



# YEAR 12 COURSE SELECTION HANDBOOK 2022



## CONTENTS

<b>Introduction</b>	<b>4</b>
<b>Choosing Courses</b>	<b>4</b>
<b>Western Australian Certificate of Education</b>	<b>4</b>
<b>School Assessment</b>	<b>7</b>
<b>ATAR Examinations</b>	<b>8</b>
<b>TAFE</b>	<b>9</b>
<b>Australian Tertiary Admission Rank (ATAR)</b>	<b>10</b>
<b>General Year 12 Information</b>	<b>13</b>
<b>Year 12 Courses Leading to University</b>	<b>16</b>
<b>Accounting &amp; Finance ATAR</b>	<b>18</b>
<b>Biology ATAR</b>	<b>19</b>
<b>Chemistry ATAR</b>	<b>20</b>
<b>Computer Science ATAR</b>	<b>21</b>
<b>Drama ATAR</b>	<b>21</b>
<b>Economics ATAR</b>	<b>22</b>
<b>Engineering ATAR</b>	<b>23</b>
<b>English as an Additional Language/Dialect ATAR</b>	<b>24</b>
<b>English ATAR</b>	<b>25</b>
<b>French ATAR</b>	<b>26</b>
<b>Geography ATAR</b>	<b>27</b>
<b>Human Biology ATAR</b>	<b>28</b>
<b>Literature ATAR</b>	<b>29</b>
<b>Mathematics Applications ATAR</b>	<b>30</b>
<b>Mathematics Methods ATAR</b>	<b>31</b>
<b>Mathematics Specialist ATAR</b>	<b>32</b>
<b>Modern History ATAR</b>	<b>33</b>
<b>Music ATAR</b>	<b>33</b>
<b>Physical Education Studies ATAR</b>	<b>34</b>
<b>Physics ATAR</b>	<b>35</b>
<b>Politics &amp; Law ATAR</b>	<b>36</b>
<b>Psychology ATAR</b>	<b>37</b>
<b>Visual Arts ATAR</b>	<b>38</b>
<b>Year 12 Courses Leading to TAFE</b>	<b>40</b>
<b>Certificate IV in Business</b>	<b>41</b>
<b>English General</b>	<b>41</b>
<b>Certificate II in Kitchen Operations</b>	<b>42</b>
<b>Human Biology General</b>	<b>43</b>
<b>Materials Design &amp; Technology (Wood) General</b>	<b>44</b>
<b>Materials Design &amp; Technology (Textiles) General</b>	<b>45</b>
<b>Mathematical Essential General</b>	<b>46</b>
<b>Media Production &amp; Analysis General</b>	<b>47</b>
<b>Music General</b>	<b>48</b>
<b>Physical Education Studies General</b>	<b>48</b>
<b>Visual Art General</b>	<b>49</b>
<b>Workplace Learning</b>	<b>50</b>
<b>Assessment Policy</b>	<b>52</b>

**We are here to help ...**

## **PRINCIPAL**

**Mr Peter Burton**

**Contact:**

Email: [Peter.Burton@kcc.wa.edu.au](mailto:Peter.Burton@kcc.wa.edu.au)



## **DEAN OF SECONDARY**

**Mr Matthew Lovell**

**Contact:** [Matthew.Lovell@kcc.wa.edu.au](mailto:Matthew.Lovell@kcc.wa.edu.au)

## **ASSOCIATE DEAN OF SECONDARY**

**Mr Sebastien Gerbaz**

**Contact:** [Sebastien.Gerbaz@kcc.wa.edu.au](mailto:Sebastien.Gerbaz@kcc.wa.edu.au)



## **HEAD OF STUDENTS YEARS 11-12**

**Mrs Carin Havinga**

**Contact:** [Carin.Havinga@kcc.wa.edu.au](mailto:Carin.Havinga@kcc.wa.edu.au)

## **DEAN OF CHRISTIAN FORMATION**

**Mr Graham Irvine**

**Contact:** [Graham.Irvine@kcc.wa.edu.au](mailto:Graham.Irvine@kcc.wa.edu.au)



## HEADS OF LEARNING AREAS

**ARTS****Mrs Necia Drazevic****Contact:**

Necia.Drazevic@kcc.wa.edu.au

**ENGLISH****Mrs Jenny Burton****Contact:**

Jenny.Burton@kcc.wa.edu.au

**HUMANITIES & SOCIAL SCIENCES****Mr Jason Milne****Contact:**

Jason.Milne@kcc.wa.edu.au

**MATHEMATICS****Mr Allen Wager****Contact:**

Allen.Wager@kcc.wa.edu.au

**MUSIC****Mr Ray Vine****Contact:**

Ray.Vine@kcc.wa.edu.au

**PHYSICAL EDUCATION****Mr Paul Whitby****Contact:**

Paul.Whitby@kcc.wa.edu.au

**SCIENCE****Dr Siew Yap****Contact:**

Siew.Yap@kcc.wa.edu.au

**TECHNOLOGY & ENTERPRISE****Mr Paul Hayward****Contact:**

Paul.Hayward@kcc.wa.edu.au



## INTRODUCTION

This Year 12 Course Handbook is designed to provide you with the necessary information required for you to make informed decisions about your senior education.

## CHOOSING COURSES

At Kingsway Christian College in 2022, there are three types of courses offered:

1. Courses leading to University
2. Courses leading to TAFE
3. Compulsory courses (Christian Life Studies & House Sport).

The Heads of Learning Area have provided course recommendations for each student. It is strongly advised that parents and students comply with these recommendations. Generally, we recommend students continue the same course from Year 11 into Year 12.

When selecting a Course, it is important to select the unit that will enable you to reach your desired post-school destination. In general, students who are aiming at university entrance should choose ATAR courses in Year 11 and in Year 12. Students who are planning for TAFE entry should choose the General courses.

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

### The WACE requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational programme that has suitable breadth and depth.

To achieve a WACE from 2022, a student must satisfy the following:

### General requirements

You can demonstrate the minimum standard:

- Through the School Curriculum and Standards Authority's Online Literacy Numeracy Assessment (OLNA),
- OR
- If you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.
  - Complete a minimum of 20 units or equivalents as described below.
  - Complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

### Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:



- A minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (Arts /Languages/Social Sciences) and List B (Mathematics/Science/Technology).

List A (arts/languages/ social science)	List B (mathematics/science/technology)
Drama	Accounting and Finance
Economics	Biology
English	Chemistry
English as an Additional Language/Dialect	Computer Science
French Second Language	Engineering Studies
Geography	Human Biology
Literature	Materials Design and Technology
Media Production & Analysis	Mathematics
Modern History	Mathematics Specialist
Music	Physical Education Studies
Politics and Law	Physics
Visual Arts	Psychology

### Achievement standard

Students will be required to achieve fourteen C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programmes and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- Up to eight unit equivalents through completion of VET programmes, **or**
- up to four unit equivalents through completion of endorsed programmes, **or**
- up to eight unit equivalents through a combination of VET and endorsed programmes, but with endorsed programmes contributing no more than four unit equivalents.

### Vocational Education and Training (VET) Program

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

You can begin training for your career while still at school by undertaking a VET qualification. At Kingsway Christian College, students can apply for any of the following:

- A Certificate III in Work Skills which is offered on campus.

- A school-based traineeship while completing a Certificate II in Kitchen Operations. This is also offered on campus.
- A Certificate II to IV in an area of their choice from a wide range of Industry Areas e.g. Hospitality, Electrical and other trades, Child Care, Sport & Recreation, Health & Community Services to name a few. The student is required go off campus and attend TAFE once a week and to also complete a specified number of hours in a work placement. This is offered through Careerlink or directly by a registered training organisation of choice.
- A school-based off-campus traineeship/apprenticeship while completing a Certificate II or III in an area of their choice from a wide range of Industry Areas e.g. Hospitality, Electrical and other trade, Child Care, Sport & Recreation, Health & Community Services to name a few. This involves the student going to TAFE or a work placement one day per week whilst still at school and doing what is required to complete the certificate.

**Kingsway Christian College will offer the following certificate courses in 2022:**

SIT30616 Certificate II Kitchen Operations

BSB40215 Certificate IV in Business

The following Registered Training Organisations (RTOs) are, to name a few, some with whom we have partnered:

**AITT (Australian Institute of Technology Transfer** – RTO Code 508834 – Certificate III/IV in Work Skills

NM TAFE (North Metropolitan TAFE)

FEC (Fremantle Education Centre)

The following fees apply for VET Courses of Study:

Cert IV in Business (Year 12) \$550

Cert II in Kitchen Ops (Year 11 & Year 12) \$550

These are subject to change.

In addition, if a student chooses to study a Certificate II, III or IV through TAFE or any other RTO, or chooses to use the services of CareerLink to select and manage a certificate course, the full cost of the course will be on-charged to the parent.

**Endorsed programmes**

Endorsed programmes address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, and independently administered examinations in Music, Speech and Drama. These programmes can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programmes may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

Endorsed programmes opportunities can be discussed with the Associate Dean of Secondary.

### **Enrolments**

Each student is enrolled in their selected WACE units, VET and/or endorsed programme with the School Curriculum and Standards Authority. Changes to enrolments will be made through the College.

### **Enrolment criteria for EAL/D as a Year 12 student**

If you do not speak Standard Australian English as your home language or had a limited period of residence in a country where English is not widely used, you may be eligible to enrol in EAL/D.

Eligibility criteria apply for this course and applications are submitted in Year 11 at the end of Term 1. There is a form that needs to be completed together with documents in support of the application to ensure you are permitted to enrol in EAL/D in Year 12.

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application is completed online through the [Student Portal](#).

More information is available at this [link](#) on the SCSA website. You should discuss your enrolment options with your year coordinator.

## **SCHOOL ASSESSMENT**

### **Grades and school marks**

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the College.

Teachers of Year 11 and Year 12 students submit results to the School Curriculum and Standards Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed. The notation of 'U' can be used non-final year students who, for reasons acceptable to the College, do not complete the assessment programme. Only students who will be returning the following year to complete the assessment programme can be awarded a 'U' notation.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

In Year 11 there may be occasions when you need to change your course enrolment at the completion of Semester 1 (e.g. you may nominate to transfer from an ATAR course to a



General course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a 'completed' status instead of a grade for VET course unit pairs. The notation 'completed' counts the same as a C grade.

Endorsed programmes are not comprised of units, but a completed endorsed programme is allocated one, two, three or four unit equivalents.

## ATAR EXAMINATIONS

The School Curriculum and Standards Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

### Enrolling in examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

## Certification

### Folio of Achievement

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed programme will receive a folio of achievement. This folio may include one or more of the following:

- WACE
- WASSA
- WACE course report (ATAR courses only)
- Award certificates achieved.

The WACE indicates that you have satisfied the requirements for WACE achievement.

The WASSA formally records, where appropriate:

- The meeting of WACE requirements or a statement of literacy and numeracy

- Exhibitions and awards granted
- WACE combined mark
- Grades and marks achieved in course units
- VET qualifications
- Endorsed programmes successfully completed
- Number of community service hours completed, if reported by your school
- Results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:

- School grades
- School marks
- Raw examination marks
- Standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- The number of candidates receiving a combined mark in the pair of units.

A course that has a practical examination component will have the written and practical marks reported separately.

## TAFE

Each qualification offered by TAFE is divided into two groups. The first group of qualifications require applicants to address both 'minimum entry requirements (MER) and selection criteria' and the second group of qualifications require applicants to address only the 'minimum entry requirements'. Qualifications that require 'entry requirements and selection criteria' are those where there are more applicants than places available.

Qualifications that have 'minimum entry requirements only' are those where there are more places than applicants (approximately 70% of courses).

Applicants for 'minimum entry requirement only' courses will only need to submit their personal information, the name of the qualification for which they are seeking entry and evidence that they meet the minimum entry requirements. These minimum entrance requirements refer to minimum Communication and Mathematics skills. These skills are described as benchmarks which are displayed using a system of dots ranging from one dot to four dots. Each course has differing benchmark requirements.

Applicants seeking places in qualifications with 'entry requirements and selection criteria', will be required to address both the minimum entry requirements and the selection criteria. Selection criteria will focus on qualification pathways (maximum 29 points), work experience (maximum 29 points), and the past academic/skill development achievement (maximum 42 points). Some qualifications require an interview, skills test or folio. A student will typically apply for up to four TAFE courses, listing them in order of preference. Selection then depends on the student's ranking compared with other

applicants and the number of places being offered in the relevant course.

### **Minimum Entrance Requirements (MER)**

Most Certificate I – III level qualifications require Year 10 or 11 academic levels for entry and scoring. Years 10 and 11 students will find it difficult to get a place in courses that require selection criteria to be addressed due to competition from applicants with higher qualifications and experience. Certificate IV, Diploma and Advanced Diploma level qualifications generally require the completion of Year 12 to meet MER and to score on academic merit in the selection criteria. All students need to have achieved a C grade in an English course.

Interested students should make sure that they access

<https://www.jobsandskills.wa.gov.au/training> for courses and Careers information. The TAFEs located in Perth are as follows:

1. North Metropolitan TAFE – 1300 300 822
2. South Metropolitan TAFE – 13 23 98

For information on TAFE courses, contact the Information and Career Advice Officer at any TAFE campus, or:

Department of Training and Workforce Development

Customer Service Centre

GPO Building

Level 7, 3 Forrest Place, Perth, WA 6000

PH 9224 6500 Email – [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

<http://www.dtwd.wa.gov.au/>

### **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

Admission into university is competitive with most courses having more applicants than places. Selection for university admission for most courses is based on a student's Australian Tertiary Admission Rank (ATAR). Applicants for each university course will be ranked in order of merit based on their ATAR.

What is the ATAR? The ATAR is a number between zero and 99.95 that reports a student's rank position relative to all other students of Year 12 school leaving age in the State. It takes into account the number of students with an Australian Tertiary Admission Rank (ATAR) and the number of people of Year 12 school leaving age in the population of this State. For example, an ATAR of 75.00 indicates an overall result equal to, or better than, 75% of the Year 12 school leaving age population in Western Australia. The ATAR will be calculated by adding the best four final ATAR subject results.

The table below gives an idea of what average exam percentage is required for a particular

ATAR. This data is accurate for 2010, but generally can be used as a rough guide for future years.

ATAR	MINIMUM TEA FOR ATAR	ATAR	MINIMUM TEA FOR ATAR
30.05	134.8	81.00	245.1
40.00	160.2	82.00	248.0
50.00	181.3	83.00	250.8
55.00	191.3	84.00	254.1
60.00	200.0	85.00	257.1
61.00	201.9	86.00	260.6
62.00	203.4	87.00	264.2
63.00	205.0	88.00	268.0
64.00	206.9	89.00	271.7
65.00	208.8	90.00	275.7
66.00	210.7	91.00	280.6
67.00	213.0	92.00	285.7
68.00	215.1	93.00	290.9
69.00	217.4	94.00	296.3
70.00	219.2	95.00	302.8
71.00	221.3	96.00	310.5
72.00	223.5	97.00	319.0
73.00	225.7	98.00	331.3
74.00	227.9	98.50	339.8
75.05	230.1	99.00	350.6
76.00	232.2	99.50	366.5
77.00	234.6	99.70	377.7
78.00	237.0	99.90	394.5
79.00	239.7	99.95	404.0
80.00	242.2		

### MATHEMATICS AND LANGUAGE ATAR COURSES: TEA BONUS

Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia provide a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options, Mathematics Methods and Mathematics Specialist, and Language courses, such as French. Ten percent of the final scaled score/s in Mathematics Methods ATAR, Mathematics Specialist ATAR and Languages will be added to the TEA, from which the ATAR is derived. Bonuses from all courses may be counted and will apply even if the scaled scores from the courses are not one of the student's best four scores.

**Further Information can be obtained from:**

**CURTIN UNIVERSITY OF TECHNOLOGY**  
BENTLEY Campus  
Future Student Centre  
Kent Street  
BENTLEY WA 6102  
Tel: 9266 1000  
[www.curtin.edu.au](http://www.curtin.edu.au)

**WESTERN AUSTRALIAN SCHOOL OF MINES**  
Student Services  
Egan St  
KALGOORLIE WA 6430  
Tel: 9088 6179  
Course Information - 1800 688 377 (24 Hours)

**THE UNIVERSITY OF WESTERN AUSTRALIA**  
Admissions Centre  
35 Stirling Highway  
CRAWLEY WA 6009  
Tel: 6488 2477  
[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

**TERTIARY INSTITUTIONS SERVICE CENTRE**  
100 Royal Street  
EAST PERTH WA 6000  
Tel: 9318 8000  
[www.tisc.edu.au](http://www.tisc.edu.au)

**NOTRE DAME UNIVERSITY**  
Prospective Student Office  
Tel: 9433 0533  
[www.nd.edu.au](http://www.nd.edu.au)

**WA ACADEMY OF PERFORMING ARTS**  
2 Bradford Street  
MOUNT LAWLEY WA 6050  
Tel: 134 328

**EDITH COWAN UNIVERSITY**  
[www.ecu.edu.au.com](http://www.ecu.edu.au.com)

**BUNBURY Campus**  
585 Robertson Drive  
BUNBURY WA 6230  
Tel: 9780 7756

**JOONDALUP Campus**  
270 Joondalup Drive  
JOONDALUP WA 6027  
Tel: 6304 5000

**MOUNT LAWLEY Campus**  
2 Bradford Street  
MOUNT LAWLEY WA 6050  
Tel: 9370 6420

**MURDOCH UNIVERSITY**  
**MURDOCH Campus**  
Prospective Student Office  
90 South Street  
MURDOCH WA 6150  
Tel: 9360 6000  
[www.murdoch.edu.au](http://www.murdoch.edu.au)

**ROCKINGHAM Campus**  
Dixon Road  
ROCKINGHAM WA 6168  
Tel: 9360 7070

**PEEL CAMPUS (Mandurah)**  
Peel Education & TAFE Campus  
Education Drive  
MANDURAH WA 6210  
Tel: 9582 5501



## GENERAL YEAR 12 INFORMATION

### Changing Courses

Year 12 students are only able to change subjects in the first four weeks of the year as all Year 12 subjects are year long. However, students doing six subjects are permitted to drop one up until the middle of June. \*Parents/Guardians may make appointments directly with the Associate Dean of Secondary to begin the course change process.

\*Students dropping their sixth subject will receive no credit for it in Year 12.

### Leaving School

Parents should be aware that in November 2005 the Acts Amendment/Higher School Leaving Age and Related Provisions Bill (2005) was enacted. The age at which students may leave school and the conditions under which this can happen have changed substantially and students may no longer just leave school at the end of Year 10. All parents who are considering allowing their child to leave before the completion of Year 12 must arrange an interview with the Associate Dean of Secondary before withdrawing their child.

### Potential Impact of “Time Off Campus”

All senior school students should be aware that certain six course combinations involve a considerable amount of time spent off campus on excursions, camps or Workplace Learning. Time spent off campus in a course cannot be used as an excuse for failing to meet deadlines in other courses. Parents and students should consider the cumulative amount of time spent off campus resulting from the selected course combinations.

### Workplace Learning Programme

The Year 11 and 12 Workplace Learning Programme is designed for students who are preparing for entry into a TAFE, the workforce, an apprenticeship or a traineeship. The Programme offers a joint school, industry and training partnership. Students work towards Secondary graduation whilst gaining workplace experience. The Workplace Learning Programme offers on-the-job learning with a host employer. At Kingsway Christian College the WPL Program takes place in two week blocks in Term 2 and Term 4. Workplace Learning is an endorsed programme and is not compulsory but it may assist students to gain valuable workplace experience as well as contribute towards requirements for graduation.

## ONE-TO-ONE PROGRAMME

It is compulsory for students in Year 12 to bring their own device to school.

### What is One-to-One at Kingsway Christian College?

A One-to-One programme is where a student brings a specified device to school for use in their learning. The term One-to-One is used for a number of different programs in different schools. At Kingsway Christian College we view One-to-One as meaning that:

1. Students will bring in a device to use in their learning which meets the required specifications.
2. Teachers may provide opportunities for these devices to be used in the classroom or allow these devices to be used alongside other classroom technologies.
3. The school will permit limited, controlled and monitored access to the school wireless network for these devices.

Details of the program, including required specifications and answers to frequently asked questions can be found at [www.kingsway.wa.edu.au](http://www.kingsway.wa.edu.au)

For more information please refer to the One to One Technology Information Booklet available for parents.

## **SEQTA**

This is an online service which provides parents of students in Years 3 to 12 up-to-date information on assessment results.

### **Assessment Feedback**

In Years 3 to 12 all formative assessment results are available for you to view through the learning management system, SEQTA ENGAGE. In this way you are kept informed of when assessments are scheduled, and also the results as they occur.

To login to SEQTA Engage, click on the link **SEQTA** in the current parents column at the bottom of the Kingsway website <http://www.kingsway.wa.edu.au>, please use your username and password provided at the beginning of the year. If you have any difficulties please notify the College on [seqta@kcc.wa.edu.au](mailto:seqta@kcc.wa.edu.au).

## **TUTORING**

Tutoring is available in most subject areas for students in Year 11 and 12 and we would encourage you to contact the relevant Head of Learning Area for further information regarding days and times.

## **ALUMNI**

Past students are invited to join the Alumni of Kingsway. The College runs a closed Facebook group for Alumni and students are eligible to join regardless of whether they completed Year 12 or not. This is a great way of staying in touch with your friends and some teachers are also connected.

Three times per year, we host an event principally for Alumni and Year 12 students and communication is mainly via Facebook. This social media group also enables us to reach you for reunion invitations, no matter where you have moved to and it is the most efficient way to organise reunions. It also permits us to keep you up to date with life at the College.

We look forward to welcoming you into this growing group.

You can register as follows:

- Go to the Alumni section of the College website at:  
<https://www.kingsway.wa.edu.au/community/alumni/>
- Click on 'Join the Group' and follow the prompts

### **PRINCIPAL'S GROUP**

Top Students from Year 11 are invited to be a part of the Principal's Group. These students are selected based on their demonstrated ability and work ethics as indicated by their end of Year 11 examination results and/or grades in Tertiary Entrance courses.

### **STUDENT DRIVERS**

Due to limited parking, students are required to get a parking permit (sticker) from the Head of Students Year 11-12. Students can park on the gravel area near the outside basketball courts. If that is full, students can park on Westport Parade, no parking in the bus parking area. If that is full, students have to park at the Kingsway Sport Centre.

### **YEAR 12 LEAVERS' JACKETS**

The Year 12 Leavers' Jacket is worn by Year 12 students enrolled at the College to mark the end of their formal schooling at Kingsway Christian College. The Leavers' Jacket is not a compulsory uniform item. Students will be advised of the cost of the Leavers' Jacket as soon as it becomes available and payment must be made at the time the order is placed at the Uniform shop. The Leavers' Jackets will be distributed from the College Uniform shop. Further instructions will be provided by the Head of Students Year 11-12.

## YEAR 12 COURSES LEADING TO UNIVERSITY

Course Name	Recommended Year 11 Pre-requisites	Year 12 Units
Accounting ATAR	C Grade Units 1 & 2	Units 3 & 4
Biology ATAR	C Grade Units 1 & 2	Units 3 & 4
Chemistry ATAR	C Grade Units 1 & 2	Units 3 & 4
Computer Science ATAR	C Grade Units 1 & 2	Units 3 & 4
Drama ATAR	C Grade Units 1 & 2	Units 3 & 4
English as an Additional Language Dialect ATAR	Appropriate for Overseas students only	Units 3 & 4
Economics ATAR	C Grade Units 1 & 2	Units 3 & 4
Engineering Studies ATAR	C Grade Units 1 & 2	Units 3 & 4
English ATAR	C Grade Units 1 & 2	Units 3 & 4
French ATAR	C Grade Units 1 & 2	Units 3 & 4
Geography ATAR	C Grade Units 1 & 2	Units 3 & 4
Human Biology ATAR	C Grade Units 1 & 2	Units 3 & 4
Literature ATAR	C Grade Units 1 & 2	Units 3 & 4
Mathematics Applications ATAR	C Grade Units 1 & 2	Units 3 & 4
Mathematics Methods ATAR	C Grade Units 1 & 2	Units 3 & 4
Mathematics Specialist ATAR	C Grade Units 1 & 2	Units 3 & 4
Modern History ATAR	C Grade Units 1 & 2	Units 3 & 4
Music ATAR	C Grade Units 1 & 2	Units 3 & 4
Physics ATAR	C Grade Units 1 & 2	Units 3 & 4
Physical Education Studies ATAR	C Grade Units 1 & 2	Units 3 & 4
Politics & Law ATAR	C Grade Units 1 & 2	Units 3 & 4
Psychology ATAR	C Grade Units 1 & 2	Units 3 & 4
Visual Arts ATAR	C Grade Units 1 & 2	Units 3 & 4

## Course Descriptions

The following pages provide information of courses currently offered by the College and those that may be introduced into the College. It should be noted that some new courses are only being considered for introduction and there is no guarantee that the College will be in a position to offer them in 2022. This will be determined by student demand for these courses.



# ACCOUNTING & FINANCE ATAR

Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which management and financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Financial literacy gives individuals the ability to make sound financial judgements, based on information analysis. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It empowers them, giving them an understanding of the local, national and global influences on financial matters. It gives them the problem-solving skills to operate at many levels of financial decision making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

Through engagement with the Accounting and Finance ATAR course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis. This Year 12 syllabus focuses on the preparation, interpretation and communication of accounting information essential for effective decision making within and outside the organisation. Financial management involves the recording, calculation, analysis and interpretation of financial information and data. Management accounting processes, which involve the production of internal reports for internal users and financial accounting processes, which involve the production of general purpose reports for external users, are both used to analyse and interpret financial data. This Year 12 syllabus requires students to develop an understanding of the purpose of the reports produced within both management and financial accounting contexts, and use the information in the reports to make sound financial decisions with the aim of maximising business performance.

## Unit 3

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques, cost volume profit analysis and capital investment decisions are features of this unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business and principles of asset management.

## Unit 4

The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The formation, operations and general purpose financial reporting of companies in Australia are covered in this unit. The Framework for the Preparation and Presentation of Financial Statements (The Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. These statements are interpreted to assess the performance of a public company. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

### Possible Career Opportunities:

University – Chartered Accountant, Accountant

(financial/management/forensic/auditing/taxation/corporate advisory/etc.), financial manager, financial advisor, treasury, business analyst, insurance, etc.

TAFE – Certificate IV in Accounting, Diploma of Accounting (Office Manager, Assistant Accountant, Accounting Clerk, Bookkeeper, Registered BAS Agent, Tax Agent, etc.)

**Contact – Mr P Hayward**

## BIOLOGY ATAR

The Biology ATAR course for the Year 12 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 12 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

### Unit 3 – Continuity of Species

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

### Unit 4 – Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider factors that encourage or reduce the spread of infectious disease at the population level.

In both these units, through the investigation of appropriate contexts, students explore

how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.

**Contact – Dr S Yap**

## CHEMISTRY ATAR

The Chemistry ATAR course for the Year 12 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 12 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

### **Unit 3 – Equilibrium, acids and bases, and redox reactions**

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-based behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

### **Unit 4 – Organic chemistry and chemical synthesis**

In this unit, students develop their understanding of the relationship between structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

**Possible Career Opportunities:**

Chemical Engineering, Metallurgy, Medicine, Pharmacy, Engineering, Agriculture, Veterinarian.

**Contact – Dr S Yap**

## COMPUTER SCIENCE ATAR

**Unit 3**

Students learn about the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

**Unit 4**

Students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the software development cycle (SDC). Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They consider networks, communication systems, including security and protocols.

**Possible Career Opportunities:**

Computer Science at university leads towards a career in computer science or information technology.

**Contact – Mr P Hayward**

## DRAMA ATAR

This course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. They create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge. Students will engage with texts such as Shakespeare's "The Tempest, explore a form of Japanese theatre, "Butoh", and also Tracy Lett's "August: Osage County." (Please note that final text choices are made at the end of the year, and will be detailed in

the booklists in Term 4, so these examples are given to encourage students in their choices, and to describe the types of texts students will enjoy.)

### Unit 3

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study, working independently and collaboratively to produce scripted work.

### Unit 4

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work. This unit builds on the content covered in Unit 3.

**Year 12 Drama ATAR examinations consist of a practical performance examination and a separate written examination. The course is made up of 50% practical work and 50% written work.**

### Possible Career Opportunities:

Theatre Director, Playwright, Directing Arts Management, Arts Administration, Production and Stage Management, Production Designer (Costume, Set, Lighting, Sound), Actor, Community Arts Management, Performing Arts Teacher, Lecturer, Tutor, Dramaturge.

**Contact – Mrs N Drazevic**

## ECONOMICS ATAR

The Year 12 programme covers two units.

**Unit 3** explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection. It includes a study of the current economic scenario in respect of trade relationship with our trading partners, namely member countries of OECD.



**Unit 4** explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in pursuit of the Australian Government's economic objectives. The coverage includes the problems and issues confronting Australia and the rest of the world and the policy measures that could best alleviate contemporary problems. At the conclusion of the course, students are be equipped with a broad understanding of the reasons behind economic variations. They emerge with an enquiring mind and are well placed to make prudent economic decisions.

**Possible Career Opportunities:**

Economist, Teacher of Economics, Econometrician.

**Contact - Mr J Milne**

## ENGINEERING ATAR

**Unit 3**

In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment. Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity. They synthesise responses to the brief by engaging in a range of activities that include: detailed research of similar existing engineered products; construction materials and components; sketching, drawing and notating concepts; analysing and justifying the choice of the most promising of these for production as a prototype or working model. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

**Unit 4**

In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products. Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

**Possible Career Opportunities:**

Students considering a pathway within the following disciplines, including Engineering, Aviation, Mechanical, Fabrication and Electrical at university, are strongly advised to enrol in this course.

**Contact – Mr P Hayward**

# ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT ATAR

The EAL/D courses are designed for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

## Eligibility

The course is available to students whose first language is not English and who have not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12.

## Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### Unit 3

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

### Unit 4

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations. Students will engage with texts such as Anh Do’s “Happiest Refugee” and Allan Baillie’s “China Coin”. (Please note that final text choices are made at the end

of the year, and will be detailed in the booklists in Term 4, so these examples are given to encourage students in their choices, and to describe the types of texts students will enjoy.)

**Contact - Mrs J Burton**

## ENGLISH ATAR

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### **Structure of the syllabus**

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours. Students will engage with texts such as Favel Parrett's "Past the Shallows" and "The Crucible". (Please note that final text choices are made at the end of the year, and will be detailed in the booklists in Term 4, so these examples are given to encourage students in their choices, and to describe the types of texts students will enjoy.)

### **Unit 3**

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognize and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

### **Unit 4**

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

**Contact - Mrs J Burton**

# FRENCH ATAR

Prerequisite continuous study of French from Year 7 C grade.

## Unit 3

This unit focuses on *Les médias (The media)*. Through the three topics: “Technology and Me”, “Film and Music”, and “In the Media”. Students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. Students wishing to study Unit 3 and Unit 4 must have completed Unit 1 and Unit 2.

### Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

#### Learning contexts:

- The individual: Technology and Me
- The French-speaking communities
- Film and Music
- The hanging world in the media

## Unit 4

The focus for this unit is *Le monde qui nous entoure (The world around us)*. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

### Unit content

This unit builds on the content covered in Unit 3. **Learning contexts and topics** Unit 4 is organized around three learning contexts and a set of three topics:

#### Learning contexts:

- The individual: Planning my future:
- The French-speaking communities:
- Migrant experiences:
- The changing world: Youth issue

### Unit content

This unit builds on the content covered in Unit 3.

**Possible Career Opportunities:**

Teaching – both Primary and Secondary, politics, the Diplomatic Service, Immigration or a job involving legal studies, travel, tourism or hospitality. Employers are attracted to applicants who have a foreign language as an extra skill to offer their company.

**Contact - Mrs J Burton**

## GEOGRAPHY ATAR

**Unit 3 – Global environmental change**

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. The Earth's surface is constantly changing and all environments are, to a greater or lesser extent, being modified by human activity. Students examine the processes causing change in land cover. The scale at which these processes are occurring is so extensive that very few truly 'natural' environments still exist and most are now, to some degree, anthropogenic in nature. Human action has altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity and altered soils. This unit begins with an overview of land cover change drawn from different regions and countries. Two depth studies provide greater detail. The first study focuses on the interrelationship between land cover and either global climate change or biodiversity loss. The second study focuses on the evaluation of a local land cover change initiative designed to address either climate change or biodiversity loss.

**Unit 4 – Planning sustainable places**

Challenges exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices. Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. 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 needs of the population as perceived by the different perspectives of the various stakeholders. The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit.

Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

**Possible Career Opportunities:**

Tourism, Agriculture, Town Planning, Environmental Science, Mining, Teaching, Defence Forces, Foreign Affairs and Overseas Aid Programmes.

**Contact – Mr J Milne**

## HUMAN BIOLOGY ATAR

The Human Biology ATAR course for the Year 12 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 12 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

**Unit 3 – Homeostasis and disease**

In this unit, students explore the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens. The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine system and behavioral mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system, including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship with other parts of the nervous system, can be linked to the roles each play in maintaining homeostasis of internal environmental conditions. Different body

systems have mechanisms, including physical and chemical barriers that protect the body against invasion by pathogens. The non-specific actions of the body can be aided by the use of antibiotics and antiviral drugs to counter the invasion or reduce the effect of the pathogen. Specific resistance mechanisms involve the recognition of invading pathogens and produce long-lasting immunity. Vaccinations can result in immunity to infection by exposure to attenuated versions of the pathogens.

#### **Unit 4 – Human variation and evolution**

In this unit, students explore the variations in humans, their changing environment and evolutionary trends in hominids. Humans can show multiple variations in characteristics due to the effect of polygenes or gene expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration and chance occurrences. Population gene pools vary due to interaction of reproductive and genetic processes and the environment. Over time, this leads to evolutionary changes. Gene flow between populations can be stopped or reduced by barriers. Separated gene pools can undergo changes in allele frequency, due to natural selection and chance occurrences, resulting in speciation and evolution. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies. A number of trends appear in the evolution of hominids and these may be traced using phylogenetic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.

#### **Possible Career Opportunities:**

Sports Medicine, Biomedical Science, Physiotherapy, Nursing, other Paramedical fields, Education and Psychology.

**Contact – Dr S Yap**

## **LITERATURE ATAR**

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

#### **Structure of the syllabus**

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours. Students will engage with texts such as Mary Shelley's "Frankenstein", Shakespeare's "Othello", Gail Jones' "Sorry" and enjoy the poetry of T.S. Eliot. (Please note that final text choices are made at the end of the year, and will be detailed in the booklists in Term 4, so these examples are given to encourage students in their choices, and to describe the types of texts students will enjoy.)

### Unit 3

Develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

### Unit 4

Develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

**Contact - Mrs J Burton**

## MATHEMATICS APPLICATIONS ATAR

This is an ATAR course which focuses on building the capacity, confidence and disposition to use Mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training. The course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE. The course aims to develop students':

- Understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics

- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

**Possible Career Opportunities:**

Commerce/Business Computing, Mine Technology, Geology, Agriculture, Biomedical Science, Health Science, Economics, Chemistry, Chiropractic Science, Psychology.

**Contact - Mr A Wager**

## MATHEMATICS METHODS ATAR

This is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. The major themes of this course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. This course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level. The course aims to develop students':

- Understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

**Possible Career Opportunities**

Commerce/Business, Computing, Engineering (some), Metallurgy, Informatics, Biophysical Science, Physics, Nanotechnology, Geophysics

**Contact - Mr A Wager**

## MATHEMATICS SPECIALIST ATAR

This is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Students selecting this course must also select the Mathematics Methods course. The course contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematics Methods course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. This course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. The course aims to develop students':

- Understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs.

**Possible Career Opportunities:**

Engineering, Geophysics, Acturist

**Contact - Mr A Wager**

# MODERN HISTORY ATAR

## Unit 3 – Modern nations in the 20th century

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation – at Kingsway, students will be studying Russia & the Soviet Union from 1914-1945. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations.

## Unit 4 – The modern world since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. Students will focus on changes to the nature of the world order, particularly in Europe from the end of WW2, during the Cold War, and in the decade following the fall of the Soviet Union. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

### Possible Career Opportunities:

Historian, Writer, teaching Journalism, Librarianship, Politics and Tourism, Government Departments, Diplomatic Services, Public Services.

**Contact - Mr J Milne**

# MUSIC ATAR

Across the two units studied, students will extend their knowledge and understanding of music through application. The study of complex repertoire enables them to respond in detail to music language used in creating, composing, performing and responding to music. Students develop skills and knowledge, needed to analyse and respond to how social, cultural and historical factors shape the role of music in our society. These units provide the opportunities for teachers to introduce students to music in the specific context being studied. The unit of study in 2022 will be in the Jazz Context, with



Semester 1 focusing on BEBOP genre and Semester 2 will be in the Hard-Bop/Cool School genre.

**Requirements:**

This is a rigorous and demanding course requiring a strong knowledge of both theory and practical skills, students must also be receiving private music lessons on their instrument/instruments from a reputable and professional music tutor. The course ultimately a combination of both practical and written with each section requiring the same amount of time effort and dedication.

**Possible Career Opportunities:**

Professional Musician (jazz, rock, alternative, classical), Music teacher, Specialist Instrumentalist Tutor, TAFE or University Lecturer, Recording Artist, Session Musician, Composer, jingle writing, movie sound track composer, Music Event Coordinator, Sound Engineer, Booking Agent or Artist/Band Manager.

**Contact - Mr R Vine**

## PHYSICAL EDUCATION STUDIES ATAR

**Course Outline**

The course content is divided into the following areas:

1. Developing physical skills, strategies and tactics
2. Motor learning and coaching
3. Functional anatomy
4. Biomechanics
5. Exercise physiology
6. Sports psychology

The focus of Unit 3 is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others' performance in physical activity. The students will learn how to analyse proficiency of movement skills in a selected sport, evaluate the different types of transfer of learning and their impact on skill execution, analyse movement skills and design coaching programmes to improve performance, define and relate biomechanical principles such as momentum, impulse, coefficient of restitution, levers, moment of inertia and angular momentum to sporting situations. They will explore the relationship between muscle contraction and force, investigate the relationship between nutritional requirements and energy demands during physical activity, determine the implications of preparing and performing in different environmental conditions and explain the physiological impact of performance enhancers.

The focus of Unit 4 is to extend students' understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance. Students will learn how to adapt strategic responses to situational demands in competitive practical situations, explain and apply fluid mechanics such as spin and drag in specific physical activities, understand the role of the neuromuscular systems in relation to muscle function, critically evaluate training programs designed to improve performance, analyse mental skills strategies used pre, during and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence

**Possible Career Opportunities:**

University entrance for careers in Sports Science, Physiotherapy, Occupational Therapy, Fitness, Coaching, Sport and Recreation, and Sports Management.

**Contact – Mr P Whitby**

## PHYSICS ATAR

The Physics ATAR course for the Year 12 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 12 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

**Unit 3 – Gravity and electromagnetism**

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to gravity and electromagnetism, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional, and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

**Unit 4 – Revolutions in modern physics**

Students use theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics. Through the investigation of appropriate contexts, students explore the ways in which these models and theories, students apply their understanding of relativity, black body radiation, wave/particle duality and the quantum theory of the atom, to make and/or explain observations of a range of

phenomena, such as atomic emission and absorption spectra, the photoelectric effect, lasers, and Earth's energy balance. They continue to develop skills in planning, conducting and interpreting the results of investigations, in synthesising evidence to support conclusions, and in recognising and defining the realm of validity of physical theories and models.

**Possible Career Opportunities:**

Engineering, Aviation and Sports Science.

**Contact – Dr S Yap**

## POLITICS & LAW ATAR

Politics and Law is a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws.

The Year 12 ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems in Australia and other systems and countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems.

The Year 12 syllabus is divided into the following two units.

**Unit 3 – Political and legal power**

This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

**Unit 4 – Accountability and rights**

This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

**Possible Career Opportunities:**

University – Law, Criminology, Commerce, Teaching, Journalism, Local Government, Law Enforcement, Diplomacy, Foreign Affairs, Non-Government Organisation, International Aid Agencies, Counter Terrorism, Political Science and various government programmes.

**Contact – Mr J Milne**

# PSYCHOLOGY ATAR

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

## Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### Unit 3

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

### Unit 4

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

Each unit includes:

- A unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

For each unit, the content is organised as follows:

Content organisers	Sub-organisers	
	Unit 3	Unit 4
Self	Biological influences/bases of behaviour	Developmental psychology
	Cognition	Personality
Others	Relational influences	Social psychology
	Communication	Culture and values
Research methods	Planning and conducting psychological research	
	Processing and evaluating psychological research	

**Possible Career Opportunities:**

Psychologist, Clinical Psychologist, Sport and Exercise Psychologist, Business and Commerce, Nursing, Teaching, Foreign Affairs and Counselling.

**Contact – Mr T Yap/ Dr S Yap**

## VISUAL ARTS ATAR

In this course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

The Year 12 syllabus is divided into two units, each one 15 weeks in duration, which are delivered as a pair.

Further information is available at <https://senior-secondary.scsa.wa.edu.au/>

**The Year 12 Visual Arts ATAR course examination consists of practical skills examination weighted 50% and a written examination weighted 50%.**

Some assessment tasks in this course will require time commitment at home such as researching Investigation tasks on artists and progress and refinement work of practical artwork.

**Unit 3** focuses on **commentaries**. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

Consideration is given to the roles of artists in different societies, for example, hero, commentator and social critic. Students investigate the social functions of art, for example political and ideological expression, satire and social description. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

**Unit 4** focuses on **points of view**. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of

work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

Students use critical analysis frameworks to develop an understanding of the practice of art making and interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion and politics. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors.

**Possible Career Opportunities:**

Architect, Graphic Designer, Interior Design, Arts Education (Primary, Secondary), Art Therapist, Arts Management, Web and Game Design, Arts Curator, Arts Journalist, Fashion Designer, Professional Artist.

**Contact – Mrs N Drazevic**



## YEAR 12 COURSES LEADING TO TAFE

Course Name	Recommended Year 11 Prerequisite	Year 12 Units
English General	Unit 1 & 2	Unit 3 & 4
Food Science Technology General	C Grade Unit 1 & 2	Unit 3 & 4
Materials Design & Technology (Wood) General	C Grade Unit 1 & 2	Unit 3 & 4
Mathematics Essential	C Grade Unit 1 & 2	Unit 3 & 4
Media Production & Analysis General;	C Grade Unit 1 & 2	Unit 3 & 4
Physical Education General	C Grade Unit 1 & 2	Unit 3 & 4
Materials Design & Technology Textiles General	Nil	Unit 3 & 4
Visual Art General	C Grade Unit 1 & 2	Units 3 & 4
Cert IV in Business	Cert III Business	Business Cert IV

## CERTIFICATE IV IN BUSINESS

For Year 12 students who require a certificate course in order to graduate the following will be offered in 2022.

**Course Description** This certificate is a nationally accredited, SCSA approved qualification encompassing employability skills now essential in the workforce. Industry and employers are now requiring from their employees the attributes that have been incorporated into this programme. Workers with high emotional intelligence, team work skills and the ability to adapt will be highly sought after. Skills covered include: Collaboration & Communication, Strategic Problem Solving, Leadership and Entrepreneurship, Resilience, Positive Image and Confidence, Time Management, Creative Fluency and Ethical and Social Fluency.

**Assessment:** Students are assessed on each unit completed and are awarded a 'competent' or 'not yet competent'. Students are required to complete on-line assessments for each unit in a timely manner. There are no prerequisites for this course. This generic qualification will ultimately enhance your future career pathway in whatever discipline you choose to follow. A standard VET administration fee of \$550 will be charged.

**Contact - Mrs K Theunissen**

## ENGLISH GENERAL

### Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

- Explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning

- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

#### **Unit 4**

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- Explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

**Contact – Mrs J Burton**

## **CERTIFICATE II IN KITCHEN OPERATIONS**

Certificate II in Kitchen Operations is a 2 year course and is only available to students who have already completed Year 11. The trainees will continue to work through various competencies as they prepare and cook food for the Café. They will also prepare and serve food at various school functions including the Principal's Lunch, Volunteers' Morning Tea, the Swimming Carnival, Anzac Service and Easter Service to name a few.

The highlights of the programme are:

- Students achieve a Certificate II in Kitchen Operations, which will enable them to pursue a career in hospitality industry, or to find a job in the hospitality industry whilst studying for their career at University or TAFE.
- A professional chef works with the classroom teacher to oversee trainees' knowledge and skills development.
- Trainees complete practical service hours by working for and in the College Café at recess and lunch, as well as preparing for College functions, some of these may occur outside of school hours.

- The trainees are paid a wage based on the hours worked that week. The trainees are paid for their class time, their shifts in the Café, and extra function hours as well as two hours of homework time per week.

**Possible Career Opportunities:**

- This course can lead directly into an apprenticeship or job in the hospitality industry. It will also help with further studies in hospitality areas at TAFE or University including Home Economics/Hospitality teacher.

**Contact – Mr P Hayward**

## HUMAN BIOLOGY GENERAL

The Human Biology General course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7–10 Science curriculum. The three strands of this course should be taught in an integrated way. The content descriptions for Science Inquiry Skills, Science as a Human Endeavour and Science Understanding have been written so that this integration is possible in each unit.

### Unit 3 Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function.

Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. They are encouraged to interpret and communicate their findings in a variety of ways.

### Unit 4 Infectious Diseases

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level.

The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines.

Improvement in technology and transportation has resulted in humans becoming less geographically isolated, resulting in the transmission of disease becoming an increasing global issue. The frequency of particular diseases in geographical areas is dependent upon population density and standards of sanitation and health services.

Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in a variety of ways.

### **Possible Career Opportunities:**

An understanding of Human Biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

**Contact: Dr S. Yap**

## **MATERIALS DESIGN & TECHNOLOGY (WOOD) GENERAL**

### **Unit 3**

The focus for this unit is **design techniques**. It is for students who have many informal experiences of interacting with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the elements and fundamentals of design, as well as factors affecting design, based on end user beliefs and values. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies and are given the opportunity to realise their design ideas through the production of their design project.

## Unit 4

The focus for this unit is **design for the consumer**. It is for students who have many experiences of interacting with products designed for the consumer market. They use a range of techniques to gather information about existing consumer products and apply the elements and fundamentals of design, including a consideration of factors which affect design choices when producing products for a particular client or consumer. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for the consumer market.

### Possible Career Opportunities:

Trades in the Building and Construction industry. The design element and problem solving lends itself well to occupations requiring design and creativity and increases leadership possibilities in the workforce.

**Contact – Mr P Hayward**

## MATERIALS DESIGN & TECHNOLOGY (TEXTILES) GENERAL

The Textiles General course aims to prepare students for a future in a technological and material world by assisting them to understand how products are designed and how materials are developed and used.

### Units 3 and 4

These two units are run concurrently over the course of Year 12. The main design project will be a dress or outfit (eg. pants and shirt) inspired by a character in a film or TV show of the 20<sup>th</sup> Century, and the era of fashion in which it is depicted. The students will use a creative process to design their garment/s, make a toile (prototype), modify the design and make changes to the toile, ready for creating a beautiful custom-made garment (or outfit) for themselves.

While completing these projects, the students will also learn about:

- The elements and principles of design.
- The properties of materials (fibres and fabrics) and how to make appropriate choices to suit their design.
- The design process – inspiration, rapid design concept drawings, presentation drawings, working drawings, production planning, materials costing.



- Managing the production process – from design through to toile, modification and completion of the final garment/s.
- Sewing seams, hems, closures, facings, etc to a semi-professional standard.
- How to complete fabric embellishments that would be suitable for their final garment.
- Working safely with mechanical sewing machines, computerised sewing machines, embroidery sewing machines, overlockers, and other equipment in the sewing room.

**Possible Career Opportunities:**

Dressmaker, Tailor, Fashion Designer

**Contact – Mr P Hayward**

## MATHEMATICS ESSENTIAL GENERAL

This is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training. The content of the course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET), apprenticeships, traineeships or employment. The course aims to develop students' capacity, disposition and confidence to:

- Understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

**Possible Career Opportunities:**

Entry points for TAFE are obtained from a 'C' grade.

**Contact - Mr A Wager**

# MEDIA PRODUCTION AND ANALYSIS

## GENERAL

This course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

### **Unit 3 – Entertainment**

The unit focus is on entertainment. Within this broad focus, teachers select learning contexts interesting to students and build upon the informal understandings they have already acquired. Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process. Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.

### **Unit 4 – Representation and reality**

The unit focus is on representation and reality. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work. Students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. In contexts related to representation and reality, students analyse, view, listen and interact with a variety of media work. They learn about production controls, constraints and responsibilities.

**The Year 12 Media Production and Analysis General Course is assessed through practical production work, written responses and an external written examination with a 15% weighting.**

### **Possible Career Opportunities:**

This course prepares students for a variety of post-school pathways, including TAFE certificate courses, tertiary studies or career employment including marketing and

promotions, game design, multi media design, television and film production, editing, sound and lighting engineering, journalism, radio broadcasting, advertising and photography.

**Contact – Mrs N Drazevic**

## MUSIC GENERAL

In this Music course students have opportunities to develop and extend their musical understandings, abilities and potential in a range of contexts. The contexts defined in the Music course are: Western Art Music, Jazz, and Contemporary Music. The focus for 2022 will be African-American Music in Semester 1 and Music Technology in Semester 2. The course content is divided into four following areas:

1. Aural and Theory
2. Composing and Arranging
3. Investigation and Analysis
4. Practical (Performance)

Students will refine their musicianship skills, develop their music literacy and cultural awareness, and engage in studies that reflect the world of performers, composers and audiences.

### **Possible Career Opportunities:**

Professional Musician (jazz, rock, alternative, classical), Music Teacher, Specialist Instrument Tutor, TAFE or University Lecturer, Specialist Recording Artist, Session Musician, Composer, jingle writing, movie sound track composer, Music Event Coordinator, Sound Engineer, Booking Agent or Artist/Band Manager.

**Contact - Miss J Khoo**

## PHYSICAL EDUCATION STUDIES GENERAL

Course Outline: The course content is divided into the following areas:

- |   |                        |
|---|------------------------|
| 1. Developing physical skills, and strategies and tactics | 4. Biomechanics        |
| 2. Motor learning and coaching                            | 5. Exercise Physiology |
| 3. Functional Anatomy                                     | 6. Sports Psychology   |

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

**Unit 3** - The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

**Unit 4** - The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

The course assessment weightings are 50% theory and 50% practical. The theory component will include an externally set written assessment developed by the School Curriculum and Standards Authority.

**Possible Career Opportunities:**

Include opportunities within the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport.

**Contact - Mr P Whitby**

## VISUAL ART GENERAL

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

**Unit 3 – Inspirations**

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

Students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, students develop skills in inquiry, recording observations and manipulating media to create artworks. Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, have been inspired to develop

artworks. Students have opportunities to exhibit their work, to describe their source(s) of inspiration and to evaluate the success of their artworks.

### **Unit 4 – Investigations**

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. They investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Students investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

**The Year 12 Visual Art General Course examination consists of an external written examination weighted 15%.**

### **Possible Career Opportunities:**

This course prepares students for a variety of post-school pathways, including TAFE certificate courses, tertiary studies or career employment including Community Arts, Illustration, Graphic Design, Interior Design, Fashion and Illustration Design, Games Designer, Artist, Arts Therapy, Arts Education.

**Contact – Mrs N Drazevic**

## **WORKPLACE LEARNING**

The Workplace Learning endorsed programme provides an opportunity for a student to demonstrate and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work. Every 55 hours a student completes in the Workplace with the required documentation is equivalent to 1 unit. The total number of hours the student actually completes in the workplace will appear on the student's statement of results (WASSA).

To complete this Programme, a student works in one or more real workplace/s to develop a set of transferable workplace skills. A student must record the number of hours completed and the tasks undertaken in the workplace in a Workplace Learning Logbook. A student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after completing each 55 hours in the workplace.

It is the student's responsibility to find their own work placement. Work placement hours can be done during the exam weeks in Terms 2 and 4 and at other times as arranged

with the College and the employer. A student's part time work may be used in some situations.

**Contact - Mrs K Theunissen**

# ASSESSMENT POLICY

## Course Outline

In the first week of Term 1, the course teacher will provide on the parent and student portals an outline of the course content and an assessment schedule for the course. A course unit outline includes the following information:

- Content
- Sequence in which the content will be taught
- Approximate time to teach each section of the unit.

## Assessment outlines will encompass the following information:

- Assessment types
- Weighting for each assessment type
- Weighting for each assessment task
- A general description of each assessment task
- A general indication of the content covered by each assessment task
- An indication of the outcomes covered by each assessment task
- Approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).

## Marks and Grades

Years 11 to 12 students will receive a grade and mark out of 100 for each completed course studied.

## Failure to Submit Assessments

Students are required to submit assessments on the due date. Where students are unable to do so due to illness or misadventure, a note must be provided by the parent to the HOLA who will make a judgement regarding an extension of time. Where no valid explanation is provided, students will lose 10% of their mark per day for five days. For example, a student who submits an assessment 1 day late and is given a score of 16 out of 20, or 80%, would be adjusted to 14.4 out of 20, or 72%. Beyond that, no mark will be received but students may still submit assessments for teacher feedback.

## Absence from Tests and Examinations

Students who are absent from tests and exams due to family holidays will receive a mark of zero. The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:



- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled
- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must:

- Contact the College on the morning of the in-class assessment task or due date for submission of an out-of-class assessment and
- Provide a medical certificate immediately following the student's return to school.

Where the student provides a reason, which is **acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally within two days of the student's return), or
- Decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or
- In consultation with the Associate Dean of Secondary, not require the task to be completed and re-weight the student's marks for other tasks in that assessment type.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, preparation for the College Ball). Whilst every effort will be made to ensure assessment dates do not change, there will be situations in which late changes do occur. Planning family holidays during the school term can therefore run the risk of interfering with school assessments, even when planned around school assessments. In these situations similar penalties will apply.

Where a catastrophic event (e.g. a pandemic) affects the delivery of the teaching programme, the completion or submission of one or more assessment tasks and/or completing of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

### **Cheating**

Cheating in a test or examination will be given a mark of zero for that part of the

test/examination or whole. Students who allow another student to access their work during a test or examination will be similarly penalised. This includes sharing information about the content of an assessment. The HOLA will contact the parents/guardians by phone and record the details in SEQTA.

As per the Mobile Phone policy, students should not have access to a mobile phone or similar device during assessments. Any student who uses a mobile phone or similar device during an in-class assessment will be given a mark of zero for that part of the test/examination or whole.

### **Plagiarism**

“Plagiarism occurs when the work of another person or persons, is used and presented as one’s own, unless the source of each quotation or piece borrowed material is acknowledged with the appropriate citation.” (Curtin Handbook 1999) Any work submitted by a student that is falsely presented as the student’s own, will not be accepted and that student will receive a mark of zero for the assessment item.

### **Collusion**

Collusion is unauthorised collaboration and constitutes joint effort between students or others in preparing material submitted for assessment. Students who collude will be given a mark of zero for their work.

### **Transfer Between Courses/Units**

Students commencing a course/unit late are at risk of not attaining a C grade. An application to withdraw and/or change a course/unit should be made through the Associate Dean of Secondary. A meeting will be arranged to discuss the proposed withdrawal/change.

Deadlines for course/unit changes are:

- Monday of Week 6 of Term 1 for all Semester 1 units in Year 11
- Monday of Week 6 of Term 1 for all Year 12 courses
- Friday of Week 1 in Term 3 for all Semester 2 units in Year 11.

NB: Year 12 students are not permitted to switch between units during the year i.e. they must complete a pair of units in each subject.

### **Transfer from Another School**

It is the responsibility of any student who transfers into a class from the same course at

another school, to provide the College with evidence of all completed assessment tasks. The relevant Head of Learning Area responsible for the course will:

- Determine how the marks from assessment tasks at the previous school will be used.  
(Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Kingsway Christian College).
- Determine the additional work, if any, to be completed.
- Determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

### **Reviewing Marks and Grades**

If a student considers that there is an issue about the delivery of the course, the marking of an assessment task or the grade assigned for a course they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or parent/guardian) should approach the Head of Learning Area for the course.

The student (or parent/guardian) can request, in writing, that the College conduct a formal assessment review if they consider that the student has been disadvantaged by any of the following:

- The assessment outline for the course does not meet School Curriculum and Standards Authority requirements.
- The assessment procedures used in the class do not conform with the College's assessment policy.
- Procedural errors have occurred in the determination of the mark.

The Principal or a nominated representative will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student (and parent/guardian). If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Associate Dean of Secondary. Authority representatives will then independently investigate the situation and report to the Authority's student appeal committee. If the committee upholds a student appeal the College will make any required adjustments to the student's marks and/or grades and reissue reports as necessary.

## **Retention and Disposal of Student Work**

Students are responsible for retaining all of their marked written assessment tasks or folios. This material is required by the teacher/s when assigning grades at the completion of the course and may be required by the School Curriculum and Standards Authority for moderation purposes. Non-provision of assessed work by a student for the purpose of Authority grade validation or moderation processes may impact on the Authority approval of a student's final grades.

Students doing VET courses need to be aware that all work will be retained for the RTO as evidence of what they have done. Work done electronically will be kept in that format and sent to the RTO. Work done as a hard copy will be collected by your teacher, boxed and sent to the RTO to archive. This is a mandate of ASQA (Australian Skills Quality Authority), the Regulatory Manager for VET courses. The work will be collected at the end of Year 11 for the Year 11 units of competency and Year 12 for those units of competency.

