Year 12
Course Summaries

YEAR 12 - 2015

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RELIGION & LIFE

RELIGION & LIFE – 1C & 1D (REL)

<table>
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<th>PATHWAY 2</th>
<th>Prerequisite: There are no prerequisites for this subject.</th>
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<tr>
<td>1C REL: Religion &amp; Lifestyles</td>
<td>Students explore the choices people make to live different lifestyles and how religion influences these choices. They examine the lives of people who have made life choices based on religious ideals and investigate the different ways people choose to live their lives and other key influences on lifestyle choices in a society such as Australia.</td>
</tr>
<tr>
<td>1D REL: Religion &amp; Decision-making</td>
<td>Students investigate responsible decision-making from a religious perspective. Students identify how religion influences moral decision-making and what is offered by religion to assist people to make decisions that are in the best interests of the whole of society. The unit explores the sorts of decisions needed to make a just society.</td>
</tr>
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</table>

RELIGION & LIFE – 3A & 3B (REL)

<table>
<thead>
<tr>
<th>PATHWAY 3</th>
<th>Prerequisite: ‘A’ grade in 1A/1B REL or successful completion of 2A/2B.</th>
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</table>
| 3A REL: Connection & Challenge in Religion | Students study connection and challenge in religion. They examine the historical context of religion over time.  
Students research the connections between past, present and future experiences of religion. Using a variety of sources, students will analyse the questions and challenges that arise from the interplay between religion and life. The unit examines the role of religion in societies and in particular, Australian society.  
After completing this unit students will understand the impact of rapid changes in the advancement of technology, media and the fabric of society. Students explore how these changes shape ways that individuals and groups interact with religion, and how religion responds and adapts to change.  
Students hypothesise or develop research questions about how society, individuals and religion interact. They create, expand or modify their understandings of religion and how religion responds to current questions and concerns. |
| 3B REL: Freedom & Religion | The focus for this unit is freedom and religion. This unit explores the human desire to become responsible and free. Students analyse society in order to assess the development and consequences of social trends and values. They also examine religious responses to issues and events in the past and present, and how such responses impact on people and their experience of freedom.  
The range of ideas, values and attitudes that exist in society concerning freedom are examined by exploring possible sources of influence on people and how they live within societies, particularly in Australian society. The unit also analyses and assesses the development and consequences of social trends, and the effects these trends may have on people and their desire to be free.  
The factors that can constrain choices for people are investigated. Students also explore the moral ideas and values that are generally accepted in society today, and the consequences of these ideas for societies and the lives of individuals. |
Art is a means by which people communicate with each other in a visual form, passing on values of the past and present helping to generate a sense of identity. This course is divided into two content areas: art making and art interpretation. Art making includes inquiry, visual language, visual influence, art forms, media and technique, art practice, presentation and reflection. Art interpretation includes visual analysis, personal response, meaning and purpose and social, cultural and historical contexts.

3A VAR: Commentaries
This unit offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of unique and cohesive resolved art works. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students research issues, events, and ideologies. They examine their own beliefs and consider how the visual arts have reflected and shaped society and values. This unit has an exam at the end of semester one.

3B VAR: Points of View
This unit provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of sustained, articulate and authentic resolved works. Students research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

This unit has an exam at the end of semester two. The Visual Arts WACE examination comprises two sections of equal weighting. A written paper (50%) and a practical (production) examination (50%) consisting of resolved artwork(s) completed during year.
The goals of the Design course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.

Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within a specific design context. There is potential for students to develop transferable skills while devising innovative design artefacts. 3A & 3B units are taught concurrently, students must be very well organised to complete this course.

**Prerequisite:** Successful completion of 2A/2B DESD. Applications will be judged on the student’s merits.

**3A DESD – Environmental Design**
The focus for this unit is environmental design. Students become aware that their world is comprised of both natural and built (man-made) environments and that society is dependant on both. They explore how environments communicate values and how we communicate them through a designed environment. They develop products and visual material in applied contexts with an understanding of design. They analyse the audience in terms of motor skills, perception, cognition and knowledge, and design and plan for specific production skills and processes, materials and technologies.

**3B DESD – Political Design**
The focus for this unit is political design. Students understand that in a democratic society, different factions lobby for public support to gain greater social representation to effect change in government policy. The communication of political ideals, messages, information and values, either as advocacy or to communicate policy, is the basis of this unit. Students are introduced to ethical issues concerning propaganda and conflicting points of view. They produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and constructing meaning, analysing the audience in terms of empathy, profiling and stereotyping, developing solutions using a research, testing and feedback mechanism.

End of year exam covers work from semester one and two to prepare for the WACE examinations. Students submit a 15 page folio to the School Curriculum & Standards Authority at the end of Year 12 for assessment. This production is 50% of the student’s Design WACE score and the written examination is 50% of the student’s Design WACE score.
**DRAMA – 3A & 3B (DRA)**

<table>
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<tr>
<th>PATHWAY</th>
<th>Students following this pathway will complete the Stage 3 external exam</th>
<th>2A + 2B DRA → 3A + 3B DRA</th>
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</table>

Drama is a vibrant and varied art form found in plays, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

**Prerequisite:** Successful completion of 2A/2B DRA. Applications will be judged on the student’s merits.

**3A DRA: Text & Style**
The focus for this unit is **dramatic text, context, form and style.** In this unit students perform and produce a published drama work incorporating in-depth study and interpretation of text, subtext, context and style.

Students refine their skills in voice and movement and develop techniques for control of vocal delivery in performance. They learn about different approaches to dramaturgy, directing and rehearsing a drama text. They consider ways that drama can be funded and learn about the components of production budgets, stage managing, planning production schedules; and working responsibly to create a safe working environment.

Students learn about different **theoretical approaches** to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences. This unit has an exam at the end of semester one.

**3B DRA: Drama Perspectives**
The focus for this unit is **interpreting, manipulating and creating drama.** Students apply conventions and techniques of drama forms and styles to interpret texts and develop original works that may be either celebratory and/or critical in their perspective. They show their understanding of how a range of **practical and theoretical approaches** manipulates the elements of drama.

Students apply voice and movement skills appropriate to their drama work and incorporate emerging and traditional technologies, and may use elements of other art forms in their presentation. They research contemporary developments in world drama, critically evaluate the way that drama is valued in Australian culture and make predictions about its future. Students devise and perform an original work.

**MEDIA PRODUCTION AND ANALYSIS – 3A & 3B (MPA)**

<table>
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<th>PATHWAY</th>
<th>Students following this pathway will complete the Stage 3 external exam</th>
<th>2A + 2B MPA → 3A + 3B MPA</th>
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**Prerequisite:** ‘B’ grade or better in 2A/2B MPA or a ‘C’ grade will be regarded as conditional entry. Students who have exceptional analysis skills and who have gained at least a ‘B’ grade in Units 2A & 2B are recommended to complete Units 3A & 3B in Year 12. The Stage 3 courses are very challenging and require excellent production work skills as well as demonstrated ability to write analytical essays about complex historical, cultural, political and social contexts.

**3A MPA: Media Art Forms**
Students develop an understanding of aesthetics by exploring meanings and values depicted in contemporary and traditional media art. They develop competence in expressing their own ideas in creative media art forms by experimenting with production technologies, codes and conventions. This unit has an exam at the end of semester one.

**3B MPA: Power & Persuasion**
The focus for this unit is power and persuasion in diverse fiction and non-fiction media forms ranging from the seductive nature of popular media forms to propaganda material. Students consider the purposes and values of producers and audiences and examine the role of the media in reflecting, challenging and shaping values, beliefs and ideologies. They create media productions that express their views and show a distinct flair or personal style. 3A & 3B units are taught concurrently, students must be very well organised to complete this course.

End of year exam covers work from semester one and two to prepare for the WACE examinations. Students submit a 5 minute film to the SCSA at the end of Year 12 for assessment. This production is 50% of the student’s Media WACE score and the written examination is 50% of the student’s Media WACE score.
MUSIC – 3A & 3B (MUS)

PATHWAY

<table>
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<tr>
<th>Students following this pathway will complete the Stage 3 external exam</th>
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Music has a universal place in every culture across the globe and throughout history. Studying music now provides the basis for a lifetime of further participation which contributes to the musical culture of the future. The Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music.

PREREQUISITES:
- 'B' grade or higher for 2A/2B MUS or a 'C' grade will be regarded as Conditional entry.
- Good practical skills on the instrument of the student's choice (including voice)
- It would be an advantage to have participated in formal practical examinations with AMEB or St Cecilia to a minimum level of Grade 5
- Students must participate in an ensemble
- High level of literacy required

COURSE CONTENT

The course context for both units will be Western Art Music. The content is divided into two sections:

**PART A (50%)**
Performance
Students apply their knowledge and skills in order to present performances.

**PART B (50%)**
Aural
Analysis
Composition
Investigation

**3A MUS and 3B MUS**
It is expected that students develop a more thorough and sophisticated understanding of the elements of music and apply these through performing, creating and responding to music. The study of more complex repertoire enables students to respond in greater depth and detail to the musical language used in creating and performing music.

These units provide the opportunity for students to study repertoire in a particular context/s that is relevant and engaging, while at the same time, allows them to extend their knowledge and understanding of music through detailed analysis. In these units, students continue to extend their understanding and appreciation of a range of music and further develop their music skills and knowledge needed to respond to how social, cultural and historical factors shape the role of music.

Students are encouraged to integrate the activities of performing, composing, arranging and responding to music, and use musical language to communicate their knowledge and understanding of music studied. They continue to consider how music is structured and how the elements of music are used to influence the specific types of music being studied. They make more extensive connections between music and its context, different areas of musical knowledge, and different aspects of musical activities while applying with increasing sophistication, their skills in Theory and Aural in their music making activities. Students studying these units are expected to develop an understanding of the application of western staff notation, this being an essential component of the Stage 3 WACE examination.

There will be an exam at the end of semester one and two.
In the English Course of Study, students learn that language is a dynamic social process which responds to, and reflects changing social conditions, and that the meaning of any form of communication depends on context, purpose and audience. Students develop an appreciation of and sensitivity to socio-cultural diversity in the use of English and the ability to reflect on, and critically analyse their own use of language and the language of others. The English Course of Study is designed to facilitate achievement in the four outcomes of Listening and Speaking, Viewing, Reading and Writing.

**English Language Competence**
Full-time students are required to complete at least four units of an English course post Year 10. At least two units must be completed in Year 12. Students must meet the standard for English language competence by achieving a ‘C’ grade or better in any Stage 1 or higher course unit from English or Literature Students who fail to achieve at least a ‘C’ grade in one of their English/Literature course units must meet the equivalent standard as defined by work samples provided by the School Curriculum and Standards Authority.

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**ENGLISH – 1C & 1D (ENG)**

| PATHWAY 1 | There is no external exam for this pathway | 1A + 1B ENG ➔ 1C + 1D ENG |

**PREREQUISITES:** Successful completion of two Year 11 English units or 2A/2B LIT.

**1C ENG: Language & Self**
Students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively. They explore the way language varies according to purpose, context and audience. They develop their ability to control standard Australian English.

**1D ENG: Language & Society**
Students explore and develop language skills relevant to activities associated with their current and future membership of society. They develop skills in finding, accessing, using and evaluating information.

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**ENGLISH – 2C & 2D (ENG)**

| PATHWAY 2 | Students following this pathway may choose to complete the Stage 2 external exam | 1C + 1D ENG ➔ 2C + 2D ENG |

**PREREQUISITES:** ‘C’ grade in 1C/1D ENG or a ‘D’ grade in 2A/2B ENG or 2A/2B LIT.

**2C ENG: Language & Communities**
Students develop an understanding of the way language operates in a community to transmit understandings, create identities, establish power and operate effectively. Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

**2D ENG: Language as Representation**
Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures. They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations. Students will use language to explore how purpose, context and audience may influence the representations offered in texts.
ENGLISH – 3A & 3B (ENG)

PATHWAY 3

Students following this pathway will complete the Stage 3 external exam

2A + 2B ENG → 3A + 3B ENG

PREREQUISITES: ‘C’ grade in 2A/2B ENG or a ‘C’ grade in 2A/2B LIT.

3A ENG: Language and Identity
Students study identities as social constructs that are intimately bound up with social, political and linguistic contexts. They learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other. Students develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity.

3B ENG: Language and Ideas
Students explore the way language is used to present ideas and how this varies among particular fields, genres, and discourses. They examine the discursive and generic conventions, approaches to interpretation and presentation associated with selected fields, vocations and/or discourses and the ways in which these differ from each other. Students are also provided with a range of opportunities to demonstrate their understandings and language skills.

LITERATURE - 3A & 3B (LIT)

PATHWAY 4

Students following this pathway will complete the Stage 3 external exam

2A + 2B LIT → 3A + 3B LIT

PREREQUISITES: ‘C’ grade in 2A/2B LIT.

3A LIT and 3B LIT
This subject is designed to develop students’ critical, analytical and creative abilities through the study of poetry, prose and drama texts. Across the two units, students respond to texts of increasing complexity and explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They also explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas. Students consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces.
Subject Pathways: Year 11 into Year 12

Year 11

MAS 3AB
&
MAT 3AB

MAT 3AB

MAT 2CD

MAT 2AB

MAT 1BC

Year 12

MAS 3CD
&
MAT 3CD

MAT 3CD

MAT 3AB

MAT 2CD

MAT 2AB #

MAT 1DE

* Solid performance required by the student (this will be based on the teacher’s professional judgement).
# This pathway will only be offered if the class is of a sufficient size.
MATHEMATICS – 1D & 1E (MAT)

PATHWAY 1

| There is no external exam for this pathway | 1B + 1C MAT → 1D + 1E MAT |

As a year 12 end-point, this subject is intended to provide students with a relevant preparation for post-school situations in which life-skills mathematics is used.

**PREREQUISITES:** There are no prerequisites for this subject.

**1D MAT**

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

**1E MAT**

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

MATHEMATICS – 2A & 2B (MAT)

PATHWAY 2

| Students following this pathway will complete the Stage 2AB external exam (suitable for University courses where little mathematics is required) | 2A + 2B MAT → 2A + 2B MAT or 1B + 1C MAT → 2A + 2B MAT |

As a year 12 end-point, this subject is intended for students who wish to study mathematics in their final years at school and who intend to sit a WACE exam. The unit is aimed to provide students with a relevant preparation for post-school situations which have few mathematical requirements.

**PREREQUISITES:** Students entering from stage 1 mathematics need to have achieved at an A standard.

**2A MAT**

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

**2B MAT**

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

<table>
<thead>
<tr>
<th>PATHWAY 3</th>
<th>Students following this pathway will complete the Stage 2CD external exam (suitable for University courses where minimal mathematics is required)</th>
<th>2A + 2B MAT → 2C + 2D MAT</th>
</tr>
</thead>
</table>

As a year 12 end-point, this subject is intended for students who wish to study mathematics in their final years at school and who may be preparing for entry into tertiary courses with minimal mathematical requirement.

**PREREQUISITES:** Successful completion of 2A/2B MAT.

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

**2D MAT**
Students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three- stages. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

### MATHEMATICS – 3A & 3B (MAT)

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<th>PATHWAY 4</th>
<th>Students following this pathway will complete the Stage 3AB external exam (suitable for University courses where moderate mathematics is required)</th>
<th>2C + 2D MAT → 3A + 3B MAT</th>
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</thead>
</table>

As a year 12 end-point, this subject is intended for students preparing for tertiary studies with moderate mathematical requirements.

**PREREQUISITES:** Successful completion of 2C/2D MAT.

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

**3B MAT**
Students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.
### MATHEMATICS – 3C & 3D (MAT)

**PATHWAY 5**

<table>
<thead>
<tr>
<th>Students following this pathway will complete the Stage 3CD external exam (suitable for University courses where relatively extensive mathematics is required)</th>
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</thead>
<tbody>
<tr>
<td>3A + 3B MAT → 3C + 3D MAT</td>
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</table>

This subject is intended for more mathematically able students who desire a relatively extensive mathematical preparation for tertiary studies.

**PREREQUISITES:** Successful completion of 3A/3B MAT.

**3C MAT**

Students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.

**3D MAT**

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

### MATHEMATICS SPECIALIST – 3C & 3D (MAS)

**PATHWAY 6**

<table>
<thead>
<tr>
<th>Students following this pathway will complete the Stage 3CD MAS external exam (suitable for University courses where extensive mathematics is required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A + 3B MAT → 3C + 3D MAT &amp; 3A + 3B MAS → 3C + 3D MAS</td>
</tr>
</tbody>
</table>

This subject is intended for more mathematically able students who desire an extensive mathematical preparation for tertiary studies. It is to be studied in conjunction with 3C/3D MAT.

**PREREQUISITES:** Successful completion of 3A/3B MAT and 3A/3B MAS.

**3C MAS**

Focus is on the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This unit develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

**3D MAS**

Focus on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.
INTEGRATED SCIENCE – 1C & 1D (ISC)

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>There is no external examination in this course</th>
<th>1A + 1B ISC → 1C + 1D ISC</th>
</tr>
</thead>
</table>

**Prerequisite:** 1A/1B ISC is not a prerequisite for this course. Students with a background in or an interest in other areas of science will be accepted into this course.

The Integrated Science course is inclusive and aimed to a wide variety of backgrounds, interests and career aspirations. It is based on incorporating the three major science fields - biological, physical and earth/environmental sciences, into interesting and relevant topics. Integrated Science encourages students to be questioning, reflective and critical thinkers and has a focus on investigating. The two units students will complete in Year 12 are Vehicles and Drivers and Reproduction and Genetics.

In today’s society the motor vehicle is an integral part of life and for young people, acquiring their licence is one of the first steps in gaining independence. It is important for students to become aware of the limitations of the driver and motor vehicle and have an awareness of risks associated with driving. Vehicles and Drivers will cover topics including reaction times, the effect of alcohol and drugs, physics of motion, safety and causes of accidents.

The Reproduction and Genetics unit will have an emphasis on the process of producing offspring in both plants and animals. Students will learn how two individuals DNA combine to create offspring that are different to their parents. Studies of pedigrees will teach students how to determine the probability of passing on a genetic characteristic and common genetic conditions in the human species will be investigated.

Assessment tasks may include:
- Tests
- Assignments
- Laboratory work
- Investigations
- Research projects
- Semester Exams

HUMAN BIOLOGICAL SCIENCE - 3A & 3B (HBS)

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>Students following this pathway will complete the Stage 3 external exam</th>
<th>2A + 2B HBS → 3A + 3B HBS</th>
</tr>
</thead>
</table>

**Prerequisite:** 2A/2B HBS is not a prerequisite. Applications will be judged on the student’s merits.

Human Biological Science is relevant to everyday living. It caters for students interested in how their body functions and will be especially useful to students wishing to enter vocations in medical and other health related areas, teaching and sports science.

**3A HBS**
Mainly focused on human regulation, and explores the variations in humans in their changing environment. It considers complex interactions between the nervous and endocrine systems.

**3B HBS**
More focused on the future of humans and explores DNA, its manipulation and application in the treatment of disease, the ageing individual and the evolutionary trends in primates and hominins.

**ASSESSMENT TYPES**
- 15-25% Laboratory Reports / Investigations
- 20-30% Extended response - assignments, research tasks etc
- 40-60% Tests & Examinations
BIOLOGICAL SCIENCES – 3A & 3B (BIO)

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>Students following this pathway will complete the Stage 3 external exam</th>
<th>2A + 2B BIO → 3A + 3B BIO</th>
</tr>
</thead>
</table>

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.

PREREQUISITES: Biological Sciences 2A/2B is not a prerequisite. Applications will be judged on the student’s merits.

3A BIO: Maintaining Balance
Ecosystems are dynamic and respond to external factors with changes in populations and abiotic factors. Organisms also respond to changes by seeking to maintain their internal environment within set ranges.

3B BIO: Evolution
Environments have been subject to change since the origin of life. Mutation is the ultimate source of new genetic information. Natural selection is an important mechanism resulting in the evolution of species. A challenge for biologists is to maintain biodiversity through a range of conservation strategies, including modern biotechnological practices. Conservation is important to maintain ecosystem stability to supply food and recycle resources, as well as preserve the aesthetic value of the natural environment.

ASSESSMENT
20-30% Investigations - Practical Skills & Fieldwork
20-30% Extended Response - Analysis & Evaluation
40-60% Tests & Examinations

CHEMISTRY – 3A & 3B (CHE)

<table>
<thead>
<tr>
<th>PATHWAY</th>
<th>Students following this pathway will complete the Stage 3 external exam</th>
<th>2A + 2B CHE → 3A + 3B CHE</th>
</tr>
</thead>
</table>

Chemistry is concerned with the physical and chemical properties of substances, the nature of matter, and the study of chemical reactions and processes. This course is designed to provide students with a balanced perspective of chemical science that will enable them to understand and interpret the chemistry of their surroundings and appreciate the impact of chemical knowledge and technology on society.

Chemistry is an experimental science and laboratory work is an essential part of the course. The laboratory program is aimed at developing students’ investigative skills as well as the techniques of gravimetric and volumetric analysis.

PREREQUISITES: Successful completion of 2A/2B CHE

3A CHE covers the following conceptual areas:
- Solutions and solubility
- Atomic Structure and the Periodic Table
- Chemical Bonding
- Chemical Equilibrium
- Chemical Calculations
- Applied Chemistry

3B CHE covers the following conceptual areas:
- Volumetric analysis involving both neutralization and oxidation and reduction reactions
- Acids and Base Theory – hydrolysis, buffers and pH.
- Electrochemical Cells
- Organic Chemistry
- Applied Chemistry

ASSESSMENT TYPES
15-25% Practical Assessment - Experiments & Investigations
15-25% Assignment & Class work
50-70% Tests & Examinations
Physics is a fundamental branch of science. It is concerned with the study of matter and energy and their interactions. It is essentially an experimental discipline and its methods rely on this to support theories and explain observations. In addition, the study of physics contributes to students’ intellectual development, encouraging transferable skills in practical work, analytical thinking and problem solving.

Students also develop and apply their communication skills and their ability to analyse and synthesize ideas in the context of a written presentation focusing on some aspect of physics. Physics provides a basis for further study in this field and in other pure and applied sciences and engineering. In addition, it will extend students’ understanding of natural phenomena, technological applications and our cultural scientific heritage.

**PREREQUISITES:** Satisfactory completion of 2A/2B PHY.

**3A PHY** covers the following conceptual areas:
- Vectors and scalars
- Projectile motion
- Circular motion
- Gravitation and Satellite motion
- Torque
- Production and Transmission of Electric Power
- Equilibrium
- Magnetic fields
- Electromagnetism
- Induced EMF
- Lenz's Law

**3B PHY** covers the following conceptual areas:
- Waves
- Spectra
- Atomic theory
- Relativity
- Simple Astrophysics
- Electric fields
- Charged particles in magnetic and electric fields

**ASSESSMENT TYPES**
- 20-40% Practical Assessment - Experiments & Investigations
- 60-70% Tests & Examinations
PATHWAY

Students following this pathway will complete the Stage 3 external exam

2A + 2B → 3A + 3B

Students undertaking the course will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. It will prepare them to play an active role in the development of communities and societies. Enhanced self-understanding and respect and concern for others, whatever their interests and abilities in relation to physical activity, are a focus throughout the course. A fee will be charged for this course and is subject to change.

PREREQUISITES: Successful completion of 2A/2B PES.

The essential content is divided into a theoretical component and a physical component.

The theoretical component incorporates

- Functional Anatomy
- Biomechanics
- Exercise Physiology
- Motor Learning and Coaching
- Sports Psychology

The physical component incorporates looking at the tactical, strategic and skill related components in a selected sport

- Internal assessment in the sport of volleyball
- External assessment in the individual's sport of choice

ASSESSMENT TASKS

- Topic Tests
- Exams
- Research Assignments (journals, essays, training diaries and lab reports)

ASSESSMENT TYPES

30% Performance - skill; tactics; strategies; game play/conditioned performance
20-30% Investigation
40-50% Response
SOCIAL SCIENCES

ECONOMICS – 3A & 3B (ECO)

<table>
<thead>
<tr>
<th>PATHWAY</th>
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<th>2A + 2B ECO → 3A + 3B ECO</th>
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</table>

This course investigates the choices which people, groups and societies face as they confront the ongoing problem of increasing their economic welfare.

**3A ECO: Australia & the Global Economy**
Globalisation has become an important force in world economics and Australia, as a relatively open economy, is influenced by changes in the global economy. This unit explores Australia’s relationship with other economies and the importance of foreign trade and investment to the growth of the Australian economy. Contemporary global events and issues of significance to Australia will be highlighted such as the positive and negative effects of globalisation and free trade.

**3B ECO: Government Economic Policies & Management**
This unit draws together knowledge and understanding from the earlier units to focus on the role of the Australian government in the management of the economy. It examines how economic policies such as fiscal policy, monetary policy and microeconomics reform operate in pursuit of the government’s economic objectives. Australia’s present macroeconomics performance and the implementation of government policy will provide the context of this unit. A deeper understanding of the federal budget process and the impact of interest rate movements.

GEOGRAPHY (GEO)

<table>
<thead>
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<th>2A + 2B GEO → 3A + 3B GEO</th>
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The course aims to study physical and human aspects of the world in which we live. It aims to study the ways in which people have adapted and used this world. The Geography course has both a local and a global perspective.

**3A GEO: The Geography of Planning Cities**
Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected mega city, New York.

**3B GEO: The Geography of Climate Change**
This global phenomenon possesses the capacity to affect significant areas of the planet, including our own here in Australia’s southwest. Climate change, including the enhanced greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change that will possibly affect their future.
MODERN HISTORY – 3A & 3B (HIM)

<table>
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<th>2A + 2B HIM → 3A + 3B HIM</th>
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3A HIM: Cohesion and Division
Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater cohesion or division.

Within the broad focus of cohesion and division, teachers must choose ONE of the following time periods in the Australian History context: 1880s–1920s OR 1920s–1950s OR 1950s–1990s.

Then study the impact of the following forces on cohesion and division in Australia: economic; political; conflict/foreign relations; social/cultural; identity.

3B HIM: Ideas that Shaped History
The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. They are also able to determine which ideas were dominant at a given time and how and why this dominance may have changed.

Within the broad focus of ideas that shaped history, teachers must choose from ONE of the following contexts: ideas that shaped the Russian Revolution - Autocracy, Marxism, Leninism and Stalinism (1900s–1940s) OR ideas that shaped the Chinese Revolution - from Nationalism to Maoism (1930s–1980s) OR ideas that shaped the Cold War in Europe - Communism vs. Democracy, Containment, Peaceful Coexistence and Détente (1940s–1990s) OR ideas that shaped conflict in the Middle East—Imperialism, Arab Nationalism, Zionism, Fundamentalism (1940s–1990s).

POLITICS & LAW – 3A & 3B (PAL)

<table>
<thead>
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<th>2A + 2B PAL → 3A + 3B PAL</th>
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3A PAL: Political & Legal Power
Students examine how the constitution sets out the roles of the executive, legislative and judicial arms of government. They consider the role of the Prime Minister, Cabinet and the Opposition in the running of our nation. They consider the influence of individuals, political parties and pressure groups on the lawmaking processes of parliament and the courts. The operation of federalism and the balance of power between the Commonwealth and the State governments in Australia is also examined. Political and legal issues and current events are used to make the course relevant to students.

3B PAL: Rights & Governance
Students examine the structures, processes and procedures of accountability that exist in the Australian political and legal system. The protection of rights in Australia and one other country and the ways in which democratic principles can be upheld or undermined are also identified. Students consider the role of human rights in Australian law and the advantages and disadvantages of rights protections. As in 3APAL Political and legal issues and current events are used to make the course relevant to students.
## LANGUAGES

### FRENCH – 3A & 3B (FRE)

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<tr>
<th>PATHWAY</th>
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<th>2A + 2B FRE → 3A + 3B FRE</th>
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</table>

**Prerequisite:** Successful completion of 2A/2B FRE.

**3A FRE: les médias (the media)**
Students explore media influence and trends in their lives, in France and in French-speaking communities. The unit *les médias* is a snapshot of what is current for French speakers, particularly young people and what is important to them; how they feel and what they do; sharing ideas and opinions. Students develop an insight into the cultures of the French-speaking communities by exploring television, cinema and music, and explore advertising in a changing global community.

**3B FRE: … le monde qui nous entoure (the world around us)**
Students reflect on their lives and what the future has in store. They examine current social issues in the French-speaking communities and youth issues in the global community.

### ITALIAN – 3A & 3B (ITA)

<table>
<thead>
<tr>
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<th>2A + 2B ITA → 3A+ 3B ITA</th>
</tr>
</thead>
</table>

**Prerequisite:** Successful completion of 2A/2B ITA.

**3A ITA: Made in Italy**
Students evaluate the place of things Italian in their own lives and in their community and reflect on what is popular in Italy today. They reach an understanding of the influence of Italy, Italians and Italian-speaking communities on the world. They examine the concept of *made in Italy* and its impact around the world.

**3B ITA: e poi? (what next?)**
Students reflect on their lives, their experiences and what the future has in store. They examine future study, possible careers and travel. They focus on youth, social and environmental issues that relate to young people in the world today.
Certificate III Business is a nationally recognised certificate. This qualification shall prepare students to perform a range of routine activities within a business environment. Students undertake tasks of a highly practical nature that should enable them to move easily into the business work environment. This Certificate is subject to approval by Central Institute of Technology, the Registered Training Organisation.

Completion of a full certificate will provide easier pathways into Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West (previously known as TAFE).

**PREREQUISITES:**
It is preferred that a student has a Certificate II in Business or is able to provide evidence of other relevant qualifications.

**COURSE CONTENT**
The following Units of Competency have been chosen to study are subject to the approval of the Registered Training Organisation (RTO).

- BSBWHS301A  Maintain workplace safety
- BSBDIV301A  Work effectively with diversity
- BSBPRO301A  Recommend products and services
- BSBCM301A  Process customer complaints
- BSBITU301A  Create and use databases
- BSBITU302A  Create electronic presentations
- BSBITU303A  Design and produce text documents
- BSBITU304A  Produce spreadsheets
- BSBITU306A  Design and produce business documents
- BSBITU309A  Produce desktop published documents
- BSBITU307A  Develop keyboarding speed and accuracy
- BSBWOR301B  Organise personal work priorities and development

Students engaged in a VET stand-alone program will be accredited with WACE unit equivalent. Successful completion of the Certificate III will reduce graduation completion requirements by 220 hours or 4 units. Achievement Requirements will be calculated over 14 Courses rather than 16.

**CAREER OPPORTUNITIES**
Possible job titles relevant to this qualification include:- Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior, and Receptionist.

**FEE**
All Certificate courses have an administration fee attached. At the time of printing the current year was $80 and is subject to change by the provider.
Certificate II Information, Digital Media and Technology is a nationally recognised certificate. This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices. Completion of a full certificate will provide easier pathways into Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West.

This Certificate is run across two years, Years 11 and 12. Some of the Units of Competency below were completed in Year 11. If this Certificate is undertaken at Year 12, the student may not receive the full Certificate II but will only receive a statement of attainment for the Units of Competency successfully completed.

PREREQUISITES - There are no prerequisites.

COURSE CONTENT
The following Units of Competency have been chosen to study, subject to approval of the Registered Training Organisation (RTO).

- BSBOHS201A Participate in OHS processes
- BSBSUS201A Participate in environmentally sustainable work practices
- ICAICT201A Use computer operating systems and hardware
- ICAICT202A Work and communicate effectively in an IT environment
- ICAICT203A Operate application software packages
- ICAICT204A Operate a digital media technology package
- ICAWEB201A Use social media tools for collaboration and engagement
- ICPM321C Capture a digital image
- CUFDIG303A Produce and prepare photo images
- CUFSOU204A Perform basic sound editing
- ICAICT205A Design basic organisational documents using computing packages
- ICAICT207A Integrate commercial computing packages
- ICAICT210A Operate database applications
- CUFCAM201A Assist with a basic camera shoot

Achievement of all Units of Competency may contribute for up to six units towards WACE.

CAREER OPPORTUNITIES
Possible job titles relevant to this qualification include: Office Assistant, Records Assistant and Junior Office Support.

FEE
All Certificate courses have an administration fee attached. At the time of printing, the current year charge was $80. This is subject to change.
ACCOUNTING & FINANCE – 3A & 3B (ACF)

| PATHWAY | Students following this pathway will complete the Stage 3 external exam | 2A + 2B ACF → 3A+ 3B ACF |

This 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. Unlike Year 11 Accounting, students move beyond basic record keeping for a sole trader, and focus on the production and analysis of financial reports for other forms of business. Students also learn how to prepare budgets and cash flow statements.

Accounting & Finance allows students to develop a combination of financial knowledge, analysis and practical skills that will prepare them for tertiary education or work in any environment. Every day people make numerous financial decisions, many of them with far-reaching consequences. To help make more informed decisions, an understanding of financial practices and an awareness of legal influences becomes an invaluable tool.

PREREQUISITES: Satisfactory completion of 2A/2B ACF.

3AACF
Students develop the skills to critically analyse financial information from an internal management perspective and explore the importance of short and long term planning for business. Students prepare and interpret budgets and performance reports and use this information to make future business decisions. Students are introduced to cost accounting techniques in this unit and carry out cost-volume-profit analysis, a key element to the decision making process for manufacturing businesses.

3BACF
This unit focuses on Australian companies and how they are regulated by the Corporations Act. Students explore the differences that exist between public and private companies, learn to prepare and interpret company financial reports and evaluate their profitability and stability. This unit encourages students to develop an awareness of corporate social disclosure issues and the ethical behaviour within companies.
HOME ECONOMICS

CHILDREN, FAMILY & THE COMMUNITY
(CARING for OTHERS) – 1C & 1D (CFC)

| PATHWAY 1 | No external exam | 1A & 1B CFC → 1C & 1D CFC |

PREREQUISITES
There are no prerequisites for entry into this stage.

1C CFC: Living and Working Together
1D CFC: Getting More Out of Life
In these units students will explore factors that impact on the growth and development of children. Child health and safety is the main focus of the course. Topics covered include, childhood disease and immunisation, childhood accidents and first aid, and provision for children with special needs. The roles and responsibilities of parents, carers and social institutions in relation to child health and safety are also investigated.

COURSE OUTCOMES
The Children Family and Community Course is designed to assist the achievement of four main outcomes
1. Exploring human development
2. Applying the technology process
3. Self-management and interpersonal skills
4. Society and support systems

LEARNING ACTIVITIES
A number of learning activities are provided in order to promote the development of the outcomes. They may include guest speakers representing various support services, opportunities to design activities for children and to interact with children, excursions to local venues which cater for children and families.

ASSESSMENT TYPES
30-40% Investigation
40-50% Production
10-20% Response

CAREER OPPORTUNITIES - PATHWAY 1
This course is suitable for students who are TAFE or employment bound and particularly those who are considering careers working with children and families. Fields include childcare work, education assistance, youth and social work, as well as community service work.
PATHWAY 2

| Students following this pathway will complete the Stage 2 external exam | 1A + 1B CFC ➔ 2A + 2B CFC |

PREREQUISITES
Students must have obtained a ‘B’ Grade or higher in CFC1A/B. All students entering from other subjects must attend an interview to seek approval from the Head of Learning / Teacher in Charge.

2A CFC: Building on Relationships
Students will examine the dynamics of families, including change and how these affect the members. Knowledge of community support services available to families and children is strengthened. Opportunities are also provided to develop the students’ self-management skills personal and interpersonal skills.

2B CFC: My Place in the World
In this unit students will explore developmental theories to enhance their understanding of childhood development. They will also investigate contemporary issues that affect children and families. Students will use the social inquiry method to examine these issues enabling them to report on how to advocate to meet the needs of children and families. Self-management and interpersonal skills are used to assess and develop new technologies.

LEARNING ACTIVITIES
A number of learning activities are provided in order to promote the development of the outcomes. They may include guest speakers representing various support services, opportunities to design activities for children and to interact with children, excursions to local venues which cater for children and families.

ASSESSMENT TYPES
30-40% Investigation
30-40% Production
30-40% Response

CAREER OPPORTUNITES
This course is suitable for students who are tertiary bound and may be of use to those intending to pursue a career in the areas of Social Services, Education and Health. Many agencies that work with children and families now have multi-disciplinary teams including Social Workers, Psychologists, Educators and Health workers.
**CHILDREN, FAMILY & THE COMMUNITY**

**3A & 3B (CFC)**

<table>
<thead>
<tr>
<th>PATHWAY 3</th>
<th>2A + 2B CFC → 3A + 3B CFC</th>
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<tbody>
<tr>
<td>Students following this pathway will complete the Stage 3 external exam</td>
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</tbody>
</table>

**PREREQUISITES**

A ‘B’ grade at stage 2 must be achieved in order to proceed to stage 3. **All students entering from other subjects must attend an interview to seek approval from the Head of Learning / Teacher in Charge.**

### 3A CFC: The Change Factor

Confronting challenges in a rapidly developing world affects us all. There is the need to adapt to growing social, environmental, cultural, financial and political circumstances. Students use the Five Capitals Model to explain the importance of sustainable practices when producing and evaluating resources designed to improve quality of life. They continue to develop a more in-depth understanding of advocacy and global issues and ideas. Students will explore developmental theories studied through observation and participation in real-life practical activities at school and in the community.

### 3B CFC: Shaping the World

The unit explores principles of social, political and economic justice. Students investigate ways to address issues that have been created by rapid social, cultural, economic and technological change. Students explore the characteristics of sustainable communities by addressing challenges that shape their world. Students consider products, processes, services, systems and relationships that actively support current and future generations’ capacity to create healthy communities.

### LEARNING ACTIVITIES

A number of learning activities are provided in order to promote the development of the outcomes. They may include investigation of current issues impacting on children and families, guest speakers representing community support services, opportunities to produce products, processes or systems for children and families, excursions to local venues which cater for children and families and advocating on issues that affect children, family and the community.

### ASSESSMENT TYPES

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Type</th>
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<tbody>
<tr>
<td>20-30%</td>
<td>Investigation</td>
</tr>
<tr>
<td>20-30%</td>
<td>Production</td>
</tr>
<tr>
<td>40-50%</td>
<td>Response</td>
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End of year external exam for WACE

### CAREER OPPORTUNITIES - PATHWAY 3

This course is suitable for students who are tertiary bound and may be of use to those intending to pursue a career in the areas of Education, Social Services and Health. Specific areas include teaching, nursing, social work, psychology, health promotion, speech pathology, paediatrics and disability services.
This course provides opportunities for students to explore and develop food-related interests to develop and apply enterprising and innovative ideas to food production.

PREREQUISITES - There are no prerequisites for this course

COURSE CONTENT

- Nature of food
- Processing food
- Food in society

1C FSTH: Food & My Life
Students will explore -
- the variety of ways that food is produced and processed
- the economic cost of raw and processed foods for the consumer
- sensory and physical properties that influence selection and use of raw and processed foods
- effects of processing techniques on the sensory and physical properties of foods
- macronutrient requirements
- food selection models and guides
- the devising and preparing of food products
- factors and trends that influence adolescent food choices
- workplace procedures for health and safety
- labelling and packaging requirements for food and beverage products in Australia
- food and beverage advertising and marketing practices in Australia

1D FSTH: Food for Communities
Students will explore -
- factors that affect the supply of staple foods of selected communities
- sensory and physical properties that influence selection and use of staple foods
- micronutrient requirements
- nutrition-related health conditions and the need for specialised diets
- vegetarian or vegan diets
- devising and production food products
- environmental factors and trends that influence community food choices
- health issues that arise from food and lifestyle choices
- workplace procedures for health and safety

ASSESSMENT TASKS

- Understanding food materials
- Developing food opportunities
- Working in food environments
- Understanding food in society

ASSESSMENT TYPES

- 20-30% Investigation
- 50-60% Production
- 20-30% Response
MATERIALS DESIGN & TECHNOLOGY
(TEXTILES) – 1C&1D (MDTT)

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<th>PATHWAY</th>
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<th>1A + 1B MDTT → 1C + 1D MDTT</th>
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The Materials, Design & Technology course is a practical course with a focus on Textiles. It allows students choice in the exploration and use of textiles for design and manufacture. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. Through enquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulative, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make decisions about the use and misuse of technology now and in the future.

The Materials, Design and Technology course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how materials are developed and used.

COURSE OUTCOMES

- Apply the Technology Process to create or modify products.
- Understand how the nature of materials influences design, development and use.
- Use technology skills to create products safely to a specified standard.
- Understand the interrelationship between people, the environment and the use of materials.

1C MDTT: Design Techniques

Students are introduced to the elements and fundamentals of design and factors affecting design when designing for individuals and markets. Throughout the process, they learn about materials, including their origins, classifications, properties and suitability for purpose. They are introduced to a range of production techniques and equipment and develop material manipulation skills, production management strategies and realise their design ideas through the production of their design project.

1D MDTT: Design for the Consumer

Students use a range of techniques to gather information regarding existing consumer products and apply the elements and fundamentals of design when designing and producing products suitable for a particular consumer. Students continue their study of material classification and they are introduced to a range of technology skills, generate ideas and realise these through their design projects.

ASSESSMENT TYPES

- 15-25%  Design - Research work & garment design
- 60-80%  Production - Garment construction
- 5-15%   Response - Tests & evaluation reports
Vocational education comprises a range of subjects which develop general vocational and life skills which are readily transferable from one vocational area to another. The subjects ensure development of the key competencies, which will be essential for most future employment. The subjects provide the opportunity for learning in both school and workplace contexts.

WORKPLACE LEARNING – 1C & 1D (WPL)

| PATHWAY | There is no external exam for this pathway | 1B WPL → 1C + 1D WPL |

1C WPL and 1D WPL

The Workplace Learning course aims to provide all students with the knowledge, workplace skills and attitudes valued with our work environments, as a preparation for employment.

In a supported work placement, students would towards the achievement of ‘employability skills’ through collecting and recording information from the workplace. Eight skill groupings are used to describe and define employment skills and include communication, teamwork, problem solving, self-management, planning and organising, technology, learning and initiative and enterprise. In addition to a work placement for one work day a week, students are required to reflect on their work placement by undertaking set tasks as part of course assessment requirements. Units 1C and 1D are designed to consolidate and extend structure workplace learning.

The advantage of choosing this area of study is that it offers a general education within a vocational context and provides workplace learning that will be valuable both for future employment and for obtaining credits for TAFE entry. This course is not recommended for Tertiary Entrance bound students. At the end of the course students are awarded a grade that contributes to Secondary Graduation.

HOW DOES THE PROGRAM OPERATE AT MERCEDES?

Application for the program is made through the Careers Counsellor.

- The applicant attends a formal interview with a panel that includes employer representatives. If successful the applicant is recommended for entrance into the program.
- In the event of an offer and acceptance into the program each student will be charged a fee of $500 per placement to cover resources and administration costs.
- Mercedes College is part of a cluster of schools that make up the Central and South East INSTEP region. This cluster is responsible for organising all the work placements for all students.
- INSTEP is timetabled as a subject and will appear as a subject on the student’s timetable along with her other subjects.
- Students will attend the workplace on a TUESDAY. They will not be able to attend other scheduled classes on that day.
- INSTEP is a year-long commitment and generally students complete 2 placements. The College will not look favourably on students wishing to withdraw during the course of the year.
- Students will be expected to catch up on missed work and to complete assessment requirements (for Workplace Learning) during the INSTEP periods that occur on days other than Tuesday.
- Students must show a degree of responsibility, self-motivation and enthusiasm to take full advantage of this excellent program.
- Additional units of competency to earn credit towards Certification are to be funded by the participant.