



Year 11 & 12 Courses

2010

SUBJECTS

<u>Religion and Life</u>	3
<u>Accounting and Finance</u>	4
<u>Applied Information Technology</u>	5
<u>Biological Science</u>	6
<u>Business Management & Enterprise</u>	7
<u>Chemistry</u>	8
<u>Children Family & the Community</u>	9
<u>Design – Graphics</u>	10
<u>Economics</u>	12
<u>English</u>	13
<u>Food Science & Technology – Hospitality</u>	15
<u>Geography</u>	17
<u>Geography & Modern History</u>	18
<u>Human Biological Science</u>	19
<u>Integrated Science</u>	21
<u>Information Technology (VET)</u>	22
<u>Literature</u>	23
<u>Maritime Technology (VET)</u>	24
<u>Materials Design & Technology</u>	25
<u>Mathematics</u>	26
<u>Mathematics Specialist</u>	29
<u>Media Production & Analysis</u>	30
<u>Modern History</u>	33
<u>Outdoor Education</u>	34
<u>Photoimaging (VET)</u>	36
<u>Physical Education Studies</u>	37
<u>Physics</u>	39
<u>Visual Art</u>	40
<u>Workplace Learning (INSTEP)</u>	42
<u>HOLA</u>	43

RELIGION AND LIFE

This is a compulsory course for all Years 11 & 12 students. Students will cover the Religious Education Archdiocesan Guidelines in this course through units on the Catholic faith developed by the Catholic Education Office.

UNIT 1AREL

The focus for this unit is **why religion?** Students explore experiences that lead people to look for meaning and purpose in their life, why religion is important to people and what is offered by religion.

UNIT 1BREL

The focus for this unit is **people and religion**. This unit explores important issues that all people are exposed to in their life, the solutions or responses offered by religion to problems that exist in society, and the relationship between people and religion. Students research and analyse how religion expresses a concern for justice and social justice in the world.

UNIT 1CREL

The focus for this unit is **religion and lifestyles**. Students explore the choices people make to live different lifestyles and how religion influences these choices. They examine the lives of people who have made life choices based on religious ideals and investigate the different ways people choose to live their lives and other key influences on lifestyle choices in a society such as Australia.

UNIT 1DREL

The focus for this unit is **religion and decision-making**. The unit investigates responsible decision-making from a religious perspective. Students identify how religion influences moral decision-making and what is offered by religion to assist people make decisions that are in the best interests of the whole society. The unit explores the sorts of decisions needed to make a just society.

ACCOUNTING AND FINANCE

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far-reaching consequences. The course aims to:

- make students financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved.
- help students to analyse and make informed decisions about their finances, both personal and business.
- give them an understanding of the local, national and global influences on financial matters.
- give 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.
- develop an understanding of the fundamentals on which accounting and financial management are based.
- use computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data.

UNIT 2AACF

The focus for this unit is **accrual accounting for small business**. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions using cost volume profit analysis in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of GST. The Framework for the Preparation and Presentation of General Purpose Financial Reports (hereafter referred to as the Framework) is introduced to students, as is the application of the Framework. Students learn about the various forms of business organisations adopted by small business.

UNIT 2BACF

The focus for this unit is **accrual accounting for business**. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of small business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn how the activities of business affect the natural and social environments and what costs are associated with observing legislation and maintaining ethical practice.

APPLIED INFORMATION TECHNOLOGY

Information and communication technologies (ICT) are rapidly changing the way we live and work in Australia. They affect the nature of communication, entertainment and lifestyle decisions. Almost every area of employment requires some understanding and use of ICT for greater productivity and creativity. Every school graduate needs to be capable of using ICT in his/her personal, community, and future professional lives.

UNIT 1CAIT

The focus for this unit is **personal information and communication technologies** and using technology to meet personal computing needs. This includes the study of how individuals use, and can be affected by, information technology in their daily lives. Students investigate computer systems and understand the configuration needed to meet their personal needs. They acquire and apply a range of knowledge and skills to create information solutions that inform, persuade, educate or entertain.

UNIT 1DAIT

The focus for this unit is **community information and communication technologies** and using ICT commonly required in the operation of a small business or community organisation. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system. They examine the impact of information technology solutions within the community.

UNIT 2AAIT

The focus for this unit is **media information and communication technologies**. The focus is on the use of information technology to collect, store and manipulate digital media. Students consider the range of products available to create visual and audio communications. They examine trends in digital media transmissions and the social and legal implications in the use of these technologies.

UNIT 2BAIT

The focus for this unit is **information and communication technologies in business**. Skills, principles and practices associated with various types of businesses to enhance students' career prospects are emphasised. Students examine the use of ICT in a range of administrative and business environments. They identify and explain the components and configuration of a computer system to meet the needs of the organisation. Students design information solutions for problems encountered in these contexts and understand the social issues inherent in work practices.

BIOLOGICAL SCIENCE

Biological Science gives students a unique appreciation of life and a better understanding of the living world around them. It encourages them to be analytical, to participate in problem solving and to systematically explore fascinating and intriguing aspects of living systems. This course highlights the complexity and changing nature of the living world, and focuses on contexts that are relevant, significant and valued to students such as: marine reefs, desert scrublands, urban ecology, aquaria and terraria, zoos, botanic gardens and diseases.

UNIT 2ABIO

The focus for this unit is **adaptations for survival**. Adaptations help solve the problems of meeting the requirements of cells through the structure and function of organisms and their body systems. Students develop an understanding that ecosystems are formed by communities of organisms interacting with one another and the surrounding environment and that ecosystems vary from place to place. Organisms can be classified according to their relatedness. Students will explore cell processes such as photosynthesis and respiration when considering the roles autotrophic and heterotrophic organisms in the cycling of matter and the flow of energy in ecosystems. Organisms are able to survive in places where matter and energy are available in useable forms.

UNIT 2BBIO

The focus for this unit is **patterns of change**. Students understand the relationships between organisms in determining the factors that affect population dynamics. The population size and distribution of organisms have been affected by human activities which have changed the balance in the ecosystem. Students will observe that many organisms have recognisably different developmental stages in their life cycles with characteristics that can be related to their ways of life and habitats. Organisms may use two types of cell division in the growth and reproduction stages of their life cycles. Reproductive processes are required to produce new individuals to replace others or to survive various environmental conditions. Students understand the genetic basis of heredity with DNA being the genetic material and the gene as the unit of inheritance. They will examine patterns of inheritance and the influence of the environment to explain variations between individuals and generations of organisms.

BUSINESS MANAGEMENT AND ENTERPRISE

The Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts on every aspect of our lives. Business has a complex and dynamic organisational structure which requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth.

The Business Management and Enterprise course aims to:

- prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment.
- give individuals the ability to make sound and ethical decisions based on knowledge and understanding.
- empower students to make business decisions based on critical thinking and which are in line with their own values and the values of the society in which they live.
- prepare students in becoming well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities.

UNIT 1ABME

In this unit, the focus is on the **role of business** in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts are selected that tap into these interests and build upon this informal understanding. Different perspectives on the contribution of business to society are considered.

UNIT 1BBME

In this unit, the focus is on contexts related to **initiative and inspiration**, which are the values of the dynamic and imaginative entrepreneur or business manager. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

UNIT 1CBME

In this unit, the focus is on **business management and administration** in Australia. All businesses need to be managed and administered effectively in order to prosper. This unit explores, in a practical way, the role of business and office administration in facilitating business success and considers the importance of communication methods and technologies in business information management. The legislation that affects the internal running of a business in a range of business contexts is also considered.

UNIT 1DBME

In this unit, the focus is on **implementing business policies and procedures** which facilitate effective business management and administration. The emphasis is on developing administrative and personal management skills. Students are encouraged to evaluate systems and procedures in terms of their effective contribution to the success of a business organisation and to make or recommend improvements to these systems and procedures.

CHEMISTRY

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

Chemistry requires observation, investigation, experimentation, collection and evaluation of data and the application of new understandings. Over the years, chemists have developed a theoretical framework that allows these new understandings to be organised and related to existing knowledge. The Chemistry course mirrors this process by providing opportunities for students to investigate properties and reactions of matter within a developing theoretical framework; enabling them to recommend applications and possible future uses, and hazards of materials.

UNIT 2ACHE

The focus for this unit is **chemistry in and around the home**. In this unit, students develop more formal understandings of chemical structure, change and language within familiar contexts.

UNIT 2BCHE

The focus for this unit is **chemistry and the environment**. In this unit, students develop formal understandings of acids and bases, oxidation and reduction, and organic chemistry through environmental contexts.

UNIT 3ACHE

The focus for this unit is **chemical processes**. Students examine relationships between concepts, models and principles, and sustainable chemical practices where industry endeavours to achieve a maximum yield at the lowest possible cost.

UNIT 3BCHE

The focus for this unit is **chemistry and modern lifestyles**. In this unit, students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, oxidation and reduction, and organic chemistry.

CHILDREN, FAMILY AND THE COMMUNITY

The Children, Family and the Community course provides opportunities to develop in each student an understanding of the diversity of Australian society. Recognising diversity and promoting inclusivity among the individuals, families and groups making up our society provides the foundation for a cohesive community. Social, economic and technological factors impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others. Individual, family and societal factors influence the development, health status and wellbeing of infants, children, adolescents, adults and seniors.

This course caters for all students, from those seeking career pathways in related industries to those aiming for personal development and to gain parenting and life skills.

Students may choose one OR both course contents:

1. **Caring for Others** – focuses on caring for infants, with or without additional needs.
2. **Living Independently** – focuses on young adults living independently either through choice or unplanned circumstances.

Course Content: Growth and development
 Taking action
 Influences and impacts

UNIT 1ACFCL AND UNIT 1ACFCC

The focus for this unit is **living and working together**. The unit explores the influence of lifestyle behaviours, and biological and environmental factors on growth and development. The roles and responsibilities of social institutions, issues and opportunities arising from relationships, values, ethically responsible decision-making and the influence of media, beliefs and values on the allocation of resources are also studied. Students identify the features of existing products, develop products, use a research process, communicate, make decisions, set goals and use a range of self-management, cooperation and conflict resolution skills.

UNIT 1BCFCL AND UNIT 1BCFCC

The focus for this unit is **getting more out of life**. The principles of growth and development, the factors that affect growth and development and individual community health are studied. The role of paid and unpaid work in sustaining individuals and families, and the rules and laws applicable to this work are investigated. Social order, roles and responsibilities of particular groups and the impact of beliefs and values on the management and use of resources are examined. Students look for opportunities to develop and assess products. They use shared research practices, communicate information, make decisions, set goals and use self-management and cooperation skills.

DESIGN - GRAPHICS

Design – Graphics gives students the opportunity to learn production skills and processes, materials and technologies, using industry-standard software such as Adobe Photoshop and Illustrator. It is intended that independent learning will be promoted by planning, research, design, development of knowledge and skill acquisition.

Areas of study could include computer-generated drawings, cover designs, posters, illustrations, typography, corporate ID, web pages and advertising.

The Graphics context includes elements of digital media, interactive media, graphics technology, technical graphics and visual communication. Whilst these fields share a common link through digital technology, graphics also includes traditional two dimensional design media.

UNIT 1ADESG

The focus for this unit is **design basics**. Students understand that design is a discipline area with its own history, traditions, and tools and techniques. Students are introduced to design elements and principles, and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and processes, materials and technologies.

UNIT 1BDESG

The focus for this unit is **applied design**. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students expand visualising / rendering techniques and a basic lexicon of terminology for design principles. Students increase familiarity with basic production skills and processes, materials and technologies.

UNIT 1CDESG

The focus for this unit is **personal design**. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items, and their manipulation of personal surroundings and environments.

UNIT 1DDESG

The focus for this unit is **social design**. Students become aware that society is made up of different groups of people who share common values, attitudes, beliefs, behaviours and needs; and that social design helps to inform and bind these groups together, assisting in creating and maintaining a sense of identity and community.

UNIT 2ADESG

The focus for this unit is **cultural design**. Students understand that society is made up of different groups of people who share different values, attitudes, beliefs, behaviours and needs; and that cultural communication communicates these values and beliefs. Students develop a visual development process with an understanding of codes and conventions, analysing communication situations and audience in terms of demographics, anthropometrics (measurement of human physical characteristics) and ergonomics. They define and establish contemporary production skills and processes, materials and technologies.

UNIT 2BDESG

The focus for this unit is **economic design**. Students understand that the commercial world is comprised of companies, consumer products, services and brands which are all competing for economic exchange and market share. They are introduced to ethical and legal issues, particularly those to do with copyright, censorship and intellectual property. Students create products, accurate visuals and layouts with an understanding of message and meaning. They analyse the audience in terms of psychographics and behaviour (lifestyle), and establish relevant and appropriate production skills and processes, materials and technologies in context.

UNIT 3ADESG

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

UNIT 3BDESG

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

Where a student does not meet the minimum entrance requirements for a particular Design unit, they may seek approval from the Head of Learning Area.

ECONOMICS

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to analyse and understand the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business and government behaviour at the local, national and global levels.

The Economics course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

UNIT 2AECO

The focus for this unit is **markets**. It explores the key role that markets play in determining the wellbeing of individuals and society, as well as the limitations of markets. The emphasis is on understanding the workings of real world markets that are relevant to students.

UNIT 2BECO

The focus for this unit is **macroeconomics**. It is an introduction to macroeconomics and the government's role in the economy. It explores macroeconomic issues such as economic growth, inflation and unemployment with a focus on the Australian economy.

UNIT 3AECO

The focus for this unit is **Australia and the global economy**. It explores Australia's economic relationships with other economies, and contemporary global economic events and issues of significance to Australia.

UNIT 3BECO

The focus for this unit is **economic policies and management**. It explores how economic policies and actions of the government and other authorities, such as fiscal policy, monetary policy and microeconomic reform operate in the pursuit of the economic objectives of the government.

ENGLISH

In this course, students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. The course recognises the diversity of the student population, and values and builds on their backgrounds, skills and aspirations and extends the range of language skills and understandings available to them.

UNIT 1AENG

The recommended focus for this unit is **skill building**. Students develop their language in the context of their future needs, aspirations and areas of interest. They further develop reading, oral, viewing and writing skills to meet their specific needs and achieve their goals. They will work with a variety of everyday and work-based texts that they will be expected to use once they leave school.

UNIT 1BENG

The recommended focus for this unit is **strengthening skills**. Students continue to develop language skills and concepts in the context of post-school destinations and interests. They will continue to work with a variety of everyday and work-based texts and accessible literary texts.

UNIT 1CENG

The recommended focus for this unit is **language and self**. Students learn to use language to present their experiences, ideas, opinions and responses more effectively, exploring how language can be used differently in different situations. They develop the ability to express responses to texts by exploring how language is used to convey personal information, opinions and experiences. They develop the skills and knowledge needed to expand the range of texts and types of language used for communication in mass media texts. Students study workplace documents, mass media texts and popular culture texts.

UNIT 1DENG

The recommended focus for this unit is **language and society**. Students explore and develop language skills to assist their participation in work and society, such as finding, accessing, using and evaluating information. They also develop skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating mass media, popular culture and literature texts, identifying ideas, attitudes and opinions in such texts, and discussing their responses and those of other people. Students study more complex workplace documents as well as mass media texts, popular culture texts and less complex literary texts.

UNIT 2AENG

The recommended focus for this unit is **language and action**. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics; how language can be used to influence attitudes and bring about action or change, and how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; representations of power through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

UNIT 2BENG

The recommended focus for this unit is **language and the world**. Students examine the relationship between language and the world by exploring how language offers particular ideas and information about topics, events or people. They listen, view and read critically, identifying and critiquing particular uses of language and representations within the texts that offer particular ideas and information about topics, events or people. Students study literary, mass media and popular culture texts.

UNIT 3AENG

The recommended focus for this unit is **language and identity**. Students study how identities are expressed, constructed, represented and critiqued through language. They learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other. They develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity. Students study literary, mass media and popular culture texts.

UNIT 3BENG

The recommended focus for this unit is **language and ideas**. Students explore the way language is used in relation to ideas and how this varies among particular fields, genres, and discourses. They study the way in which ideas are expressed, constructed and critiqued through language. They analyse the assumptions underlying language use and how knowledge is presented in selected fields, genres and discourses, and the attitudes, values and ideologies associated with these assumptions. Students demonstrate their understandings and language skills by learning to analyse language use and produce selected ideas in a range of language forms used in particular fields, genres and/or discourses, and how language is used in relation to ideas and the assumptions that underlie language use. Students study literary, mass media and popular culture texts.

Where a student does not meet the minimum entrance requirements for a particular English unit, he / she may seek approval from the Head of Learning Area.

Food impacts on every aspect of life. It is used by the body to meet functional needs and is essential for overall health and wellbeing. Food is also eaten in a variety of situations for purposes other than nourishment, such as when celebrating significant cultural events, recognising important personal milestones and in response to psychological needs. The application of science and technology plays an important role in understanding how food properties are used in processing to meet identified needs of consumers and producers. The use of foods by consumers and producers is governed by laws and regulations to ensure the supply and distribution of safe foods. Students have the opportunity to explore and develop food-related interests and passions which shape personal and professional goals, enhance problem-solving abilities and build personal resilience and self-esteem.

UNIT 1AFSTH

The focus for this unit is **spotlight on my food**. Students explore ways in which individuals select and use foods, and how this is determined by family customs, lifestyle, budget, availability of food and food preparation skills. They learn about the variety and availability of familiar, local foods and use food selection models to determine their place in a balanced diet. They use strategies to identify the cultural values of their peers and the sensory characteristics of food that impact on their food preferences and food choices. Students identify their personal food requirements and the influence of food choice on health. They identify trends in the food industry that influence their food selections. Factors that affect the local food supply and personal food production systems are examined. They identify the laws and regulations that ensure a safe, local food supply and the preparation and storage techniques that prevent food contamination.

UNIT 1BFSTH

The focus for this unit is **food, health and choices**. In this unit, students learn about a balanced diet and apply nutrition concepts that promote healthy eating. They appreciate that everybody is different and that food needs and preferences vary. Students learn about healthy and unhealthy foods and classify these according to nutrient content, variety, availability, storage and cost. They gain knowledge of the function of food in the body and the nutrient needs of adolescents. Students determine the personal, physical, intellectual, emotional, social and spiritual needs and wants that define their eating habits. They study the impact on their health of dietary decisions that result from their food consumption and lifestyle patterns. The ethics of the practice and influence of food manufacturers and the media on the food choices of the adolescent market are examined.

UNIT 1CFSTH

The focus for this unit is **food and my life**. Choosing and using food is fundamental to life. In this unit, students learn about food through practical preparation skills in relation to themselves and their future. They work with readily available foods to address individual requirements, eating habits and lifestyles. Students learn about food as a commodity, its nutritional nature and properties in relation to selection and management when developing products, services and systems. Students determine the appropriateness of equipment used as they evaluate products and designs. There is a focus on working with others in teams, following safe and hygienic food handling practices.

UNIT 1DFSTH

The focus for this unit is **food and communities**. The ways community groups choose and use food are a reflection of local environmental conditions and cultural traditions. In this unit, students select and use techniques and equipment safely when preparing food to meet performance requirements for a community group. Students apply their knowledge of food varieties and their distinct properties to meet specific selection, performance or dietary requirements. When working with food, students consider innovation and ways food properties can be managed safely. They evaluate group working skills and how well other identified requirements are met for the community group. Students explore relationships between consumers and enterprises in communities and how these impact on the availability and diversity of food services, products and equipment.

GEOGRAPHY

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

UNIT 2AGEO

Geography helps students find the answers to various questions about the world around us. An important outcome of this course will be for the student to become an informed and active citizen. The focus of this unit is the **geography of natural hazards and impact minimisation**. The increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways. First, an understanding of hazards (geomorphic and atmospheric) is developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risks due to urbanisation and poor management are explored. Finally, students investigate strategies to minimise the risks associated with hazards.

There are two study areas listed below with a range of contexts. **One** context will be drawn from each of the **two** areas of study.

Study Area 1: Geomorphic Hazards: earthquakes
tsunamis
volcanic eruptions

Study Area 2: Atmospheric: floods
droughts
storms
bushfires

UNIT 2BGEO

The focus of this unit is the **geography of sustainable resource use**. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment.

A regional or local area perspective is used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices in resource use in Australia to those in a less developed country.

Students will study:

- **one** renewable resource activity from any region in Australia i.e. an agricultural, timber or fishing activity
- **one** non-renewable resource activity from a mining context within any region in Australia i.e. a mineral or fossil fuel

and

- a comparison of the same renewable and non-renewable resource activities within a **less developed country (LDC)** in terms of the human influence on sustainability.

GEOGRAPHY and MODERN HISTORY

This unique Society and Environment course combination is aimed at students wishing to study 1A units from both Geography and History in Year 11. While success in this programme can contribute to Secondary Graduation, it is not recommended that students choose this programme if they require a Tertiary Entrance Rank. Students who would like to select this course combination will be counselled accordingly at their Course Selection Interview in Term 3.

UNIT 1AGEO

Geography helps students discover more about the world around us. The focus for this unit is the **geography of environments at risk**. Students will study from the local area to global case studies where people pose threats to the environment as they attempt to meet their needs. This obviously can place environments at risk and people's interests and concerns can often be in conflict. Sustainable solutions are explored. Study areas can include:

- Coasts
- Glacial Environments

Students will develop geographical methods that are applicable and useful in the workplace and relevant to a changing world. Students may also be provided with the framework to explore careers in the environmental protection / rehabilitation and tourism industries.

UNIT 1AHIM

History is the key to understanding our current society and helping make a better future. The focus for this unit is on **People, Place and Time**. By studying people who have shaped the past, (eg. Grace Kelly), or studying the mysteries of the past (eg. Al Capone – gangster or working class hero?) students become more aware of the broad area of history and our place within these stories.

This unit introduces students to the historian's methods of finding and communicating reliable information gained from a variety of sources. It allows students to develop inquiry skills and different ways of communicating findings, and to use ethical behaviour when communicating those findings; that is, numerous everyday skills.

Human Biological Science covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction, growth and development are studied to understand the sources of variation that make each of us unique and to appreciate our future as ageing individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

UNIT 2AHBS

The focus for this unit is **functioning humans**. The functioning body has many needs including food, oxygen and the removal of its wastes. For each one of these needs, the body has a system that fulfils them, and a transport system that links them together. Cells that make up the body rely on these systems to survive. All of the cell processes including metabolism and cell division have specific requirements that must be met from the surrounding environment. Offspring show features of both parents and it is possible to predict these due to the known patterns of inheritance. New chromosomal combinations result from reproductive processes. Chance occurrences during cell division can result in mutations. Many factors can affect the body's health and it must be able to defend itself. Each system has its own defence mechanisms and can be assisted by the use of medical preparations and hygiene practices. Every person is unique due to the influence of genetic and environmental factors and lifestyle choices. Every person responds differently to medical treatments.

UNIT 2BHBS

The focus for this unit is **human survival**. Almost everything that happens inside the human body can be traced back to DNA. It provides the instructions for the cells that make up the human body. Humans start as a single cell that develops into all of the organs and tissues seen in the body. The formation of that original single cell involves many carefully controlled and timed processes in males and females. Once formed, this cell undergoes many changes during pregnancy and into infancy and is susceptible to environmental threats from which it needs protection. The reproductive process is complex and not always successful. Tests and counselling can assist people with reproductive difficulties and genetic counselling can help determine the level of risk of having an offspring with a genetic condition for families with known conditions. The environment plays a large role in determining the survival of individuals.

UNIT 3AHBS

The focus for this unit is **human regulation**. The body works to maintain a constant internal environment despite changes in the external environment. Normal body activities require constant feedback of blood sugar, temperature, gas and body fluid concentrations. Both the endocrine and nervous systems are involved in this maintenance. Malfunctions can be caused by genetics, behaviour or disease, and some can be controlled by medical intervention. Genes can be affected by the environment and/or chance events. The range of variation seen in humans today is not always the result of simple genetics and may involve more complicated models of inheritance. The environment can determine what lives or dies. This is a struggle for survival that has been recorded over millions of years in fossils. Natural selection leading to evolution is supported by evidence from comparative anatomy and biochemical studies. Throughout a human's lifetime, there are medical treatments and procedures that can influence the quality of life.

UNIT 3BHBS

The focus for this unit is the **future of humans**. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. The role of DNA is vitally important and recent advances in knowledge and biotechniques have led to new ways of diagnosing and treating disease. If the body becomes damaged or infected, modern medical technology can be used to enhance trauma recovery, to deal with specific pathogens or alleviate the impact of ageing. Humans can trace their origins back for millions of years to be the first primates. Throughout history, there are a number of trends that can be followed through primates and hominins to the features of modern humans.

INTEGRATED SCIENCE

The Integrated Science course encourages students to be questioning, reflective and critical thinkers about scientific issues. The course is based on an integrated view of scientific knowledge that draws on the traditional disciplines of science and new scientific knowledge to enable students to investigate issues that are interesting and relevant in a modern world. This course provides opportunities for students to consider contemporary scientific developments and to appreciate different perspectives and world views. This process enables them to make informed judgements and decisions about questions that directly affect their lives and the lives of others.

UNIT 1AISC & UNIT 1BISC

The focus for learning in this unit is the practice of science, the knowledge and content from the biological, physical and environmental/earth science disciplines, and an understanding of the impact of science on the world in which students live.

In this unit, teachers will select the content and learning experiences that best suit the needs of their students.

UNIT 1CISC & UNIT 1DISC

The focus for learning in this unit is the practice of science, the knowledge and content from the biological, physical and environmental/earth science disciplines, and an understanding of the impact of science on the world in which students live.

In this unit, teachers will select the content and learning experiences that best suit the needs of their students.

INFORMATION TECHNOLOGY (VET)

This Curriculum Council Endorsed Course offers students at the College the benefits of Vocational Education and Training. Information Technology is different from other Courses offered at the College in that students are enrolled in a package of competencies.

Successful completion of this Course will provide students with the skills and knowledge to operate the essential functions of software applications of a computer. The student will learn skills that enable them to operate a computer and use software applications which could include packages for word processing, spreadsheets, databases, presentation packages, internet, email and basic web page construction. They will also learn about the different fields of information technology.

Year 11: Certificate I in Information Technology

Year 12: Certificate II in Information Technology

LITERATURE

Designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking, the course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. Students have the opportunity to discuss the moral, ethical and philosophical issues that are debated in the culture; to consider how different contexts affect our interpretation and evaluation of literary texts; and to develop an understanding of our culture and its past.

UNIT 1CLIT

This unit introduces students to relevant and engaging literary texts. Teachers will choose texts that they think are most appropriate to their students. Students are asked to read poetry, prose and drama to consider how all texts use language and conventions in particular ways.

UNIT 1DLIT

This unit introduces students to relevant and engaging literary texts. Teachers will choose texts that they think are most appropriate to their students. Students are asked to read poetry, prose and drama to consider how all texts use language and conventions in particular ways.

UNIT 2ALIT

In this unit, students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader. Teachers will choose texts that they think are most appropriate to their students.

UNIT 2BLIT

In this unit, students explore how our response to literary texts results from relationships among writer, reader, text and context. They engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader. Teachers will choose texts that they think are most appropriate to their students.

UNIT 3ALIT

In this unit, students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas. They consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces. Teachers will choose texts that they think are most appropriate to their students.

UNIT 3BLIT

In this unit, students explore the different ways in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times naturalise the ideas of the society in which they are produced, as well as influencing the judgements we make about these ideas. They consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces. Teachers will choose texts that they think are most appropriate to their students.

MARITIME TECHNOLOGY (VET)

This exciting Curriculum Council Endorsed Course offers students at the College the benefits of Vocational Education and Training. Each component of the programme is industry-recognised, both locally and nationally. Maritime Technology is different from other Subjects / Courses offered at the College in that students are enrolled in a package of competencies rather than a Curriculum Council developed course or subject.

Maritime Technology is designed to give students a broad understanding of vessel types, rules, regulations, navigation and safety issues for both recreational and commercial vessels. There is a large practical component where students will be involved in vessel handling, fire-fighting and sea-survival activities.

Successful completion of Maritime Technology offers advanced standing into various courses at TAFEWA, as well as being recognised by many local businesses within the Fremantle and Henderson region. Maritime Technology also offers students the opportunity to obtain several independent qualifications and certificates. In addition, students will complete the new Recreational Skipper's Ticket.

Students will need to have a genuine interest in all things marine to be successful in this course. It is also a requirement that students complete all components of the course – both theoretical and practical. Students need to be competent swimmers.

Year 11: Certificate I Transport & Distribution (Maritime Operations)

Year 12: Certificate II Transport & Distribution (Maritime Operations)

MATERIALS DESIGN & TECHNOLOGY

This is a practical course designed to give students the opportunity to design, construct, appraise and market various items. Students may choose to study one or both contexts of this course.

UNIT 1AMDTW (WOOD) & UNIT 1AMDTM (METALS)

The focus for this unit is **production fundamentals**. It is an introductory unit for those students who have limited experiences in the manufacturing of products. Students are introduced to principles and practices of design and fundamentals of design to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills.

UNIT 1BMDTW (WOOD) & 1BMDTM (METALS)

The focus for this unit is **design fundamentals**. It is for students who have informal experiences interacting with a variety of items designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self, considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications and suitability for purpose of materials. Students are introduced to a range of technology skills, generate ideas and realise ideas through their design projects.

UNIT 1CMDTW (WOOD) & 1CMDTM (METALS)

The focus for this unit is **design techniques**. It is for students who have many informal experiences interacting with a variety of items specifically designed to meet certain needs. Students are introduced to principles and practices of design; learning about the fundamentals of design and concepts related to designing for individuals and markets, while considering beliefs and values. They learn to communicate various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills and generate ideas and realise these ideas through their design projects.

UNIT 1DMDTW (WOOD) & 1DMDTM (METALS)

The focus for this unit is **design for the consumer**. It is for students who have many experiences interacting with products designed for the consumer market. They use a range of techniques in determining market needs and apply the fundamentals of design to produce products for the consumer market. Students learn to conceptualise and communicate their own ideas and various aspects of the design process within the structure of making what they design.

Throughout the process, students learn the origins, classifications, properties and suitability for purpose of materials. Students are introduced to a range of technology skills and generate ideas and realise these ideas through their design projects. They work in a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest to design and make products for the consumer market.

MATHEMATICS

In this course, students develop fluency in a suite of standard mathematical outcomes in number, algebra, space, measurement, chance and data, including the thoughtful and selective use of appropriate technology. They develop fluency with mathematical methods to deal with applications in today's world, and also come to appreciate changes in the role and practice of mathematics over time in a range of contexts.

In this course, students learn how mathematics is used to describe and model a vast array of scientific and social phenomena. They develop a richer understanding of the role of mathematical techniques and applications in modelling real problems in a range of contexts. They engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour.

UNIT 1BMAT

In this unit, students use decimals, fractions and percentages for practical purposes. They apply mathematics to personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs, and interpret the displays. They calculate using mental strategies, written methods and calculators.

UNIT 1CMAT

In this unit, students use decimals, fractions and percentages, and ratios for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. Students measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs, and interpret the displays. They calculate using mental strategies, written methods and calculators.

UNIT 1DMAT

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

UNIT 1EMAT

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

UNIT 2AMAT

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

UNIT 2BMAT

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

UNIT 2CMAT

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

UNIT 2DMAT

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

UNIT 3AMAT

In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. Students use trigonometry for the solution of triangles. They use counting principles to calculate probabilities and analyse data from samples and infer results for populations. Students use mental and written methods, and technologies where appropriate.

UNIT 3BMAT

In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. Students reason deductively in algebra and geometry. They analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods, and technologies where appropriate.

UNIT 3CMAT

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

UNIT 3DMAT

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

MATHEMATICS SPECIALIST

This course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. In this course, students learn how mathematics is used to describe and model a vast array of scientific and social phenomena. They develop a richer understanding of the role of mathematical techniques and applications in modelling real problems in a range of contexts. They also engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour. This gives students the ability to solve mathematical problems in a wide variety of contexts, thereby helping them to gain an appreciation of the wide applicability of mathematics.

UNIT 3AMAS

The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

UNIT 3BMAS

Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology, students investigate more complex models to solve practical problems.

UNIT 3CMAS

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

UNIT 3DMAS

The focus for this unit is on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.

MEDIA PRODUCTION AND ANALYSIS

The breadth of the Media Production and Analysis course outcomes reflects the importance of media skills and understandings to so many aspects of contemporary life. The media are central to entertainment, information dissemination, communication and education and so they are of fundamental importance in defining the ways we see ourselves and others. The media both reflect and shape the culture and values of their society; thus, media analysis can provide critical insights into the culture and values of one's own society as well as an appreciation of the values of other cultures.

UNIT 1CMPA

Students will be introduced to the language of the media, learning how particular forms, codes and conventions are used to construct stories. They will examine the process of representation and the way that values are constructed in media works. Students will also consider how audiences' cultural experiences influence their responses to media and how media works are shaped by their production context. The focus for this unit is **Entertainment; specifically the Blockbuster film genre**.

Students will view, listen to, and analyse interesting and relevant fiction and non-fiction media genres and texts. They will also generate ideas and learn the basic production skills and processes that will allow them to apply their knowledge and creativity in their own productions. Students will work both individually and in groups, to learn and practise basic production skills to create their own media products. These will include:

- Video production
- Video editing
- Sound recording and mixing

UNIT 1DMPA

Students will focus on non-fiction media genres that appear to be real but are constructed in such a way that they attract and entertain audiences. They will examine the ways in which codes, conventions and techniques are used to dramatise and represent reality while at the same time engaging and informing audiences. The context for this unit is **Infotainment, with a focus on lifestyle programs**. Students will learn about how lifestyle shows shape society and reflect attitudes and values in society during the modern era.

In contexts related to infotainment, students will view, listen to, analyse and compare non-fiction media in commercial and non-commercial forms. They will learn about production controls, constraints and responsibilities, and develop their ideas and production skills when creating their own media works either individually or in collaboration with others. Skills developed will include:

- Digital photography and video production
- Video editing
- Image manipulation
- Layout and design (print & electronic media)
- Sound recording and mixing

UNIT 2AMPA

Students will gain an understanding of what is meant by **popular culture**, considering the types of texts, ideas and audiences around which popular culture evolves, and develop their knowledge of representation and reporting of cultural groups and issues. They will view, listen to and analyse a range of popular texts,

develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Areas of study: **Popular Culture:** Television dramas, reality television, Hollywood vs. independent, foreign and arthouse films.

An integral part of learning and understanding is ‘doing’ and to this end, the unit contains a significant practical element. Students will work both individually and in groups, to learn and practise basic production skills to create their own media products. These will include:

- Advanced digital photography and video production techniques
- Sophisticated video editing
- Pre-production elements including scripting

UNIT: 2BMPA

Students will develop their understanding of non-fiction media forms and genres by examining contexts related to **press and broadcasting**. Students will view, listen to and analyse a range of journalistic or documentary forms. Students will also extend their understanding of production practices and responsibilities in this unit. They will become increasingly independent as they experiment with and manipulate technologies and techniques to express their ideas in their productions.

Areas of study: **Press and Broadcasting:** Television and print journalism, documentaries.

An integral part of learning and understanding is ‘doing’ and to this end, the units contain a significant practical element. Students will work both individually and in groups, to learn and practise basic production skills to create their own media products. These will include:

- Advanced digital photography and video production techniques
- Sophisticated video editing
- Pre-production elements including scripting
- Microphone handling and recording
- On the spot reporting and filming

UNIT 3AMPA

The focus for this unit is **media art forms**. This provides the opportunity for students to explore and select from a range of media art forms and extend their understanding of aesthetics.

They will view, listen to and analyse contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences’ interpretations. They consider the representation of values and technological developments that influence perceptions of art.

Areas of study: **Media Art Forms:** photographic art, cult and independent films, poster art, extended narratives, non-realist narratives, new technologies and converging art forms, festival films and digital art forms.

UNIT 3BMPA

Students will be studying a variety of documentary media forms within the context of **power and persuasion** which may range from the seductive nature of popular media forms to propaganda and political persuasion.

Students will extend their understanding of both fiction and non-fiction media forms, examining how the media is able to reflect, challenge and shape values, beliefs and ideologies. They view, listen to and

critically analyse a range of media texts, considering the purposes and values of producers and audiences. Students will be expected to synthesise a range of ideas, skills and processes to create their own media productions that express their views and show a distinct flair or personal style. They will be studying a range of media forms including film, television, photography, print media, radio and multimedia.

Areas of Study: **Power and persuasion:** documentary styles and traditions, reporting world events, local and national film industries, media in other cultures, networking and globalization, representing minority groups, politics and propaganda, image and power.

MODERN HISTORY

The Modern History course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists them in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources.

UNIT 2AHIM

The focus for this unit is **societies and change**. Students become aware of the evolving nature of societies and the various forces for continuity and change that exist. They learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, that in any period of change, there are those individuals and institutions that support change, but others that oppose it; and that there are different interpretations of the resultant society.

UNIT 2BHIM

The focus for this unit is **historical trends and movements**. Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements.

Students understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society, and that these trends and movements have met with varying degrees of support and opposition, sometimes causing conflict. They are able to note cause, impact and consequence, action and reaction, and trends of continuity and change.

UNIT 3AHIM

The focus for this unit is **cohesion and division**. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater cohesion or division.

UNIT 3BHIM

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

OUTDOOR EDUCATION

The Outdoor Education Course focuses on outdoor activities and aims to develop an understanding of our relationships with the environment, others and ourselves. This course lends itself to an integrated approach between practical experiences, the environment and engagement by oneself and others. It also allows students to develop an appropriate understanding of the environment and gain understanding and skills for safe participation in outdoor activities.

OUTDOOR EDUCATION AT EMMANUEL CATHOLIC COLLEGE IS A ONE YEAR ENROLMENT ONLY. IF CHOSEN IN YEAR 11, A STUDENT WOULD NOT BE ABLE TO SELECT OUTDOOR EDUCATION IN YEAR 12.

UNIT 1AOED

The focus for this unit is **experiencing the outdoors**. It encourages students to engage in outdoor activities. An experiential approach is encouraged, to discover what being active in the environment is all about. Outdoor activities are introduced where basic technical skills are developed and improved and appropriate practices are applied to ensure safe participation. Students are introduced to basic roping and navigation skills. Self-awareness is developed, and personal skills, interpersonal and leadership skills are introduced. An understanding is developed of the environments students interact with, our impact on them and ways to minimise this impact and local management practices. Students are invited to acknowledge their relationship with nature.

UNIT 1BOED

The focus for this unit is **facing challenges in the outdoors**. This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Risk management strategies and basic first aid are taught. They continue to develop roping and navigation skills and are introduced to generic camping skills. They work to develop time management and goal-setting skills, and become familiar with leadership styles and strategies to work effectively with others. The unit introduces conservation and biodiversity, and explores the development of our relationship with nature.

UNITS 1COED AND 1DOED WILL BE OFFERED FOR YEAR 12 STUDENTS ONLY IN 2010.

UNIT 1COED

The focus for this unit is **building confidence in the outdoors**. It encourages students to build self-confidence as they interact with the environment. They understand basic planning and organisational requirements. They develop camping, survival and navigation skills. Risk management principles, safe practice development and emergency response procedures are examined. Personal and interpersonal skills are developed to assist working with others and as a leader. Leadership experiences are provided. The students' understanding of the environment with relationship to nature is developed and the concept of sustainability introduced.

UNIT 1DOED

The focus for this unit is **outdoor leadership**. It encourages students to continue to build self-confidence as they are encouraged to develop outdoor leadership skills. Planning and navigation skills, risk management and emergency response processes are continued to be developed and extended. Personal and interpersonal skills used to assist in effective outdoor leadership are focussed on and developed through experiences. Environmental awareness is increased through more study of parts of the natural environment, introduction to the concept of wilderness, and study of the impact of technology,

urbanisation and changing lifestyles. Sustainability projects are examined and students are encouraged to engage with one of their choice.

PHOTOIMAGING (VET)

This course will provide students with the practical skills and knowledge to compose, take, manipulate and enhance photoimages using various techniques.

Students will learn about the production of photographic and digital images, camera techniques, lighting, studio and location work. Photoimaging students will also gain practical skills in woodworking by handcrafting unique picture-frames to display their folio of completed prints. There is a strong emphasis on developing personal creative skills using the latest camera and software technology.

Photoimaging is suitable for those students who have a recreational interest in photography as well as those who wish to pursue a career or further training in this area. Successful completion of Photoimaging will see students awarded a **Certificate I Visual Arts & Contemporary Craft** in Year 11 and will continue on to a Certificate II in Year 12.

This course has been mapped into higher certificate levels at TAFEWA such as Certificate IV in Photoimaging. Graduates from these higher level certificates typically enter the workforce as photographic assistants / technicians in areas such as commercial, advertising, fashion, food, weddings, portraiture, digital imaging, editorial and press, sports, travel, scientific and technical photography.

PHYSICAL EDUCATION STUDIES

The emphasis of the Physical Education Studies Course is on learning through movement and personalised learning experiences. Students undertaking the course will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators.

UNIT 1APES

Students are introduced to simple movement, conditioning, psychological and social concepts that provide a basis for assessing and enhancing their participation in selected physical activities. Students use observation and qualitative methods to assess personal movement competency. They undertake fitness, interpersonal and mental skills profiling to review and improve their physical performance in the selected activities. They also reflect on their personal attitudes towards values associated with physical activity, and consider physical activity and sport from social, cultural and political perspectives.

Physical Activities: Lawn Bowls and Basketball

UNIT 1BPES

Students extend the depth and breadth of their knowledge or participation patterns in physical activity. Students make comparisons between themselves and others in terms of participation preferences, personal characteristics, competencies and attitudes. They also assess their own and others' movement competency, and identify areas for improvement by using observations, qualitative methods and selected measurements.

Physical Activities: Golf and Floorball

UNIT 1CPES

The focus for this unit is **the process of building personal profiles**. Students are introduced to movement and conditioning, psychological and social concepts that provide a basis for assessing and enhancing their current participation. Students also review participation preferences in relation to activities, roles and positions, reflecting on personal attitudes towards values associated with physical activity.

Physical Activities: Water Polo and Cricket

UNIT 1DPES

The focus for this unit is extending personal profiles. Students will extend the depth and breadth of their knowledge of participation patterns in physical activity. Selected learning contexts will enable students to make meaningful comparisons between themselves and others in terms of participation preferences, personal characteristics, competencies, attitudes and behaviours in physical activity.

Physical Activity: Volleyball

UNIT 2APES

The focus for this unit is exploring personal potential in relation to participation in physical activity. The focus of learning is on specific training methods, strategies and programs to enhance personal movement competency and aspects of fitness. It also focuses on instruction and practice, extending the repertoire of movement skills, strategies, tactics and problem-solving abilities in game or performance situations.

Physical Activities: Volleyball

UNIT 2BPES

The focus of this unit is building upon students' acquired understanding about ways and means of enhancing specific aspects of their participation in physical activity. Students will work with peers and younger students exploring the practical application of concepts and principles relating to training, skill development and movement competency. They will be challenged to match and adapt training and skill development strategies, enhancing specific aspects of participation relevant to individual and/or group needs and interests, taking into account values and attitudes.

Physical Activities: Badminton and Coaching

UNIT 3APES

The focus for this unit is **integrated planning for participation**. The focus is on a coherent and comprehensive approach to planning, to enhance participation, as a player and/or coach, official or administrator, informed by concepts and principles from each of the content areas.

Physical Activity: Touch Rugby

UNIT 3BPES

The focus for this unit is **looking to the future**. Students will adopt a critical perspective, while looking at their own and others' future participation in physical activity. Students will also use theoretical frameworks, models and theories to synthesise knowledge and understanding when designing and evaluating plans for participation over time in anticipation of changes in lives, careers and participation interests.

Physical Activity: Soccer

PHYSICS

Like other sciences, physics is evolving. Learning Physics requires observation, investigation, data collection and data evaluation in order to construct and modify models of physical phenomena. This course mirrors scientific processes by encouraging students to refine and reconstruct the models of physical phenomena they already hold in ways that help them to build robust understandings of important concepts. This course also encourages the communication of those understandings to others.

UNIT 2APHY

The content organisers for this unit are **motion and forces**. Students explore motion in one dimension to solve both qualitative and quantitative problems. Through the study of **nuclear physics**, they learn about atomic and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy. They are encouraged to develop their own investigations of real world problems, extending their investigative and communication skills. Students learn that uncertainties are an integral part of the measurements made in their experiments, and engage with more abstract questions to select appropriate problem-solving strategies.

UNIT 2BPHY

The unit content organisers are **heating and cooling** and **electrical fundamentals**. In learning about heating and cooling, students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. They also examine the thermal properties of substances, including thermal expansion, specific heat capacity and latent heat. Within **electrical fundamentals**, they learn to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They construct and study characteristics of electric circuits; learn how to work safely with electricity; and gain a more comprehensive understanding of the relationship between electricity and magnetism. They research real world problems and plan to carry out an investigation, and deal with abstract concepts and principles when selecting problem-solving techniques.

UNIT 3APHY

The unit content organisers are **motion and forces in a gravitational field** and **electricity and magnetism**. Within **motion and forces in a gravitational field**, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Within **electricity and magnetism**, they also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction. They identify real world problems, develop research questions to plan, conduct and evaluate investigations. Their problem-solving techniques include combinations of concepts and principles.

UNIT 3BPHY

The unit content organisers are particles, waves and quanta, and motion and forces in electric and magnetic fields. Further study of mechanical and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. They encounter the scale of the observable entities in our universe, and relate physical principles about waves to the study of the universe and its parts. Extending their knowledge of atomic physics, students analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology. They research their own question and develop problem-solving strategies that involve linking a number of concepts and principles.

VISUAL ART

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Art course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are recognised and encouraged.

UNIT 1AVAR

The focus for this unit is **experiences**. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

UNIT 1BVAR

The focus for this unit is **explorations**. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art-making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places, and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

UNIT 2AVAR

The focus for this unit is **differences**. Students consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has on his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas. Students recognise that visual artworks are subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

UNIT 2BVAR

The focus for this unit is **identities**. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artworks. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their ideas and concepts.

Students develop understandings of the personal and / or public functions of art in the expression of identity, such as spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative-telling personal stories, exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artworks stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, critically analyse their own cultural beliefs and values, and develop deeper understandings of their own personal, visual arts heritage.

WORKPLACE LEARNING (INSTEP)

Workplace Learning aims to provide all students with the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment. Specific technical skills and knowledge learnt as a part of formal education help students gain and keep employment. However, in a world where technical skills and knowledge are constantly changing, employers are looking for more than technical skills from future employees. Employers also value generic work-related skills that are transferable and vital to all forms of employment. These skills are often referred to as employability skills or soft skills and are relevant for everyone who is seeking work or working, regardless of age or experience. Employability skills are developed over the lifetime of an individual and are valued in education, training, workplaces and community environments.

UNIT 1AWPL

This unit is designed to introduce structured workplace learning. Students prepare for and are placed in a suitable workplace. While in the work placement, students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

UNIT 1BWPL

This unit is designed to build on structured workplace learning and follows on from Unit 1AWPL. Students prepare for and are placed in a suitable workplace. The workplace could be in the same or a different industry area. Skills are selected to complement the skills from Unit 1AWPL. While in the work placement, students are assessed on work-related skills by the workplace supervisor. Students reflect on the skills assessed.

UNIT 1CWPL

This unit is designed to consolidate structured workplace learning. Students prepare for, and are placed in, a new workplace. Skills are selected to complement the skills from Units 1AWPL and 1BWPL. While in the work placement, students are assessed on work-related skills by the workplace supervisor. Students reflect on the skills assessed.

UNIT 1DWPL

This unit is designed to extend structured workplace learning. Students prepare for, and are placed in, a suitable workplace. Skills are selected to complement the skills from Units 1AWPL, 1BWPL and 1CWPL. While in the work placement students are assessed on work related skills by the workplace supervisor. Students reflect on the skills assessed.

HEADS OF LEARNING AREA

HEAD OF LEARNING AREA	RESPONSIBLE FOR
Mr Cordina	Religion and Life
Ms Purdue	English Literature
Dr Maloba	Mathematics Mathematics Specialist
Mrs Cooper	Biological Science Chemistry Human Biological Science Integrated Science Physics
Mr Flanagan	Economics Geography Modern History
Mrs Ryan	Design – Graphics Media Production and Analysis Visual Art
Mrs Rigoll	Children, Family and Community Food, Science and Technology
Mr Nicholas	Maritime Technology Materials Design and Technology Photoimaging
Mr McGowan	Accounting and Finance Applied Information Technology Business Management and Enterprise Information Technology
Mr Conway	Outdoor Education Physical Education Studies
Mr King	Workplace Learning

If you are seeking entry into a Course that requires the signature of the Head of Learning Area, approval must be obtained before your Course Selection Interview. Please address any enquiries regarding particular courses to the Head of Learning Area outlined above.