 learning outcomes. Students are expected to obtain a solid Stage 2 course mark in order to show the ability to cope with the demands of Stage 3.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

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 and the evolution of the human species. 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. Stage 2 Human Biology is a prerequisite for this course as it covers some topics that are assumed knowledge for Stage 3 but are not specified as Stage 3 learning outcomes. Students are expected to obtain a solid Stage 2 course mark in order to show the ability to cope with the demands of Stage 3.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

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 personal lifestyle choices, the management of water resources and the aquatic environment, environmental issues associated with the exploration and mining of natural resources, the science underpinning horticulture 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. Students who have studied Integrated Science in Year 10 will also be eligible for this course. There are no formal examinations in this subject all assessments are school based in the form of assignments, investigations and tests.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D (new enrolments welcome)

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 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. Stage 2 Physics is a prerequisite for this course as it covers some topics that are assumed knowledge for Stage 3 but are not specified as Stage 3 learning outcomes. Students are expected to obtain a solid Stage 2 course mark in order to show the ability to cope with the demands of Stage 3.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

Stage 3 Biology, Chemistry, Human Biology and Physics all require good mathematical and communication skills. Students are expected to be well organised and committed to developing these skills. Setting out work in a logical and clear format, showing each step of a calculation or highlighting particular key points is absolutely essential at this level.

Students should seek the advice of their current Science Teacher before choosing a Stage 3 course.

ENQUIRIES: Mr G. McCann



Society and Environment

SOCIETY and 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.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

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. Students 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. They are able to understand recent and future developments, such as urban planning and climate change. The understandings and skills learnt are transferable and applicable to the world of work and everyday life and offer a framework for a systematic understanding of our environment and society, both now and in the future. The knowledge, skills and values developed are important components of all managerial positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, overseas, aid programs, foreign affairs and trade.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3A and 3B

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; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

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, at both State and Federal level, to demonstrate how our society is governed. The course also looks at our laws, legal systems, court structure and trial processes to gain an understanding of our legal system

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

ENQUIRIES: Mrs R. de Faria



Languages

LANGUAGES

Language Courses

Communication and cultural understandings are paramount in the three Language courses offered at the College. All Language courses connect to the world of work, further vocational education and training, and university pathways. They also offer opportunities for students to participate in the many sister school and student exchange programs which may enhance travel, work and study options both here and overseas.

The Group of Eight Universities across Australia, including the University of Western Australia and Curtin University of Technology, will offer an ATAR bonus of 10% to WA Certificate of Education students who undertake a language other than English in Year Twelve.

Only one Language other than English course can count towards the bonus.

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.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3A and 3B

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.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3A and 3B

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.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B Certificate III Applied Languages (Japanese) 3001 and 3002	Units 3A and 3B Certificate III Applied Languages (Japanese) 3003 and 3004

SCHOOL TRIP (PGST)

Students who participate in the French Study Tour, the Italian Study Tour or the Japanese Study Tour will be eligible to undertake this personal development program. This program recognises the significant learning demonstrated by those who participate in an International Study Tour and is equivalent to 1 unit (5 points) towards WACE.

Students will be required to demonstrate:

- Knowledge and skills through engaging in new experiences and activities
- Independence and self-management skills
- Interpersonal and communication skills
- Respect for diversity of individuals, cultures and environments

School Trip (PGST) is suitable for all Year 10, 11 and 12 students.

ENQUIRIES: Ms S. Glass



Physical Education Studies

PHYSICAL EDUCATION STUDIES

Physical Education Studies contributes to the development of student's physical, mental, social and emotional growth. Students will be taught 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

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D (New enrolments welcome, see Mr Kowal)
Units 2A and 2B	Units 3 A and 3B

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.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3A and 3B

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

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3A and 3B

ENQUIRIES: Mrs D. Ellery



Technology and Enterprise

TECHNOLOGY and 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.

STUDENT PATHWAY

2011 Year 11	2012 Year 12
Units 2A and 2B	Units 3 A and 3B

Applied Information Technology

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

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D (new enrolments welcome)

Business Management and Enterprise

The Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts on every aspect of our lives. Business has a complex and dynamic organisational structure which requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. This course will give individuals the ability to make sound and ethical decisions based on knowledge and understanding. It aims to empower students to make business decisions based on critical thinking and which are in line with their own values and the values of the society in which they live. Students will be equipped to participate in establishing a business enterprise opportunity and to demonstrate their knowledge, skill and enterprise.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D

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.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D (new enrolments welcome)

TECHNOLOGY and ENTERPRISE

Food Science and Technology

This Curriculum Council developed course uses the Tourism, Hospitality and Events (SIT07) Training Package as a framework for the achievement of a full 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.

This course could lead to the completion of a TAFE Hospitality Certificate I or II whilst at school.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Certificate I in Hospitality	Certificate II in Hospitality (new enrolments welcome)
These units allow students the opportunity to complete some of the following competencies. This could lead to the completion of Certificate I in Hospitality (Year 11) and 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
SITHCCC001A	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

TECHNOLOGY and 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.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D (new enrolments welcome)

Visual Arts

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques a broad range 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.

STUDENT PATHWAY OPTIONS

2011 Year 11	2012 Year 12
Units 1C and 1D	Units 1A and 1B
Units 2A and 2B	Units 3A and 3B

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 the 6 school based courses of study.

STUDENT PATHWAY OPTIONS

2011 Year 11 (7 th course of study only)	2012 Year 12 (7 th course of study)
Units 1A and 1B	Units 1C and 1D (new enrolments welcome)

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

2011 Year 11	2012 Year 12
Units 1A and 1B	Units 1C and 1D (new enrolments welcome)

ENQUIRIES: Mr R. Downie

VOCATIONAL YEAR 12 PROGRAMME A PROGRAMME FOR ACHIEVERS

THE PROGRAM

- ♦ is designed for active learners: students who like to put theory into practice and see something practical come out of their work.
- ♦ will help students to develop skills in vocational literacy and numeracy.
- ♦ help students to achieve success
- ♦ give students 'real life' work experiences in areas of their interest
- ♦ enrolls students at TAFE to complete a Certificate Course.

Vocational programs comprise vocational courses that include Language and Communication Studies, Work and Career Awareness Studies and Industry-related Studies. These programs also provide the opportunity to incorporate:

- ♦ workplace learning that occurs in conjunction with school-based programs and
- ♦ national training modules that relate directly to the training curriculum and the National Qualifications Framework.

The Western Australia Certificate of Education and associated Statement of Results provide a mechanism for the formal recognition of this wider range of student achievement.

THE COURSES

Religion and Life 1C/1D

English 1C/1D

Career and Enterprise 1C/1D

One day a week in workplace (Workplace Learning 1C/D) Certificate II in Business Certificate I or II in hospitality and one other Stage 1 Course of Study to be determined at the beginning of 2012 with the group.

CERTIFICATION

Students successfully completing their studies in this course will be eligible for the West Australian Certificate of Education (WACE) issued by the Curriculum Council.

Further testimony to students' achievements will be:

- ♦ Log Books
- ♦ Employers' Report
- ♦ Progressive Achievement Record
- ♦ Exit Statement and Reference
- ♦ Resume

THE PRACTICAL APPLICATION

Subjects will be linked and applied through a focus on real life situations and decision making.

The links and applications will be achieved through a series of activities:

- ♦ Camps
- ♦ Internship (one day of work experience each week)
- ♦ Career planning
- ♦ Activities to improve self esteem and to learn goal setting strategies
- ♦ Field trips to a variety of industries
- ♦ Profit-making enterprise runs as a business

VOCATIONAL YEAR 12 PROGRAMME A PROGRAMME FOR ACHIEVERS

COURSE MANAGEMENT

Experience has shown that programs like this function most efficiently and effectively when:

- ♦ there is one teacher responsible for coordinating the program
- ♦ students have a room which is their own
- ♦ students are fully involved in planning enterprises

The students are involved in a comprehensive programme of work experience. These work experience placements are recognised by the Curriculum Council and will be included on their statement of results. This is very important for those wishing to enrol at TAFE. This Structured Work-based Learning is not seen as a discrete course, but rather as a way of delivering one or more courses through a combination of school-based and work-based learning.

A student centred approach to learning is adopted for all courses wherever possible. Vocational courses are outcome based. The school, in consultation with work placement providers to determine how these outcomes are to be achieved. This enables greater flexibility to tailor the program to meet the needs of the students. The vocational courses also ensure the development of the following key competencies:

- ♦ Collecting, analysing and organising information
- ♦ Communicating ideas and information
- ♦ Planning and organising activities
- ♦ Working with others and in teams
- ♦ Using mathematical ideas and techniques
- ♦ Solving problems
- ♦ Using technology
- ♦ Cultural understanding

We consider these key competencies will be essential for effective participation in almost all future employment positions. They are generic in that they do not relate to a specific occupation and industry. They are also considered essential in helping to prepare students for effective participation in further education and life in general.

The approach allows for consequently, maximum flexibility and relevance through integrated programming. Students are simultaneously achieving the learning outcomes from a number of different courses during a particular school-based experience or work placement. Wherever possible, what is learnt by the students is done so through practical and real situations, so that school is viewed more as a work place than as a learning institution. To enable this to occur the vocational courses is taught by a team of teachers who are predominantly connected to these groups. In this way, these teachers can be seen in the role of facilitators of learning rather than the total providers.

Where possible all learning will take place through structured enterprises so that the greatest possible relevance is made clear to the students. The emphasis for the Vocational Year 12 course is on the hospitality industry.

ASSESSMENT

In addition to academic assessment, student progress is monitored through a personal log and a record of achievements.

ENQUIRIES: Mr R. Downie

KEY PEOPLE IN DECISION MAKING

Learning Area Coordinators

Learning Area	Coordinator
Religious Education	Mr McCarthy
Drama	Mr Tsakisiris
Computing	Mr Joosten
English	Ms den Haan
LOTE	Ms Glass
Mathematics	Ms Hird
Music	Mrs Strong
Physical Education Studies	Mr Kowal
Science	Mr McCann
Society and Environment	Mrs de Faria
Technology and Enterprise	Mr Downie
Magis	Mrs Pedersen

Career Counselling and Guidance

Careers Counsellor	Ms Hammond
Counsellor	Ms Catina
Counsellor	Mr Nic Hastings-James

Pastoral Welfare Coordinators

Campion	Ms Brennan-Poland
Koolyangarra	Mr Owen
Loreto	Mr Samuel
Loyola	Mr Connery
St Louis	Ms Power
Ward	Ms Hammond