



Course Outlines



Year 11, 2019
Year 12, 2020

*To be read in conjunction with detailed Course Outline 2019 booklet for 2019 and 2020, available on the College Portal.

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Please note that more detailed information on courses can be found on the Schools Curriculum and Standards Authority website:

<https://senior-secondary.scsa.wa.edu.au>

KEY CONTACTS

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Accounting and Finance ATAR (WACE EXAM COURSE – LIST B)

Prerequisite	C+ grade (Humanities and Social Science) in addition to B grade (Advanced Mathematics) / B+ grade (Standard Mathematics)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

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. Having an understanding of financial practices and processes is an essential skill to develop. The Accounting and Finance course gives students the opportunity to gain these skills and become financially literate.

There are two units in Year 11 Accounting and Finance ATAR.

UNIT 1

The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions 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 the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

UNIT 2

The focus for this unit is on accrual accounting. 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 business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

There are two units in Year 12 Accounting and Finance ATAR.

UNIT 3

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

UNIT 4

The focus for this unit is on Australian reporting entities and how they are regulated by the *Corporations Act 2001*. The *Framework for the Preparation and Presentation of General Purpose Financial Reports (The Framework)* and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

CAREER OPPORTUNITIES

Although a valuable life skill for any student, Accounting and Finance provides an excellent foundation for the study of Commerce at University or TAFE. It is particularly useful for careers in the financial sector such as accounting, stock-broking, auditing, taxation, acquisitions and corporate takeovers. Other career pathways for Accounting and Finance students may include bookkeepers, account and payroll clerks, bank managers or clerks, financial advisors, business managers, general clerical assistants or being a self-employed small business owner.

Biology ATAR (WACE EXAM COURSE – LIST B)

Prerequisites	70% in the Biology Topic (Advanced, Intermediate and Standard) 75% in the Biology Topic (General)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Biology ATAR course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Outcome 2 – Science as a Human Endeavour

Through science, we seek to improve our understanding and explanations of the natural world. The Science as a Human Endeavour strand highlights the development of science as a unique way of knowing and doing, and explores the use and influence of science in society.

Outcome 3 – Science Understanding

Science understanding is evident when a person selects and integrates appropriate science concepts, models and theories to explain and predict phenomena, and applies those concepts, models and theories to new situations.

There are two units in Year 11 Biology ATAR.

Unit 1 – Ecosystems and biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – From single cells to multicellular organisms

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

There are two units in Year 12 Biology ATAR.

Unit 3 – Continuity of species

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

Unit 4 – Surviving in a changing environment

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

CAREER OPPORTUNITIES

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Business Management and Enterprise GENERAL (NO WACE EXAM – LIST A)

Prerequisite	No formal prerequisites. DESIRABLE: Year 10 Small Business Management
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that 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. To do this, business requires people with strategic vision who are enterprising, innovative and creative.

This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

There are two units in Year 11 Business Management and Enterprise General

Unit 1: Small Businesses in Australia

The focus of this unit is on establishing a small business in Australia. 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 2: Operating a Small Business within the school or local community

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision-making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

There are two units in Year 12 Business Management and Enterprise General

Unit 3: Maintaining a successful business

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4: Growing a business

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

CAREER OPPORTUNITIES

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. It has numerous practical activities and includes valuable hands-on learning in the areas of creating, managing and running a small business. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

****Please note, this subject will not run if there are insufficient numbers.**

Career and Enterprise GENERAL (NO WACE EXAM – LIST A)

Prerequisite	None
Year 11 Units	General – Units 1 & 2
Year 12 Follow-On Units*	General – Units 3 & 4

Moving into the workforce and being faced with inevitable diversity and change is a reality for every individual. The Career and Enterprise course aims to provide all students with the knowledge, skills and attitudes required for proactive management of their own future. The course recognises that careers are about life, work and learning; a cyclical process that requires individuals to take an active role in lifelong career development.

There are two units in Year 11 Careers and Enterprise General.

Unit 1

The focus of this unit is exploring my world and its connections. Students recognise themselves as part of a network of people and organisations and identify who can help with school-to-work transitions. Students realise that employment is connected with responsibility for self and others. Aspects of work such as part-time, full-time, flexi hours, volunteer work and unemployment are explored. Students understand that transitions can be facilitated by resources made available through the family, school, workplace, and community and that these groups assist young people to learn what is expected of them as workers.

Unit 2

The focus of this unit is entry-level work readiness. Basic skills and entry-level jobs are put under the microscope and links are drawn between the two as they broaden their understanding of work roles within specific industry areas. Career development options are examined through case studies. Students understand the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level positions. Students realise that environmental influences and trends exist within a limited context and that these could affect their career development opportunities.

There are two units in Year 12 Careers and Enterprise General.

Unit 3

The focus of this unit is personal career management. The unit explores career competencies, knowledge, values and attitudes, combining these with work search tools and techniques to start planning career development options. The concepts of lifelong learning and career building are introduced. The organisation of workplaces and systems are discussed. The roles, rights and responsibilities of individuals, with reference to legal, ethical and financial considerations are all investigated. The unit examines environmental influences and trends and how they constantly impact on personal career development opportunities. Work, training and learning experiences are documented for career portfolios.

Unit 4

The focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for the workforce. The content of this unit is taught through a simulation game where students take on the persona of someone in the workforce, having to negotiate the various changes and influences that inevitably impact upon us all. Learning opportunities are provided to match personal and work profiles, use career development and work search skills and develop career portfolios.

Course Outlines Years 11 & 12 2019

The outcomes of the course are focused on identifying, understanding and implementing Career Development strategies in a changing world.

Outcome 1: Career and enterprise concepts	Students understand factors underpinning career development.
Outcome 2: Career and enterprise investigations	Students investigate career development opportunities.
Outcome 3: Career development in a changing world	Students understand how aspects of the changing world impact on career development opportunities.
Outcome 4: Being enterprising	Students use career competencies to manage career development opportunities.

CAREER OPPORTUNITIES

Career and Enterprise, at both Year 11 and 12 level, provides an excellent foundation for students as they make the transition from school to tertiary study or the workforce. Important opportunities for self-awareness, personal discovery and career management, mean that Career and Enterprise is relevant to all career paths and can be used to enhance personal opportunities in and industry or career.

Chemistry ATAR (WACE EXAM COURSE – LIST B)

Prerequisites	70% in Chemistry Topic in Year 10 Advanced or Intermediate Science C Grade in Year 10 Advanced Maths or A Grade Standard Maths
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Chemistry ATAR course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Outcome 2 – Science as a Human Endeavour

Through science, we seek to improve our understanding and explanations of the natural world. The Science as a Human Endeavour strand highlights the development of science as a unique way of knowing and doing, and explores the use and influence of science in society.

Outcome 3 – Science Understanding

Science understanding is evident when a person selects and integrates appropriate science concepts, models and theories to explain and predict phenomena, and applies those concepts, models and theories to new situations.

There are two units in Year 11 Chemistry ATAR.

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

There are two units in Year 12 Chemistry ATAR.

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

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4 – Organic chemistry and chemical synthesis

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

CAREER OPPORTUNITIES

Studying the Chemistry ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

Children, Family and the Community – Caring for Others GENERAL (NO WACE EXAM – LIST A)

Prerequisite	None
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

Children, Family and the Community looks at caring for others, as well as family uniqueness. Areas of investigation include childhood development, beliefs and values, resources, the effects of the environment on individuals and families. A practical approach is the focus across the entire course, with hands-on activities, excursions and numerous guest presenters.

There are two units in Year 11 Children, Family and the Community General

Unit 1

The focus for this unit is **Me, my family and my community**. The unit considers opportunities for individuals to lead successful independent lives or to effectively care for others through examination of development and developmental needs, social belief systems, the family, values, and resources that support daily living. Students examine values, decision-making and family and school rules and sanctions. They examine the features of existing products and develop and assess new products. Students use communication skills, make decisions and set goals.

Unit 2

The focus for this unit is **Family uniqueness**. The unit examines family types, roles of family members, different stages in the family life cycle, support services available to the family and issues arising from family interactions. Students learn about growth and development and the behaviours that promote growth and development. Values and ethically responsible decision-making and the relationship between rules, responsibilities and sanctions are explored. They examine the attributes of existing products or services and the influence on the technology process of values and beliefs as part of the process of creating new products and services. They use the information process, communicate, make decisions and evaluate.

There are two units in Year 12 Children, Family and the Community General

Unit 3

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 4

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 and 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.

Course Outlines Years 11 & 12 2019

The four outcomes are:

Outcome 1: Exploring human development	Students understand factors that optimise human growth and development.
Outcome 2: Applying the technology process	Students apply the technology process to meet human needs.
Outcome 3: Self-management and interpersonal skills	Students apply self-management and interpersonal skills.
Outcome 4 Society and support systems	Students understand the interrelationships between individuals, families and societies.

CAREER OPPORTUNITIES

A range of careers exists within the fields of community services (e.g. child care coordinator, community development officer, social worker), health (e.g. nursing, family counsellor, occupational therapist), and education (e.g. kindergarten teacher, early childhood teacher, primary teacher). The course also provides essential life skills for further studies, employment and parenting.

Dance ATAR (WACE EXAM COURSE – LIST A)

Prerequisite for Year 11 Dance ATAR	B Grade, Year 10 Dance
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4
Prerequisite for Year 12 Dance ATAR	B/C Grade, Year 11 ATAR Dance

There are two units in Year 11 Dance ATAR

Unit 1: Popular Cultures

This unit focuses on the exploration of popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

Unit 2: Australian Dance

This unit focuses on the diverse range and functions of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage. This course includes both practical and written components.

There are two units in Year 12 Dance ATAR

Unit 3: Youth Voice

This unit focuses on Youth Voice; creating dance that explores original concepts and expresses personal ideas with a consideration of how dance reflects and is shaped by society and its values.

Unit 4: Extending the Boundaries

This unit focuses on Extending the Boundaries; the development of choreographic ideas to create unique dance work with personal style. The students will also analyse critically and evaluate the relationships between dance works, audiences and contexts. This course includes both practical and written components.

There are four outcomes within the course, which will be used to evaluate the students' knowledge and skill.

Outcome 1

Dance Ideas

Students create, interpret, explore, choreograph and present ideas in dance. In achieving this outcome, students:

- Create and interpret dance ideas.
- Explore movement ideas and choreograph dance.
- Present dance ideas in performance.

Outcome 2

Dance as an Arts Practice

Students apply dance skills, technique and technologies. In achieving this outcome, students:

- Apply skills and technique appropriate to dance genre and style
- Apply safe dance practices
- Understand the components of production

Outcome 3

Responses to Dance

Students respond to, reflect on and evaluate dance. In achieving this outcome, students:

- Respond to dance performance and choreographic intent using processes of inquiry.
- Reflect on the process of creating and presenting own dance.
- Evaluate dance using critical frameworks.

Outcome 4

Dance in Society

Students understand the role of dance in society. In achieving this outcome, students:

- Understand the interrelationships among cultural and historical contexts of dance.
- Understand the social value and functions of dance.

CAREER OPPORTUNITIES: Dance develops life skills and fitness; therefore, it is an asset in all careers. In the Performing Arts, it will provide a solid foundation to pursue a career as a professional teacher or performer in Ballet, Contemporary or Musical Theatre.

Design - Graphics GENERAL (NO WACE EXAM – LIST B)

Prerequisite	None (Advantage: Year 9 or 10 Design Graphics)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The goals of the Design course are to facilitate a deeper understanding of design; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.

In this course, graphic design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies.

There are two units in Year 11 Design-Graphics General

Unit 1

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Unit 2

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies.

There are two units in Year 12 Design-Graphics General

Unit 3

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

Unit 4

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

CAREER OPPORTUNITIES

In this course, students develop a competitive edge for current and future industry and employment markets. Possible career directions include advertising, graphic design, marketing and communication, interior design and architecture.

Drama ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	B, Year 10 Drama
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

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

In Drama, all students work individually and collaboratively to:

- Create, interpret, explore, develop and present drama ideas.
- Apply drama skills, techniques, processes, conventions and technologies.
- Respond to, reflect on and evaluate drama.
- Understand the role of drama in society.
- Develop personal and interpersonal skills.
- Achieve individual and shared goals.
- Develop confidence and a sense of self-worth.
- Acquire the communication skills necessary for healthy relationships, further education and successful participation in the adult world.
- Develop listening, speaking and performance skills.

There are two units in Year 11 Drama ATAR

Unit 1 – Representational, realist drama

The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

Unit 2 – Presentational, non-realist drama

The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

The Drama course for Year 11 will involve the students in:

- Devised drama.
- Play-building.
- Production, design & management skills.
- Investigation of the local arts industry.
- Creative tutorial presentation.
- Scripted performance.
- Practical and written assessments.

There are two units in Year 12 Drama ATAR

Unit 3 – Reinterpretation of drama for contemporary audiences

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

Unit 4 – Contemporary and devised drama unit description

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

The Drama course for Year 12 will involve the students in:

- Performer audience relationship.
- Detailed analysis & interpretation of text.
- Directorial strategies.
- Manipulation of the elements of drama.
- Theoretical approaches to drama.
- Undertaking production roles.
- Dramaturgy related to developing new drama works.
- Contemporary western and non-western forms and styles of drama.
- Considering possible futures of drama.

CAREER OPPORTUNITIES

Drama develops life skills; therefore, it is an asset for all careers. The courses are designed to instil curiosity, creativity, critical thinking skills and interpersonal communication skills – skills which are becoming indispensable in the fast-changing contemporary workplace. In the Performing Arts industry, it will give students an opportunity to pursue careers in theatre administration, stage management, teaching, theatre, film and television production, stage design, lighting, sound, make-up and acting.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

English GENERAL (NO WACE EXAM – LIST A)

Prerequisite	None
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

This course is most suited to students who are not intending gaining direct university entrance at the end of Year 12 and/or those students for whom English is their second language. It is particularly appropriate for students considering further study in a TAFE college and those considering employment at the end of secondary schooling.

There are two units in Year 11 English General

Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students employ a variety of strategies to assist comprehension; they read, view and listen to texts to connect, interpret and visualise ideas; they learn how to respond personally and logically to texts. Students consider how organizational features of texts help the audience to understand the text; they learn to interact with others in a range of contexts; to communicate ideas and information clearly and correctly and to apply their understanding of language through the creation of texts for different purposes.

Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students analyze text structures and language features and identify the ideas, arguments and values expressed; they consider the purposes and possible audiences of texts; they examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations; they learn to interact effectively in a range of contexts and to create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

There are two units in Year 12 English General

Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose; they examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning; they consider how perspectives and values are presented in texts to influence specific audiences; they develop and justify their own interpretations when responding to texts and learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives; they analyse the ways in which authors influence and position audiences; they investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences; they construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context; they consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

CAREER OPPORTUNITIES

A comprehensive understanding and practice of communication skills, as taught in English courses, is needed in all occupations.

English ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	Year 10 A+ grade (English General); C+ grade (English Standard)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

This course is best suited to students who have sound English skills and who are intent on gaining university entrance at the end of Year 12.

There are two units in Year 11 English ATAR

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives.

There are two units in Year 12 English ATAR

Unit 3

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

Unit 4

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

CAREER OPPORTUNITIES

A comprehensive understanding and practice of communication skills, as taught in English courses, is needed in all occupations.

Food Science and Technology GENERAL (NO WACE EXAM – LIST B)

Prerequisite	None
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The focus for this course is on investigating food, health and choices. 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. Additionally, students investigate the benefits of a balanced diet and apply nutrition concepts that promote healthy eating. A large emphasis is placed on developing a range of food preparation skills through regular practical sessions.

There are two units in Year 11 Food Science and Technology General

Unit 1

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 2

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.

There are two units in Year 12 Food Science and Technology General

Unit 3

The unit description provides the focus for teaching the specific unit content. The focus for this unit is **food and my life**. Choosing and using food is fundamental to life. In this unit, students investigate where food comes from, exploring the primary food production systems and practices and the secondary food processing techniques. They further develop concepts related to the sensory and physical properties of food through practical food preparation skills. Students consider how food and beverage labelling, packaging and advertising requirements in Australia protect consumers and enable the supply of safe, quality foods. Students explore how social factors and trends influence adolescent food choices. They recognise the importance of food selection models and a balanced diet. Students work with a variety of raw and processed foods and adapt basic recipes and methods by applying the technology process to design and produce food products. Students demonstrate a variety of essential safe workplace procedures and food handling practices in all practical work. They evaluate their work and suggest improvements about their products and designs.

Unit 4

The unit description provides the focus for teaching the specific unit content. The focus for this unit is **food for communities**. Students investigate factors that affect the supply of staple foods of selected communities and social considerations individuals consider when purchasing food such as their culture. In this unit, students extend their experience of food and how it is processed to meet the requirements and preferences of a community group. Students recognise factors that affect the sensory and physical properties of staple foods when safely developing products. They explore nutrition-related health conditions and investigate the reasons for specialised diets to meet requirements of individuals or community groups. Students use the technology process to investigate, devise, produce and evaluate food products to achieve the specific dietary requirements of self or others. Students demonstrate a variety of safe workplace procedures, processing techniques and food handling practices in all practical work.

The four outcomes are:

Outcome 1: Understanding Food	Students understand foods are used to meet identified needs
Outcome 2: Developing Food Opportunities	Students apply the technology process to develop food-related products, services or systems
Outcome 3: Working in food environments	Students apply skills and operational procedures to work in productive food-related environments
Outcome 4: Understanding food in Society	Students understand food products, systems and innovation in relation to current and future development

CAREER OPPORTUNITIES

A range of career options exist within the health, education and hospitality sectors. Careers such as a chef, nutritionist or dietician, health promotion positions, education, waiters and baristas. Additionally, a range of skills are acquired that are essential for healthy and successful future lives.

French: Second Language ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	(Year 11) Year 10 C+ Grade (French) (Year 12) Year 11 C+ Grade (French)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

French is not only the language of France but of many of countries. It is one of the official languages of the European Union, the United Nations and the Red Cross. As a result of extensive migration, speakers of French can be found throughout the world. The French and French language have made and continue to make a distinctive contribution in areas such as politics, art, architecture, music, science, fashion, literature, film and theatre.

In the French course, communication is central. Student will develop the skills and knowledge to communicate in French, both orally and in written form.

Communication is facilitated through the achievement of four outcomes:

Outcome 1: Listening and responding

Outcome 2: Spoken interaction

Outcome 3: Viewing, reading and responding

Outcome 4: Writing

In the French course students learn about the French language: how it works and how to use it to communicate effectively. Through participating and interacting in a range of contexts related to their personal and social lives; as well as to study and work, they will appreciate the central role that language plays in life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. The French course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

There are two units in Year 11 French: Second Language ATAR

Unit 1

This unit focuses on *C'est la vie ! (That's life!)*. Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2

This unit focuses on *Voyages (Travel)*. Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

There are two units in Year 12 French: Second Language ATAR

Unit 3

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

Unit 4

This unit focuses on *Le monde qui nous entoure (The world around us)*. Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

OTHER INFORMATION

- **French Exchange Opportunity**

Iona Presentation College and Christ Church Grammar School offer a three-week Language and Study Exchange to France that takes place in April every two years. This wonderful opportunity is offered to students of French in Years 10, 11 and 12. It involves one week of touring and sightseeing in Paris, followed by a two-week home stay in St Quentin where exchange participants are hosted by students from Lycee St Jean et la Croix. St Quentin is a city situated approximately 130km North of Paris.

- **The WA/La Reunion Student Exchange**

This Student Exchange enables girls to participate for a period of four weeks in the everyday life of a host family and school environment. They gain first-hand experience in French ideas and customs and develop a better understanding of the host society. They will have the opportunity to become more fluent in the French language and gain a deeper understanding of self and others.

- **External Examinations – Alliance Francaise is offered to students in Years 10, 11 and 12.**

- **Bonus for Languages other than English**

All Universities in WA provide a bonus to WACE students sitting a School Curriculum and Standards Authority approved Language other than English. 10% of your Language course score is added to the aggregate of your best four scaled scores (your TEA) – even if it was not one of your top four results. From this final result, your ATAR is calculated.

CAREER OPPORTUNITIES

The study of French may provide opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Geography ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	B Grade Year 10 (Humanities and Social Science Advanced) B+ Grade Year 10 (Humanities and Social Science Standard)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

Geography is a field of inquiry that brings altogether the human and physical dimensions of the world in the study of people, places and environments. This includes the study of interrelationships between natural and built environments and the spatial patterns that result from these processes over time. Geography provokes and answers questions about the interaction of natural and human environments within various natural and social systems and the need for sustainable development of human societies. In doing so the focus is on the core value clusters of environmental responsibility, respect and concern for others, social and civic responsibility, self-acceptance and respect of self while also developing the skills for a pursuit of knowledge and a commitment to achievement of potential.

In the Geography course, a wide range of issues such as eco-tourism, world inequalities, energy-efficient planning, natural disasters, water management, biodiversity, urban living, geopolitics and changing agricultural practices are explored at local, regional and global levels in order to make sense of the present and pose solutions for the future.

The understandings and skills that students develop when studying this course are transferable and applicable to the world of work and everyday life and to offering a systematic understanding of our environment and society both now and in the future. The Geography course assists students to make informed decisions about where and how they live, work, recreate, travel and seek opportunities.

There are two units in Year 1 Geography ATAR

Unit 1

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels.

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

Unit 2

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place. The unit explains how advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service and the study of an example of cultural diffusion, adoption and adaptation.

There are two units in Year 12 Geography ATAR

Unit 3

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions. Students examine the processes causing change in land cover.

Unit 4

Challenges exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.

The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit.

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

CAREER OPPORTUNITIES

By the nature of the issues that it explores, the Geography course is dynamic and can inspire students to question their own values, rights and responsibilities in caring for the environment and living in a civil society. Related careers include environmental planning, travel industry, tourism, meteorology, science, teaching, engineering, town planning, agriculture, overseas aid programs, foreign affairs, trade, drafting, and mining.

Human Biology ATAR (WACE EXAM COURSE – LIST B)

Prerequisites	70% in Year 10 Biology Topic (Advanced, Intermediate, Standard) 75% in Year 10 Biology Topic (General)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Human Biology ATAR course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Science Inquiry Skills

Students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings.

In achieving this outcome, students:

- Plan and conduct investigations.
- Analyse data, draw conclusions, evaluate investigation design and findings.
- Evaluate the impact of advancements in human biology on individuals and society.
- Communicate understandings of human biology.

Outcome 2 – Science as a Human Endeavour

Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts.

In achieving this outcome, students:

- Understand that knowledge of human biological systems has developed over time and continues to develop with improving technology.
- Understand how scientists use knowledge of human biological systems in a wide range of applications.
- Understand how knowledge of human biological systems influences society in local, regional and global contexts.

Outcome 3 – Science Understanding

Students understand how the structure and function of the human body maintain homeostasis, and the importance of inheritance and its interrelationships with human variability and evolution.

There are two units in Year 11 Human Biology ATAR

Unit 1 – The functioning human body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 – Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

There are two units in Year 12 Human Biology ATAR

Unit 3 – Homeostasis and disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4 – Human variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

CAREER OPPORTUNITIES

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

Indonesian: Second Language ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	Year 10 C+ Grade Indonesian
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

This course is designed to further develop students' knowledge and understanding of the culture and language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. The course focuses on interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society.

Relevant and engaging tasks, delivered through a range of contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English. Students who complete an ATAR language in Year 12 will receive a language bonus on their ATAR score, allocated by all Universities in Western Australia, representing the value the institutions have in second language skills.

There are two units in Year 11 Indonesian: Second Language ATAR.

UNIT 1 Saat ini aku di sini (Here and now)

The focus for this unit is Saat ini aku di sini (Here and now). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

Languages ATAR courses are arranged into three contexts (Individual, Community and World) and there are three topics for these contexts, within the scope of the focus area of the unit:

The individual	The Indonesian-speaking communities	The changing world
Being teen, what does it mean? Students reflect on what they do in their daily life and express their identity and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising and developing relationships.	Indonesian communities Students explore the influence of culture on lifestyle in Indonesia through a study of music, film and national and religious celebrations.	Staying connected Students consider communication in a changing world and its influence on culture and language.

UNIT 2 Bisa saya bantu? (Can I help you?)

The focus for this unit is Bisa saya bantu? (Can I help you?). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Indonesian and gain a broader insight into the language and culture.

The personal, community and global contexts are used in this focus area to explore different aspects:

The individual	The Indonesian-speaking communities	The changing world
My country, Australia Students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors in order to develop deeper relationships.	On exchange Students explore preparations for student exchange to Indonesia and discover how exchange visits link communities, broaden friendships and bring new opportunities as well as challenges.	Careers and travel Students consider future education and employment opportunities as well as travel and community service pathways in a fast developing world.

There are two units in Year 12 Indonesian: Second Language ATAR.

Unit 3

This unit focuses on **Aneka wacana (Exploring texts)**. Through the three topics: Texts and genres, Media and entertainment, and Globalisation and the media, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on **Isu hangat (Exploring issues)**. Through the three topics: Youth issues, Social issues, and Australia/Indonesia relations, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

OTHER INFORMATION

- **Indonesian Tour Opportunity**
- **Bonus for Languages other than English**
All Universities in WA provide a bonus to WACE students sitting a School Curriculum and Standards Authority approved Language other than English. 10% of your Language course score is added to the aggregate of your best four scaled scores (your TEA) – even if it was not one of your top four results. From this final result, your ATAR is calculated.

Integrated Science – GENERAL (NO WACE EXAM – LIST B)

Prerequisite	C grade (Year 10 Science)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

Outcome 1 – Science Inquiry Skills

Students investigate questions in human biology, evaluate the impacts of advancements in human biology and communicate scientific understandings.

In achieving this outcome, students:

- Plan and conduct investigations.
- Analyse data, draw conclusions, evaluate investigation design and findings.
- Evaluate the impact of advancements in human biology on individuals and society.
- Communicate understandings of human biology.

Outcome 2 – Science as a Human Endeavour

Students explore the application of the knowledge and understanding of human biological systems in a wide range of real world contexts.

In achieving this outcome, students:

- Understand that knowledge of human biological systems has developed over time and continues to develop with improving technology.
- Understand how scientists use knowledge of human biological systems in a wide range of applications.
- Understand how knowledge of human biological systems influences society in local, regional and global contexts.

Outcome 3 – Science Understanding

Students understand relationships within and between living and physical systems by integrating concepts of energy and the structure and nature of matter.

In achieving this outcome, students:

- Understand the nature of matter and its relationship to structures in living and physical systems
- Understand interactions between components in living and physical systems
- Understand interactions between energy and matter.

There are two units in Year 11 Integrated Science GENERAL

Unit 1

In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems. Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.

Possible Topics are:

- Aquaculture
- Biotechnology
- Sustainability

Unit 2

In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

Possible Topics are:

- Forensics
- Kitchen Chemistry
- Cosmetics

There are two units in Year 12 Integrated Science GENERAL

Unit 3

The emphasis of this unit is on biological and Earth systems focusing on the following topics:

- interrelationships between Earth systems
- structure and function of biological systems
- ecosystems and sustainability
- species continuity and change.

Unit 4

The emphasis of this unit is on physical and chemical systems, focusing on the following topics:

- chemical reactions
- mixtures and solutions
- motion and forces
- energy.

CAREER OPPORTUNITIES

This is a practical course, and much of the learning will focus on the completion of design projects in a practical context. This will enhance employability skills and may lead to further training in areas that include textiles and clothing, and will also be valuable for students wishing to develop skills for their own personal development.

Italian: Second Language ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	(Year 11) Year 10 C+ Grade (Italian) (Year 12) Year 11 C+ Grade (Italian)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

Italian is the language of Italy and one of the official languages of the European Union. As a result of extensive Italian migration, speakers of Italian can also be found in countries around the world. Italian, together with its dialects, is also one of the most widely spoken of the community languages found in Australia. Throughout the world Italians and the Italian language make a distinctive contribution in areas such as politics, art, architecture, design, music, science, fashion, literature, film and theatre.

In the Italian course, communication is central. Student will develop the skills and knowledge to communicate in Italian, both orally and in written form. Communication is facilitated through the achievement of four outcomes:

- Outcome 1: Listening and responding
- Outcome 2: Oral communication
- Outcome 3: Viewing, reading and responding
- Outcome 4: Writing

In the Italian course students learn about the Italian language: how it works and how to use it to communicate effectively. Through participating and interacting in a range of contexts related to their personal and social lives; as well as to study and work, they will appreciate the central role that language plays in life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. The Italian course is designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long learning of the Italian language.

There are two units in Year 11 Italian: Second Language ATAR

Unit 1

This unit focuses on **Rapporti (Relationships)**. Through the three topics:
Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)
Le Tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)
Comunicare nel mondo moderno (Communicating in a modern world)
 Students further develop their communication skills in Italian and gain a broader insight into the language and culture.

Unit 2

This unit focuses on **Andiamo** (Travel – let’s go)
 Through the 4 topics:
Le Vacanze- racconti e progetti (Holiday tales and plans)
Destinazione Italia (Destination Italy)
Destinazione Australia (Destination Australia)
Viaggiare Oggi (Travel in a modern world)
 Students extend their communication skills in Italian and gain a broader insight into the language and culture.

There are two units in Year 12 Italian: Second Language ATAR

Unit 3

This unit focuses on **Grazie Italia (Thank you Italy)**. Through the three topics:

Cose Italiane (All things Italian),

La Vita Italiana (Italian lifestyle),

Il Made in Italy nel mondo (Il Made in Italy around the world)

Students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on: *ieri, oggi e domani* (Yesterday, today and tomorrow). Through the topics:

Riflettiamo sulla vita e pensiamo al futuro: (Reflecting on my life and planning my future)

I problemi dei giovani oggi (Youth issues)

I Problemi ambientali (Environmental issues)

Students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

OTHER INFORMATION

- **Italian Tour Opportunity**
- **External Examinations** – Students sit for the WAATI Examination or equivalent.
- **Bonus for Languages other than English**
All Universities in WA provide a bonus to WACE students sitting a School Curriculum and Standards Authority approved Language other than English. 10% of your Language course score is added to the aggregate of your best four scaled scores (your TEA) – even if it was not one of your top four results. From this final result, your ATAR is calculated.

CAREER OPPORTUNITIES

The study of Italian may also provide opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Literature ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	Year 10 B+ grade (Standard English), C grade (Advanced English)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

This course is best suited to students who are skilled and enthusiastic readers and who are intent on gaining university entrance at the end of Year 12.

There are two units in Year 11 Literature ATAR

Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

There are two units in Year 12 Literature ATAR

Unit 3

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Unit 4

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Students' analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences

CAREER OPPORTUNITIES

A comprehensive understanding and practice of communication skills, as taught in English courses, is needed in all occupations.

Materials Design and Technology – Textiles ATAR (WACE EXAM COURSE - LIST B)

Prerequisite	10 Textiles (C Grade)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

MDT allows students to develop the skills to become young designers. The students take inspiration and generate ideas to develop into original garments. Creativity is developed through exploring, manipulating and decorating with textile materials. Both contemporary and historical fashion is explored and how this influences successful fashion designers. Students learn advanced skills for constructing garments that will be useful lifelong skills. The study of fibres and fabrics will allow students to make informed choices for fabric selection. Students have the opportunity to be involved in the annual Fashion Showcase.

The four outcomes are:

Outcome 1: Technology Process	Students apply a technology process to create or modify processes or systems in order to meet human needs and realise opportunities
Outcome 2: Understanding the use of materials	Students understand how the nature of materials influences design, development and use
Outcome 3: Using technology skills	Students create material products safely and efficiently to specified standards
Outcome 4: Understanding materials, society and the environment	Students understand interrelationships between people, the environment and the use of materials

There are two units in Year 11 MDT ATAR

Unit 1

The focus for this unit is **processes in design and manufacturing**. Students learn to apply an understanding of the elements and fundamentals of design and consider human factors involved in their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of appropriate materials and consider the environmental impacts and issues related to the sustainability and recycling of materials.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about industrial risks and management of ongoing evaluation processes within the technology process.

Unit 2

The focus for this unit is **working towards industry standards**. Students learn about the nature, properties and environmental impacts and issues related to a variety of materials, and explore opportunities for the use of alternative materials and production techniques during the design process. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They use the technology process, develop creative thinking strategies, and work on design projects within specified constraints.

Students extend their understanding of safe working practices, broad industry standards, historical and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

There are two units in Year 12 MDT ATAR

Unit 3

Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use. Students identify and manage risks, and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to determined design specifications.

Unit 4

Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products. Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.

CAREER OPPORTUNITIES

A range of career opportunities exist within the areas of design, retail and education. Specific careers include fashion designer, stylist, merchandiser, artist, textiles designer, teacher and a retail professional.

Mathematics Courses

There are four mathematics courses that are offered at Iona, one is a General course and three are ATAR courses. Each course is organised into four units. Unit 1 and Unit 2 are taken in Year 11 and Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination for each of the three ATAR courses is based on Unit 3 and Unit 4 only.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Mathematics Essentials General focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Mathematics Applications ATAR focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

Mathematics Methods ATAR focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Specialist ATAR provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

Other Information

All public Universities in WA provide a bonus to students who obtain a scaled score in Mathematics Methods ATAR and/or Mathematics Specialist ATAR. 10% of your scaled score/s in these subjects will be added to your TEA, regardless of whether the score/s is one of the best four results.

RECOMMENDED MATHEMATICS PATHWAYS

	YEAR 11	YEAR 12
Pathway One (General)	Mathematics Essential Unit 1, Unit 2	Mathematics Essential Unit 3, Unit 4
Pathway Two (ATAR)	Mathematics Applications Unit 1, Unit 2	Mathematics Applications Unit 3, Unit 4
Pathway Three (ATAR)	Mathematics Methods Unit 1, Unit 2	Mathematics Methods Unit 3, Unit 4
Pathway Four (ATAR)	Mathematics Methods Unit 1, Unit 2 and Mathematics Specialist Unit 1, Unit 2	Mathematics Methods Unit 3, Unit 4 and Mathematics Specialist Unit 3, Unit 4

PREREQUISITES

SUBJECT	PREREQUISITE
Mathematics Essential	Year 10 General Mathematics A+ Grade OR Year 10 Standard Mathematics C Grade
Mathematics Applications	Year 10 Standard Mathematics B Grade
Mathematics Methods	Year 10 Extension Mathematics C Grade OR Year 10 Advanced Mathematics A Grade
Mathematics Specialist	Year 10 Extension Mathematics C Grade OR Year 10 Advanced Mathematics A Grade

Media Production and Analysis ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	B Grade Year 10 Media Production (or by HOLA approval)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Media Production and Analysis ATAR course is designed to engage students in analysis and production of a range of media forms, genres and styles.

Outcome 1: Media Ideas	Students use critical awareness and cultural understandings to explore and develop media ideas
Outcome 2: Media Production	Students use skills, techniques, conventions and technologies to create media work for audience, purpose and context
Outcome 3: Responses to Media	Students use critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media work
Outcome 4: Media in Society	Students understand the role of media in society

There are two units in Year 11 Media Production and Analysis ATAR

Unit 1 – Popular Culture

Unit 2 – Journalism

The focus for Year 11 Media Production and Analysis is 'Popular Culture' and 'Journalism.' The course involves identifying what is meant by 'popular' culture and considering the types of media, ideas and audiences around which popular culture evolves, and which exist and operate within a commercial production context. It prepares students for further development and presents them with an opportunity to challenge their knowledge and develop the depth of their analysis of media works as they view, listen to and analyse a range of popular Commercial Media and Journalistic Media texts such as documentaries, Current Affairs Television, Sitcoms, TV Drama & Music Videos. Students develop their practical production skills by planning, producing and editing their choice of a Short film or, Music Video in Semester One, and a Current Affairs Segment or Short Documentary in Semester Two. The Year 11 course is designed to prepare students for the written, practical, and creative demands of its Year 12 counterpart.

There are two units in Year 12 Media Production and Analysis ATAR

Unit 3 – Media Art

Unit 4 – Power and Persuasion

The focus for Year 12 Media Production and Analysis is 'Media Art' and 'Power and Persuasion.' This course focuses on media works as vehicles for artistic expression which challenge and engage audiences in order to promote social, political or cultural change and growth, and the aspects of these works that make their messages persuasive and powerful. All media works are designed to be persuasive, and this course allows students to experience, challenge and manipulate their own media works through artistic and persuasive perspectives.

Students will utilise their understandings of how media language, audiences and cultural contexts converge in the production and consumption of media and create powerful, persuasive and artistic media texts, and will produce a persuasive Documentary or artistic Short Film to submit as their practical WACE examination production.

CAREER OPPORTUNITIES

This course may lead to further training in areas that include the advertising, broadcasting and telecommunication industries, journalism, screenwriting, screen production, and visual arts careers. It is also valuable for students wishing to develop critical responses to the media they consume.

Modern History ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	B Grade Year 10 (Humanities and Social Science: Advanced) B+ Grade Year 10 (Humanities and Social Science: Standard)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

A society without knowledge of its history is like a person without a memory. History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present, local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

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. They are exposed to a variety of historical sources including artefacts, speeches, songs, oral stories, photographs, film, drawings, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events.

There are two units in Year 11 Modern History ATAR

Unit 1: Understanding the Modern World:

Japan and the West 1853-1911 or Capitalism: The American Experience 1907-1941

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes and build their skills in historical method through inquiry

Unit 2: Movements for Change in the 20th Century:

Hitler and Nazi Germany 1933-1945

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies.

There are two units in Year 12 Modern History ATAR

**Unit 3: Modern Nations in the 20th Century:
Russian Revolution - Marxism, Leninism and Stalinism: 1914–1945**

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation.

**Unit 4: The Modern World Since 1945
Australia's Engagement with Asia, 1945-2001**

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security.

CAREER OPPORTUNITIES

Students benefit from acquiring the skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills are particularly useful as a complement to other subjects studied in Year 11 and 12. Through study of societies, movements and political structures, students are well prepared for careers involving policy-making, administration, analysis, writing and research. Learning the skills of critical inquiry is essential to people working in business, government, law, journalism, health, science, academia, industry, tourism, media and the arts.

Music ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	B Grade, Year 10 Music
Year 11 Units	Unit 1 & 2
Year 12 Follow-On Units	Year 12 ATAR Music
Prerequisite for Year 12	B/C Grade, Year 11 ATAR Music

There are two units in Year 11 Music ATAR

Unit 1: Western Art Music

This unit focuses on the exploration of the Symphony, in particular Haydn and Mahler's contribution to the genre. Aural, Music Skills and Performance studies are also taught and assessed.

Unit 2: Western Art Music

This unit focuses on the development of the Concerto, in particular Bach and Beethoven's contribution to the genre. Students explore how social, cultural and historical factors shape music. Aural, Music Skills and Performance studies are also taught and assessed.

There are two units in Year 12 Music ATAR

Unit 3: Western Art Music

Students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. Historically, the focus is Mozart and Tchaikovsky and their contribution to the Symphony. Aural, Music Skills and Performance studies are also taught and assessed.

Unit 4: Western Art Music

In this unit, students apply critical listening and thinking skills, developing an aesthetic understanding through comparing and analyzing musical works. Historically, the focus is Mozart and Schumann and their contribution to the Concerto. Aural, Music Skills and Performance studies are also taught and assessed.

There are four outcomes within the course, which will be used to evaluate the students' knowledge and skill.

Outcome 1 Performing

Students apply musicianship skills, techniques and conventions when performing in achieving this outcome, students:

- demonstrate musicianship and control of instrument-specific techniques
- demonstrate stylistic and expressive awareness
- demonstrate awareness of the roles and contributions of other performers and performance contexts and different audience roles.

Outcome 2 Composing/Arranging

Students apply music language, stylistic awareness and knowledge of instrumental and performance techniques when composing or arranging.

In achieving this outcome, students:

- use music language, notation and terminology, skills, techniques and technologies when composing or arranging
- use the elements of music with stylistic and expressive awareness
- understand the roles and needs of performers, audiences and performance contexts.

Outcome 3 Listening and Responding

Students respond to, reflect on, and evaluate music.

In achieving this outcome, students:

- respond to the elements and characteristics of music
- reflect on the elements and characteristics of their own and others' music works
- identify and evaluate the elements and characteristics of music.

Outcome 4 Culture and Society

Students understand how social, cultural and historical factors shape music in society. In achieving this outcome, students:

- understand how the elements and characteristics of music contribute to specific music works
- understand the ways in which the elements and characteristics of music reflect time, place and culture
- understand the social significance of music across different times, places, contexts and cultures.

CAREER OPPORTUNITIES

Music develops life skills and creativity; therefore, it is an asset in all careers. In the Arts, it will provide a solid foundation to pursue a career as a professional teacher, performer, musicologist, reviewer, composer or Arts administrator.

Physical Education Studies ATAR (WACE EXAM COURSE – LIST B)

Prerequisites	Year 10 B Grade (Physical Education) Year 10 Advanced and Intermediate Science C or Standard Science B
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

Physical Education Studies offers an excellent grounding for students wishing to be involved in any aspect of sport or who have a personal interest in sport and wish to improve and develop their practical skills and knowledge in sport-related areas. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport science, and health and medical fields linked to physical activity and sport. All available courses provide students with opportunities to progressively develop skills and knowledge to enable them to pursue their own personal interest in physical activity as athletes, coaches, officials or administrators and to support the active participation of others. It also enables the students to play an active role in the development of sport and recreation in communities and society at large. Physical Education Studies emphasizes learning in, about and through movement. Students will explore participation in physical activity from mechanical, physiological and psychological perspectives. The practical and theoretical components of the course complement one another. For example, students learn about biomechanical principles of movement and then analyse their own movement skills when participating in the practical lessons. All courses provide personalised learning experiences to achieve progress in the course outcomes.

The course content is divided into six interrelated content areas:

- Developing physical skills, strategies and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sports psychology

There are two units in Year 11 Physical Education Studies ATAR

Units 1 and 2

The focus of these units is exploring anatomical and biomechanical concepts, the body's response to physical activity and stress management process to improve their own and others' performance in physical activity. It also identifies the relationship between skill, strategy and the body to improve physical performance. Stage 2 units provide opportunities for applied learning i.e. sport participation and skill development; however, there is a focus on more academic learning than in Stage 1 units. Students enrolling in this course must have good Year 10 academic grades.

There are two units in Year 12 Physical Education Studies ATAR

Units 3 and 4

The focus of these units is to provide opportunities for students to build on their acquired physical skills and learning from the Stage Two course to continually improve physical performance. Students' understanding of complex biomechanical, psychological and physiological concepts will be extended to enable them to evaluate their own and others' performance.

Course Outlines Years 11 & 12 2019

ASSESSMENT

Three categories of assessment are required for all courses. They are as follows:

- Practical Performance - student performance assessment i.e. demonstration of skills and tactical application as a participant i.e. skills and tactical application, coach and /or official
- Response - knowledge based tests or exams, written assignments, oral presentations, performance analysis
- Investigation - research work including planning, investigations, analysis and conclusion of findings.

Final grades will be determined from school-based assessments (50%) and external examination (50%) The school-based grade will be determined from the marks obtained from the three categories listed in assessment section outlined above. The external mark will consist of: Written Examination 70%, Practical Examination 30%.

It is highly recommended that students who choose this course are highly competent and playing competitively in the sport that they choose for the external examination. Students must select one sport from the following list for their external examination:

AFL, Badminton, Basketball, Cricket, Hockey, Netball, Soccer, Squash, Tennis, Touch Football, Volleyball.

Practical Learning contexts will be selected from the following sports and activities. Selection will depend on student numbers, available resources and the best interests of the students.

YEAR 11	YEAR 12
Two or three of the following activities will be selected: <ul style="list-style-type: none">• Badminton• Basketball• Cricket• Hockey• Netball• Soccer• Tennis• Touch Football• Volleyball	Students will select a sport of choice to complete for their practical examination: <ul style="list-style-type: none">• Badminton• Basketball• Cricket• Hockey• Netball• Soccer• Tennis• Touch Football• Volleyball

FEES

Fees will depend on the sports selected.

Physics – ATAR (WACE EXAM COURSE – LIST B)

Prerequisite	70% in Physics Topic in Year 10 Advanced/ Intermediate Science plus a C (or higher) Grade in Year 10 Advanced Maths or A Grade Standard Maths
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Physics ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Outcome 2 – Science as a Human Endeavour

Through science, we seek to improve our understanding and explanations of the natural world. The Science as a Human Endeavour strand highlights the development of science as a unique way of knowing and doing, and explores the use and influence of science in society.

Outcome 3 – Science Understanding

Science understanding is evident when a person selects and integrates appropriate science concepts, models and theories to explain and predict phenomena, and applies those concepts, models and theories to new situations.

There are two units in Year 11 Physics ATAR

Unit 1 – Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

There are two units in Year 12 Physics ATAR

Unit 3 – Gravity and electromagnetism

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion.

Unit 4 – Revolutions in modern physics

In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter.

Politics and Law ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	B Grade Year 10 (Humanities and Social Science: Advanced) B+ Grade Year 10 (Humanities and Social Science: Standard)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Politics and Law course is a critical study of the processes of decision-making about society's collective future. A study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

The Politics and Law course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems. The course challenges students to critically examine the effectiveness of political and legal systems using criteria such as openness, responsiveness and accountability of those systems. The skills and values developed in the Politics and Law course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives and the future of their communities at the school, local, state, national and international levels.

There are two units in Year 11 Politics and Law ATAR

Unit 1: Democracy and the Rule of Law

Students examine the legislative, executive and judicial structures and processes of political and legal systems; both democratic, non-democratic and a non-common law system. Political and legal issues are used to provide a contemporary context for the course.

Unit 2: Representation and Justice

Students critically examine the concept of representation, electoral and voting systems, civil and criminal law processes in the Western Australian Adversarial system and a non-common law system. Political and legal issues are used to provide a contemporary context for the course.

There are two units in Year 12 Politics and Law ATAR

Unit 3: Political and Legal Power

Students critically examine the roles and powers of the legislative, executive and judicial branches of government as established by the Constitution. They consider the influence of individuals, political parties and pressure groups on the lawmaking process of parliament and the courts. The operation of federalism and the balance of power between the Commonwealth and the State governments in Australia is also examined.

Unit 4: Accountability and Rights

Students critically examine the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government. The protection of rights in Australia and one other country and the ways in which democratic principles can be upheld or undermined in Australia and one other country are also examined.

CAREER OPPORTUNITIES

The study of Politics and Law contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness. The study of Politics and Law can be a valuable background to careers such as law, international relations, diplomacy, political advocacy, public administration, community development, teaching, journalism, government and commerce.

Psychology ATAR (WACE EXAM COURSE – LIST B)

Prerequisite	70% in the Biology Topic (Advanced, Intermediate and Standard) 75% in the Biology Topic (General)
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

Psychology is the scientific study of how we think, feel and act. This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of these in an enjoyable and contemporary forum. Students learn about major psychological models and theories and the methods used to investigate within the discipline of psychology. Their understanding of how these models and theories are applied in everyday settings will help them understand themselves and their world. Students are involved in scientific investigations and the analysis of data to illustrate how empirical procedures are used to examine phenomena such as memory, attention, attitudes, personality and group behaviour. Developing this foundation of scientific method and critical thinking are valuable skills students can acquire and apply throughout their study, work and everyday lives.

There are two units in Year 11 Psychology ATAR

Unit 1

In this unit, student's focus on contexts related to contemporary issues. The content focuses on a number of concepts that enable them to fully appreciate the complexities of human behaviour, at an individual, group and societal level. They examine the traditional theories of intelligence and the concept of perception and expand their knowledge and understanding of human behaviour by analysing such factors as heredity. They study the impact of group influences on individual behaviour and carry out their own practical investigations. Students learn to identify the aims of a psychological investigation, recognise the method/s used and evaluate the conclusions. They apply appropriate structure to, and sequence data using correctly labelled tables, graphs and diagrams.

Unit 2

In this unit, student's focus on contexts related to human performance. The content focuses on memory and forgetting, motivation and arousal and how they affect human performance. Students extend their understanding of how we learn by looking at classical and operant conditioning and negative and positive reinforcement. They explore what is meant by the term personality and examine the relationship between personality, motivation and human performance. Students select and apply knowledge about social psychology to investigate relationships in a range of social contexts. They apply appropriate communication skills and processes in the communication of psychological understandings to a range of audiences. They also apply psychological research methods that allows them to develop useful skills in analytical and critical thinking and making inferences.

There are two units in Year 12 Psychology ATAR

Unit 3

In this unit, student's focus on contexts related to a healthy lifestyle. The content focuses on behavioural change. They expand their knowledge and understanding of human behaviour by looking at behaviour that is dependent on development and maturation. Students apply knowledge of social psychology to contemporary issues and problem-solving issues of social concern. They develop competence in communication skills and processes involved in the communication of psychological information to a range of audiences. Students explain the relevance of key research findings and implications for further research. They engage in detailed investigations of experimental designs and methods used to assess psychological and physiological responses.

Unit 4

In this unit, student's focus on contexts related to diversity and community. They extend their understanding of the relationship between physical, cognitive and social development in shaping behaviour. Students examine the interrelationships between different areas of psychology and related disciplines, evaluate ethical issues as they relate to human and animal experiments and examine the professional code of conduct for psychologists. They look at the role of the experimenter, participants' rights, informed consent procedures, and deception in research and confidentiality. Students synthesise a range of ideas, concepts and knowledge when considering a contemporary debate in psychology.

CAREER OPPORTUNITIES

The study of Psychology provides an invaluable insight into human behaviour that can be transferred into any workplace environment or to human activity in general. Employment and study opportunities in the fields of psychology and psychiatry are numerous and diverse.

Religion and Life GENERAL (NO WACE EXAM – LIST A)

Prerequisite	None
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. At Iona, the course is taught in the context of the Catholic faith and will emphasise its beliefs and teachings.

Students explore the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

The course content is divided into three content areas:

- The nature of religion
- The influence of religion
- Religious inquiry and processes

There are two units in Year 11 Religion and Life General:

Unit 1

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

Unit 2

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

There are two units in Year 12 Religion and Life General:

Unit 3

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

Religion and Life ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	B+ (Religious Education); PLUS 75% in both the Source Analysis and Essay sections of the Semester One Examination
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Religion and Life ATAR course is both rewarding and challenging and provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay. At Iona, the course is taught in the context of the Catholic faith and will emphasise its beliefs and practices.

In the Religion and Life ATAR course, students explore and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face. The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

In Religion and Life ATAR Source Analysis, students read and critique a variety of texts and statistics, developing important analytical skills. The Short Answer and Essay questions require very precise and detailed answers, necessitating a high level of skill in English, as marks are allocated for content and also for the quality of a student's argument and discussion.

Because of the literary demands of this course, students who are contemplating studying Religion and Life at ATAR level should have shown a high level of competency in both Religious Education and HASS. A student's marks in Essay writing and Source Analysis in both Year 10 Religion and Life, and Year 10 HASS, are a good indicator about a student's potential in Religion and Life at ATAR level.

The course content is divided into three content areas:

- The nature of religion
- The influence of religion
- Religious inquiry and processes

There are two units in Year 11 Religion and Life ATAR:

Unit 1

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Unit 2

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

There are two units in Year 12 Religion and Life ATAR:

Unit 3

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and, communicating findings about the interplay between religion and life.

Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

Visual Arts GENERAL (NO WACE EXAM – LIST A)

Prerequisite	None
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Visual Arts General course encompasses the practical and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art. It is a highly practical based course with a focus on creative, individual pieces of Art.

The four outcomes of this course are:

Outcome 1: Visual Arts Ideas	Students use creative processes to research, explore and develop art ideas.
Outcome 2: Visual Arts Skills, Techniques and Processes	Students use the skills, techniques, processes, conventions and technologies of art.
Outcome 3: Responses to Visual Arts	Students engage with, respond to, reflect on and critically evaluate their own art and the art of others.
Outcome 4: Visual Arts in Society	Students understand the role of visual arts in society.

There are two units in Year 11 Visual Arts General Unit 1

The focus for this unit is **experiences**. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

Unit 2

The focus for this unit is **explorations**. Students investigate a variety of selected artists' work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.

There are two units in Year 12 Visual Arts General.

Unit 3

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

Unit 4

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

CAREER OPPORTUNITIES

Visual Arts can lead to a number of career opportunities such as education, gallery curation, artist, illustrator, photographer, animator, graphic designer and print maker.

Visual Arts ATAR (WACE EXAM COURSE – LIST A)

Prerequisite	Year 10 Visual Arts B Grade
Year 11 Units	Units 1 & 2
Year 12 Follow-On Units	Units 3 & 4

The Visual Arts ATAR course encompasses the practical and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art. 50% of this ATAR course is practical based.

The four outcomes of this course are:

Outcome 1: Visual Arts Ideas	Students use creative processes to research, explore and develop art ideas.
Outcome 2: Visual Arts Skills, Techniques and Processes	Students use the skills, techniques, processes, conventions and technologies of art.
Outcome 3: Responses to Visual Arts	Students engage with, respond to, reflect on and critically evaluate their own art and the art of others.
Outcome 4: Visual Arts in Society	Students understand the role of visual arts in society.

There are two units in Year 11 Visual Arts ATAR

Unit 1

The focus for this unit is **differences**. It covers different forms of visual art from past and present contexts and provides students with a range of sources of inspiration and stimulus for developing ideas and producing original artworks. They explore different materials, media and techniques when exploring and expressing their ideas.

Unit 2

The focus for this unit is **identities**. In this unit students explore concepts or issues related to personal, social, cultural or gender identity. They investigate themes of personal interest and a range of observational, conceptual and/or imaginative starting points for visual exploration. They become aware that art may give form to ideas and issues that concern the wider community and develop understandings of how the visual arts may be both socially affirming and challenging.

There are two units in Year 12 Visual Arts ATAR

Unit 3

The focus for this unit is **commentaries**. It offers students opportunities to engage with the social, political and cultural purposes of art making and art interpretation. They have flexibility to select learning contexts that reflect their own cultural milieu and promote the production of a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

Unit 4

The focus for this unit is **points of view**. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such as time, place, culture,

religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

CAREER OPPORTUNITIES

Visual Arts can lead to a number of career opportunities such as education, gallery curation, artist, illustrator, photographer, animator, graphic designer and print maker.

Workplace Learning – Endorsed Program (NO WACE EXAM)

Prerequisite	None
Year 11 Units	Unit equivalents based on hours completed
Year 12 Follow-On Units*	VET Certificates

*Students will switch to Vocational and Training Certificate courses run at outside campuses instead of their Workplace Learning work placements one day per week.

These courses are the classroom accompaniment of the College's Workplace Learning program, under which students spend a day each week in a real workplace doing on-the-job training.

In preparing for and whilst undertaking a work placement, students need to understand:

- The similarities and differences between school and workplace environments.
- The daily organisational characteristics of workplace environments.
- The roles, rights and responsibilities of employees and employers.
- Occupational Safety and Health issues in the workplace.
- The training to be provided.
- The skills to be learned and assessed.
- That additional support may be required.
- Appropriate workplace behaviour and etiquette.
- Equal Opportunity and harassment procedures.
- Issues relating to conditions within different workplaces.

While in the workplace, students are assessed on the course skills and the process is verified by the workplace supervisor. The selection of skills from the course list, for each work placement, is the decision of the school and the employer.

The list of Workplace Learning course skills is an amalgamation of the council's generic and industry specific skills lists and the national employability skills framework. The eight skill areas outlined in the national employability skills framework: communication; teamwork; problem-solving; self-management; planning and organising; technology; learning; initiative and enterprise have been used as the organisers for the list of the course skills. In addition, skills in Safety and Health have been added to ensure workplace safety and health remains a focus for students and workplacesupervisors.

Workplace Learning Logbook

Each student enrolling in the Workplace Learning endorsed program is provided with the Authority's Workplace Learning Logbook.

The Workplace Learning Logbook details the requirements of the endorsed program and the expectations, rights and responsibilities of the student in the workplace. It includes:

- an attendance record which must be completed progressively by the student
- a task schedule which must be completed progressively by the student
- a workplace supervisor's evaluation of student performance.

For further enquiries please contact:

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