Rehoboth Christian College

94 KENWICK ROAD, KENWICK, 6107
WESTERN AUSTRALIA
PHONE: 9459 7700
FAX: 9493 2851
EMAIL: secondary@rehoboth.wa.edu.au

ENROLMENT AND COURSE INFORMATION
FOR YEAR 11 & 12 STUDENTS
– 2015 –
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Principal’s Introduction

The transition from Year 10 to Year 11 is a major step in a student’s secondary education. It is the first time that students have the opportunity to choose all of their assessed subjects. Students are able to specialise in the course that interests them most and aim towards their future post-secondary destinations. It is therefore important that informed decisions are made, where students’ aptitudes, strengths and weaknesses are taken into account. Other things like the School Curriculum and Standards Authority requirements for secondary graduation, and the selection criteria for Universities and other providers, also need to be considered.

The choices made at the beginning of Year 11 can determine which University or Training WA course a student can enter once they finish secondary school. Many careers after secondary school have specific subject requirements for entry. It is therefore important to understand the entry requirements for courses and careers in which students may be interested, and to keep their options open if future plans are uncertain.

We recommend that both parents and students read through this subject selection handbook carefully, so that they can become aware of the guidelines and choices that need to be made. The information contained in this booklet can be complex. Please take the time to understand its contents and keep it as a reference as you go through the subject selection process. Further sources of information can be accessed through the internet, by attending ‘Open Days’, and by speaking to teachers.

To be successful in Year 11 and 12, students need the motivation to commit regular time to homework and studying. Students need to decide how much time they are going to allow for school work, and how much for other interests. Commitment to do their best and set goals or targets to aim at, are other important goals. Athletes and swimmers set performance goals when they talk about ‘achieving their personal best’ or when they aim to improve their times. Coming up with a plan and then sticking to it are two key ingredients for success.

All those who strive for excellence and work at achieving their personal best are winners. Excellence is not about achieving an award or a particular grade or percentage score; it is about being the best that you can be. Students are investing in their future. The greater the investment, the better the return they can expect. At Rehoboth, we believe in having a positive and pro-active approach by encouraging each student to achieve their personal best; to find their purpose and destiny in God; and to make a difference in the world in which they live.

The WA education system is undergoing a period of significant change in Year 11 in 2015, which will flow on to Year 12 in 2016. This has led to a number of changes relating to course content, graduation, and examinations, which are included in this Handbook. If you require further information, please contact the College. For specific assistance in the area of Careers, please make an appointment to see Mrs Drennan (Careers and VET Co-ordinator).

R Stirling

Principal
Year 11 and 12 at Rehoboth

Year 11 generally leads on to Year 12, but some students may wish to pursue Year 11 for its own sake before attempting to secure employment, an apprenticeship or a place in a Training WA course.

What are the advantages of Rehoboth?

- **Christian Education is crucial in Year 11 and 12**
  Rehoboth provides a strong Christian environment teaching students to view the world through the lens of God’s word. The Christian influence of peers and teachers remains vital in raising young people to be obedient to God and to know him. Ideas are more sophisticated and it is even easier to be influenced by non-Christian thinking without perhaps even realizing it. Students are encouraged to examine Christian principles and perspectives and to articulate what they believe and what their beliefs are based on.

- **Rehoboth provides a high quality of education**
  Generally our students have gained very strong results in the WACE Examinations (rating the 41st school in W.A. in the **top 50 Schools table** in the *West Australian* published on the 12th January, 2013). Of course, there are always students who did not gain the results they hoped for, but this was often due to lack of realism in their selection of subjects, or lack of effort or a change of mind about their goals.

- **Switching schools can present difficulties in terms of both social and educational adjustments**
  Another school could seem pretty big and unfriendly after the environment that you have become used to at Rehoboth. You may find that problems you face through changing schools could add to the pressures you will face in adjusting to upper school life. The transition to Year 11 is difficult enough without having to get used to an entirely new group of teachers, a different system, as well as a different environment.

- **Rehoboth’s selection of courses provides the prerequisites for virtually ALL University courses**
  It is wise to check the prerequisites for any University courses you may plan on taking. There are often some false ideas about these – for example, it is NOT essential to take Technical Graphics to be an Architect, or Human Biological Science to be a Doctor. Visit [www.tisc.edu.au](http://www.tisc.edu.au) for information on the current cut-offs and 2014 University admission information (or refer to the 2014 TISC guide).

- **The courses offered at Rehoboth for 2015 will meet students’ needs**
  It is possible for students to aim for University entry and gain Training WA qualifications in many different areas. Through VETfS, students can access a large range of Vocational courses at TAFE, while still completing Year 11 and 12 at school. They can enrol in a one day a week program (on a Friday), or a two day a week program (Thursday/Friday), and complete reduced programs during the rest of the week.
### Where to Start Looking

#### Career Web Sites

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<td>Australian Apprenticeships</td>
<td><a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a></td>
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<tr>
<td>Career Centre (Perth City)</td>
<td><a href="http://www.careercentre.dtwd.wa.gov.au">www.careercentre.dtwd.wa.gov.au</a></td>
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<tr>
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<td><a href="http://www.careerkey.org">www.careerkey.org</a></td>
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<tr>
<td>Career Test/Personality Assessment</td>
<td><a href="http://www.careerpath.com">www.careerpath.com</a></td>
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<tr>
<td>Curtin University of Technology</td>
<td><a href="http://www.curtin.edu.au">www.curtin.edu.au</a></td>
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<tr>
<td>Edith Cowan University</td>
<td><a href="http://www.ecu.edu.au">www.ecu.edu.au</a></td>
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<td>Employment Directions Network</td>
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<tr>
<td>Going to Uni/Fees</td>
<td><a href="http://www.studyassist.gov.au">www.studyassist.gov.au</a></td>
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<tr>
<td>Master Builders Association of WA</td>
<td><a href="http://www.mbawa.com">www.mbawa.com</a></td>
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<tr>
<td>Murdoch University</td>
<td><a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a></td>
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<tr>
<td>My Future</td>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
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<tr>
<td>Technical College of W.A.</td>
<td><a href="http://www.tcwa.wa.edu.au">www.tcwa.wa.edu.au</a></td>
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<tr>
<td>University of Notre Dame</td>
<td><a href="http://www.nd.edu.au">www.nd.edu.au</a></td>
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<tr>
<td>University of Western Australia</td>
<td><a href="http://www.uwa.edu.au">www.uwa.edu.au</a></td>
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<tr>
<td>Youth Assistance Site</td>
<td><a href="http://www.youth.gov.au">www.youth.gov.au</a></td>
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This list is by no means exhaustive. It can be used as a starting point to find out up-to-date information about possible careers, study paths, tools to help make choices as well as the latest information in various industries and education.

The SEEK website is widely used for employment/job advertisements and can be found at [www.seek.com.au](http://www.seek.com.au)
Career Centre (Perth City)
The Career Centre is a walk-in centre providing access to information about the wide range of training and further education options available. Services include access to handbooks, directories, reference files, leaflets, Training WA course curriculum details, telephone information and referral service about study courses, as well as access to a computerised information system and assistance in applying for Training WA courses. It is a good source of information about jobs, salaries, working conditions, courses of study and employment prospects. Their website is easy to use and has the following tabs: How can we help; Career Planning; Education and Training; Occupations; Career Connect; and Tools and Resources.

Career Centre
2nd Floor, City Central Building
166 Murray St (Mall)
Perth WA 6000
Phone: 13 23 98 or (08) 9224 6500
TTY: (08) 9225 7831
Email: career.centre@dtwd.wa.gov.au
Web: http://www.careercentre.dtwd.wa.gov.au
Opening Hours: 8:30am-4:30pm Mon to Fri

Job Guide 2014 for Western Australia
The Job Guide covers a wide range of occupations and the education and training pathways that lead to them. It also includes useful information on the job search process, provides details of available government assistance and suggests where to go for further information.

This guide is written mainly for Year 10 students and aims to list the most direct education and training pathway to a particular occupation. It includes course information and advises what subjects may be needed to get into certain courses. If you are a Year 10 student, you should check the specific entry requirements of the courses that you are interested in with educational and training institutions before you make subject choices. Year 10 students have had access to this book during the year in Society & Environment, and copies were made available to all students. It can also be found at www.jobguide.dest.gov.au.

Careers Expos and Open Days
There are two major Career and Employment exhibitions. The first is the Careers Expo which is held in May at the Perth Convention Exhibition Centre. The second is the Skills West Expo held each year in September also at the Perth Convention Exhibition Centre. The five Universities and the Central Institute of Technology all run Open Days during Term 3 each year.

College Assistance
- Mrs Drennan is the College’s Career and Vocational Co-ordinator, and can be contacted for all VETfS, TAFE and Work Experience enquiries.
- Mr Stirling meets with all Year 11 and 12 students during Term 2 and 3 each year to go through their Semester 1 reports, and assists students with goal setting and understanding University entrance requirements (such as the ATAR) and WACE requirements.
- Mrs Nathan, as the Year 11/12 Director of Students, is responsible for all Year 12 references, examinations, accreditation, scholarships, disseminating Year 11/12 information, and all co-ordination with the School Curriculum and Standards Authority.
The School Leaving Age

The School Leaving age has been raised to the year that students turn 17. Young people must be in school, training, an apprenticeship or a traineeship, or approved full-time employment – or combinations of part-time education or training and employment. Students **have to stay in school or training or approved work** (or in a combination of approved options) **until the end of the year in which they turn 17** OR until they satisfy the minimum requirements for graduation. In 2015, this will correspond to the end of the year you turn 17 years and 6 months OR have satisfied the minimum requirements for graduation OR you have reached the age of 18 years, whichever happens first.

If students are intending to leave full-time schooling, parents/legal guardians **MUST** fill in a **Notice of Arrangements Form** (which can be obtained from the Administration Office) and sent to: Participation Unit, Department of Education, 151 Royal Street, EAST PERTH, W.A., 6004.

Understanding Upper School

Upper school (Years 11 and 12) is very different from lower secondary school (Years 7 – 10). The range of subjects and assessment procedures are not the same. What a student studies in Years 11 and 12 is related to:

- **The units studied and the grades achieved in Year 10.** Students need to have achieved minimum levels and the content foundation to tackle many subjects. This needs to be demonstrated on the **Semester 1 reports**;
- **The student's future study and career plans** – particular University and TAFE courses have prerequisite subjects that a student should study at school;
- **The specific entrance requirements to apply for Training WA or University admission or other career requirements** – e.g. students need to meet the requirements for the Western Australian Certificate of Education; and many pathways (such as the Australian Defence Force or Police). have their own requirements

There is a large number of subjects available for schools to offer at Year 11 and 12 level (not including some of the special subjects included in specific Vocational Education and Training programs). The list of subjects ranges from **Aboriginal and Intercultural Studies** to **Visual Arts. No school teaches all of these.** Each school in W.A. will choose to offer only a limited subset of these courses. These are courses which have been approved by the School Curriculum and Standards Authority (which was formerly known as the Curriculum Council). This is a government body which oversees matters of curriculum and assessment for both state and private schools in W.A.

Deciding what to do ...

1. You should **pray about your decision** and ask God to help you and direct your path.
2. You need to consider your aims together with your abilities, that is, what you would like to do in the future, alongside what you are capable of achieving.
3. You will need to do some **research** and find out more about your aims and abilities. It is critically important that you discover whether you are thinking **realistically**.
4. You should also talk to your parents and your teachers.
5. You could speak to someone who is already employed in the area that interests you, and check out some of the sources listed under the previous heading 'College Assistance', or even talk to some employers.
Achieving the WA Certificate of Education (WACE) in 2016

This section is relevant to Year 11 students in 2015

The WACE Requirements
The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE from 2016, a student must satisfy the following:

General requirements
- Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy;
- Complete a minimum of 20 units or the equivalent as described below;
- Complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

Breadth and depth
Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:
- A minimum of 10 x Year 12 units or the equivalent;
- Two completed Year 11 English units and one pair of completed Year 12 English units;
- One pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard
Students will be required to achieve 14 x ‘C’ grades (or equivalents, see below) in Year 11 and Year 12 units, including at least 6 x ‘C’ grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:
- Up to eight unit equivalents through completion of VET programs; or
- Up to four unit equivalents through completion of endorsed programs; or
- Up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:
- VET qualifications
  - Certificate I is equivalent to two Year 11 units;
  - Certificate II is equivalent to two Year 11 and two Year 12 units;
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units.
- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.
There are five types of courses developed by the Authority:

1. **ATAR course units** for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR);

2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will **not** be examined by the Authority;

3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy;

4. **Vocational Education and Training industry specific (VETiS) courses** for students who are aiming to enter further training or the workforce directly from school. VETiS courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning;

5. **Preliminary course units** for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE. Rehoboth does not currently offer any of these.

There are two types of programs which can contribute to the WACE:

1. VET programs;

2. Endorsed programs.

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life after school.

**Achievement of a WACE**

Courses units/programs from these groups contribute to the achievement of a WACE: ATAR, General, Foundation, VETiS courses, VET programs and endorsed programs. Preliminary course units do not contribute to the achievement of a WACE. WACE courses are grouped into **List A** (arts/languages/social sciences) subjects (in blue font in the College course descriptions) and **List B** (mathematics/science/technology) subjects (in red font in the College course descriptions). Students studying for a WACE are required to select **at least one Year 12 course from each of List A and List B**.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available. You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in **at least four ATAR courses to be eligible for an ATAR**. The rank is used by universities as a selection mechanism. More information about the ATAR is available at [http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862](http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862).

**If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.**

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 **can** be studied as a pair (except VETiS which are paired). Unit 3 and Unit 4 **must** be studied as a pair. Unlike other WACE courses, VETiS course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. At Rehoboth, **ALL courses are paired**. A student who withdraws from a VETiS course after only one semester will not receive VETiS course unit credit for that academic year. Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. A student who withdraws from a VETiS course does not achieve course unit credits.
The WA Statement of Student Achievement (WASSA)
A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

Literacy and Numeracy
There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

Students can demonstrate the minimum standard:
- Through the Authority’s Online Literacy Numeracy Assessment (OLNA);
- Or if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:
- One 60-minute, 60-item multiple-choice of Reading;
- One 60-minute, 60-item multiple-choice of Numeracy; and
- One 60-minute, extended response in Writing of between 300 and 600 words.

If you have a language background other than English and have arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with Mrs Nathan. Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students, who this may apply to, should discuss their options with Mrs Nathan.

VET Programs
VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.

You can also begin training for your career while still at school by undertaking a VET qualification. Among the VET programs on offer are school-based apprenticeships and traineeships. As with the WACE courses, the VET programs available to students varies between schools. You should discuss the available VET opportunities with Mrs Drennan.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

There are 10 VETiS courses. Each course uses a training package qualification in which competency electives maybe prescribed, as well as workplace learning. Completed industry specific courses count towards your WACE requirements as courses, which means they can be studied in addition to the eight unit equivalents outlined above.
Endorsed Programs
Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. You should discuss endorsed programs opportunities with Mrs Drennan.

Enrolments

This section is relevant to all students

The College will enrol you in your selected WACE units, VET and/or endorsed programs with the Authority. Changes to enrolments can be made by completing a Subject Change Form, which is obtained from the Secondary Administration. Note that there are cut-off dates after which a new subject cannot be commenced.

Enrolment Criteria for Foundation and Preliminary Units
Students who have not demonstrated the minimum standard in the literacy component of the OLNA are eligible to enrol in the List A Foundation course in English.

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the List B Foundation course in Mathematics.

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and/or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.

Enrolment Criteria for WACE Language Courses
If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), there is a form that needs to be completed to ensure you are permitted to enrol in the selected course.

Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at a school or in the home. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted.

The application form, stating the deadlines for submission, can be downloaded from the website: www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms.

If this applies to you, please discuss your eligibility to study LOTE (Indonesian) courses with Mrs Nathan.
School Assessment

This section is relevant to all students

Grades and School Marks

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

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

You will receive a grade A, B, C, D or E for each unit pair you have completed, except for Preliminary (P) units, which are not graded. The notation of ‘U’ can be used for non-final year students who, for reasons acceptable to the school, do not complete the assessment program. Only students who will be returning the following year to complete the assessment program can be awarded a ‘U’ notation.

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

You will receive a ‘completed’ status instead of a grade for VETiS course unit pairs. The notation ‘completed’ counts the same as a C grade. If you do not complete the requirements of a VETiS course you will be awarded a ‘U’ notation (see above) and WACE credit may contribute as VET unit equivalence, depending on how much of the course you have finished.

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

Grades are not assigned for Preliminary units. Student achievement is recorded as ‘completed’ or ‘not completed’. Course completion is determined by the school according to criteria set by the Authority.

Adjustment of Grades and School Marks

During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by your school are based on the Authority’s grade descriptions for each course. The grades you receive from your school are provisional until confirmed by the Authority.

The College is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.
Externally Set Tasks (EST)
An EST is a common task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and is worth 15% of the final mark for that pair of units.

ESTs are marked by your teacher, using a marking key provided by the Authority. Preliminary courses do not include ESTs.

Authenticity of Work
It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.

Rehoboth Christian College has an assessment policy which outlines the penalties for submitting another’s work as your own. This is issued to all Year 11 and 12 students at the start of each year.

Work which could not be considered your own could include, but is not limited to:

- Copying someone’s work in part or in whole, and presenting it as your own;
- Buying, stealing or borrowing another person’s work and presenting it as your own;
- Paying someone to write or prepare work;
- Submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially;
- Using material directly from sources such as books, journals or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement;
- Using non-approved materials and/or equipment during an assessment task or examination;
- Assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4), must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

Review of School Assessments
Schools must inform students in writing of their grades by a date specified annually by the Authority (usually in late October).

If you believe that your grade and/or school mark is incorrect, you should make a request to your school for a review of the result, in writing.
This section is relevant to students who intend to enrol in ATAR Units 3 and 4 (typically Year 12 students)

ATAR Examinations
The Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses. Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses. These are copied and issued to students in the first week of each unit, at the start of each semester.

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

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

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

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

Special examination arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to the College at the start of Year 12. If you believe you may be entitled to this provision, you should discuss this with Mrs Nathan at the start of each year, so that these arrangements can also be applied to your Rehoboth Semester 1 and 2 Exams.
What is the Australian Tertiary Admission Rank?
An ATAR ranges between 99.95 and zero, and reports the student’s rank position relative to all other students. It is NOT a percentage. It takes into account the number of students who sit the WACE examinations in any year and also the number of people of Year 12 school leaving age in the total population. If a student has an ATAR of 70.00, for example, it indicates that they are equal to or better than 70% of the Year 12 school leaver population. This rank is used to determine eligibility for University entrance.

To calculate the ATAR, the school assessment and WACE examination results will be combined. The ATAR is calculated from the TEA (Tertiary Entrance Aggregate). The TEA is the sum of the best four scaled marks, (taking into account any unacceptable subject combinations) and must include a List A and List B subject. The TEA score is out of 400. Once this score been calculated, it is converted into a rank.

Certification
This section is relevant to all students; it provides information regarding the reporting of results in Year 12.

Folio of Achievement
At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:
- WACE;
- WASSA;
- WACE course report (ATAR courses only);
- Award certificates achieved.

The WACE indicates that you have satisfied the requirements for WACE achievement (see page 10-11).

The WASSA formally records, where appropriate:
- The meeting of WACE requirements or a statement of literacy and numeracy;
- Exhibitions and awards granted;
- WACE combined mark;
- Grades and marks achieved in course units;
- VET qualifications;
- Endorsed programs successfully completed;
- Number of community service hours completed, if reported by the school;
- Results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:
- School grades;
- School marks;
- Raw examination marks;
- Standardised examination marks;
- WACE combined mark;
- State-wide distribution of combined marks;
- The number of candidates receiving a combined mark in the pair of units.

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

This section is relevant to all students who will achieve a WACE; it provides information about the exhibitions and awards granted by the Authority, which recognises individual excellence at the end of Years 11 and 12

Students’ achievements in Year 11 and Year 12 will be used to determine if they are granted an award by the Authority. Full details are available on the Authority website at www.scsa.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards.

To achieve a Beazley medal: WACE, a Beazley medal: VET, a general exhibition, a general exhibition (ATSI), a course exhibition, a VET exhibition, a certificate of excellence, a certificate of distinction or a certificate of merit, a student must:

- Be an Australian citizen or a permanent resident of Australia;
- Have been enrolled as a full-time student in a registered secondary school;
- Have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for course exhibitions and certificates of excellence).

Special general awards, special course awards, special VET awards, and special certificates of excellence may be awarded to students who do not meet the general eligibility criteria.

Beazley medal: WACE is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions (see below). Beazley medal: VET is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements. Forty awards, known as general exhibitions, are awarded to eligible students who obtain the highest WACE award score. The WACE award score is based on the average of five scaled examination scores in ATAR courses, calculated to two decimal places, with at least two from each of List A and List B.

One award, known as the general exhibition (ATSI), may be awarded to the Aboriginal and Torres Strait Islander student who is eligible and achieves the highest WACE award score. To be eligible for this award, the student must be an Aboriginal or Torres Strait Islander as defined by the Australian Bureau of Statistics. A student may receive both a general exhibition and the general exhibition (ATSI). A special general award is presented to a student not eligible for the award of a general exhibition because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a general exhibition and whose WACE award score is not below the lowest score for which a general exhibition is awarded.

A course exhibition (ATAR courses) may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination. To be eligible for a course exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.
A special course award (ATAR courses) may be presented to a candidate not eligible for a course exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a course exhibition.

Certificates of excellence (ATAR courses) are awarded to eligible candidates who are in the top 0.5% of candidates in each ATAR course examination, based on the examination mark, or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination. The number of certificates of excellence issued for each course is based on the number of candidates who sit the ATAR course examination. Where a course includes both written and practical components, the examination mark will be determined using an appropriate statistical process to combine the two examination marks. To be eligible for a certificate of excellence, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

A special certificate of excellence (ATAR courses) is awarded to candidates not eligible for the award of a certificate of excellence because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for the award of a certificate of excellence.

A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET certificate of excellence will be awarded the VET exhibition in that industry area.

A special VET award may be presented to a student not eligible for the VET exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a VET exhibition. Only one award will be available in an industry area. Certificates of excellence (VET) may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 13 training package industry areas and who are in the top 0.5% of candidates. The units of competency achieved for the certificate may have been undertaken in VETiS courses or other VET programs. A special certificate of excellence (VET) may be presented to a student not eligible for the certificate of excellence (VET) because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a certificate of excellence (VET).

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken together with the student's level of achievement. These awards will be based solely on the grades awarded to students by their schools. A certificate of merit or a certificate of distinction is to be awarded to each eligible student who obtains:

<table>
<thead>
<tr>
<th>Certificates of merit</th>
<th>Certificates of distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>..........................</td>
<td>..........................</td>
</tr>
<tr>
<td>..........................</td>
<td>..........................</td>
</tr>
</tbody>
</table>

150–189 points  
190–200 points
Guide to the allocation of points for the Certificates of merit and distinction

<table>
<thead>
<tr>
<th>Points (per unit)</th>
<th>ATAR courses</th>
<th>General courses</th>
<th>Foundation courses</th>
<th>VET qualifications</th>
<th>Points (per unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td></td>
<td></td>
<td>Cert IV+</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td></td>
<td></td>
<td>Cert III</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Cert II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
<td></td>
</tr>
</tbody>
</table>

**Achieving the WA Certificate of Education (WACE) in 2015**

*This section is relevant to Year 12 students in 2015 and was explained in the 2014 Senior Secondary Handbook issued last year*

The Year 12 subjects taught at Rehoboth are called Courses. These can be studied at **Stage 1, Stage 2 or Stage 3**. Note that **Stage 2 subjects (at Year 12 level) are heavily scaled** when it comes to contributing to a student’s ATAR score (used for tertiary entrance). Only **the top 20% of students** should expect to be able to use the scores in their Stage 2 subjects for their ATAR score (as one of their best four subjects).

There are 52 WACE courses in total. These are grouped into **List A** (arts/languages/social science) and **List B** (mathematics/science/technology). Typically schools offer between **15 and 40** of these courses that meet the interests and needs of their students, depending on the size of the school and its student population. Courses have units structured in three or four stages of increasing difficulty. Each unit generally involves 55 hours of class time and is designed to take one semester to complete.

At Stage 2 or Stage 3, there are generally **two units per stage** e.g. Units 2A and 2B. Mathematics has additional Stage 2 and Stage 3 units and English has additional Stage 2 units. Rehoboth has elected to assess the two units **concurrently** over the year.

**University bound students** will typically study a program of **Stage 2 and Stage 3 units** over two years. **In their final year, most units would be at Stage 3. Other students** will typically take a mixture of **Stage 1 and Stage 2 units** in Year 12. Some students who study Stage 1 or 2 units will also be completing VET through Certificates I, II or III, which can be used as credit towards the WACE.
To achieve the WACE in 2015, students must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Year 12 students starting in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breadth and Depth Requirement</strong></td>
</tr>
<tr>
<td>- Complete a minimum of <strong>20 course units</strong> or the equivalent.</td>
</tr>
<tr>
<td>- The 20 course units must include at least:</td>
</tr>
<tr>
<td>- Four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12).</td>
</tr>
<tr>
<td>- One pair of course units from each of List A (arts/languages/social sciences) and List B (Mathematics/science/technology) completed in Year 12.</td>
</tr>
<tr>
<td><strong>Achievement Standard Requirement</strong></td>
</tr>
<tr>
<td>- Achieve a ‘C’ grade average or better across the best <strong>16 course units</strong> of which at least 8 must be completed in Year 12.</td>
</tr>
<tr>
<td>- Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units.</td>
</tr>
<tr>
<td><strong>English Language Competence</strong></td>
</tr>
<tr>
<td>- Meet the English Language Competence Standards.</td>
</tr>
<tr>
<td><strong>Examination</strong></td>
</tr>
<tr>
<td>- Full-time Year 12 students enrolled in Stage 3 pairs of units <strong>MUST sit the examination in that course</strong>, unless exempt.</td>
</tr>
<tr>
<td>In 2015, all Stage 2 examinations are optional.</td>
</tr>
</tbody>
</table>

**WACE Examinations in 2015**

With the exception of the Workplace Learning Courses, WACE courses have compulsory Stage 3 exams, typically taken by students completing Year 12. There are separate WACE exams for Stage 2 and Stage 3. WACE exams are NOT held for Stage 1 units. Students enrolled in Stage 1 can sit Stage 2 or Stage 3 exams as private candidates. **All Stage 2 exams are optional in 2015.** The School Curriculum and Standards Authority sets, administers and marks exams for students in their final year of secondary schooling. Exam marks are used to:
- Statistically moderate school assessments;
- Contribute to a score that is used to rank students for University entry. For school candidates this score is based on a 50:50 combination from the exam mark and the school mark. For **private candidates**, this score is based solely on the exam mark.

Each WACE exam assesses the specific content, knowledge and skills described in the syllabus for the units studied. In addition to written WACE exams in all courses, some also include practical, oral, performance or portfolio exams. At Rehoboth, these include 2A & 2B Physical Education Studies, 2A & 2B Visual Art and 3A & 3B Indonesian. The practical WACE exams are held in the first week of the Term 3 holidays, on weekends, the Queen’s Birthday public holiday and during the second and third weeks of Term 4.

The written exams will commence on **Monday, 2nd November, 2015**, and run for 20 days. All full-time students who are enrolled in at least two paired stage 3 units in a course in their final year are required to sit the WACE examination in that course, unless they qualify for an exemption. This is part of the requirement for graduation.

Students who sit an examination need to make a genuine attempt to be eligible to receive the WACE. Only Year 12 students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (from related industry areas) and are enrolled in three or fewer examinable Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the WACE examinations. See **Mrs Nathan** if further details are required.
**Indicative ATAR Scores**

'Indicative ATARs' are intended to give applicants an indication of the ATAR likely to be required by a Year 12 applicant to enter each particular course. Indicative ATARs are a guide only to the eventual ATAR required, which will only be known after all offers have been made. These can be found in the 2015 TISC Guide. The larger courses include:

**CURTIN UNIVERSITY (Bentley)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Indicative ATAR 2015</th>
<th>2014 Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Geology</td>
<td>CUSDE</td>
<td>70.00</td>
<td>57</td>
</tr>
<tr>
<td>Architectural Science</td>
<td>CUAHH</td>
<td>70.00</td>
<td>152</td>
</tr>
<tr>
<td>Arts/Commerce (dbl)</td>
<td>CUCDH</td>
<td>70.00</td>
<td>102</td>
</tr>
<tr>
<td>Commerce</td>
<td>CUBBC</td>
<td>70.00</td>
<td>785</td>
</tr>
<tr>
<td>Construction Manage</td>
<td>CUAMH</td>
<td>70.00</td>
<td>67</td>
</tr>
<tr>
<td>Creative Advertising &amp; Graphic Design</td>
<td>CUGDH</td>
<td>70.00</td>
<td>106</td>
</tr>
<tr>
<td>Digital Design</td>
<td>CUDDH</td>
<td>70.00</td>
<td>36</td>
</tr>
<tr>
<td>Early Child Education</td>
<td>CUTKH</td>
<td>70.00</td>
<td>58</td>
</tr>
<tr>
<td>Engineering</td>
<td>CUBEE</td>
<td>80.00</td>
<td>380</td>
</tr>
<tr>
<td>Exercise, Sport &amp; Rehabilitation Science</td>
<td>CUXSS</td>
<td>73.00</td>
<td>222</td>
</tr>
<tr>
<td>Fashion</td>
<td>CUFAH</td>
<td>70.00</td>
<td>39</td>
</tr>
<tr>
<td>Fine Art</td>
<td>CUFNH</td>
<td>70.00</td>
<td>84</td>
</tr>
<tr>
<td>Human Biol Preclinical</td>
<td>CUHWS</td>
<td>70.00</td>
<td>88</td>
</tr>
<tr>
<td>Health Safety &amp; Environment</td>
<td>CUHZE</td>
<td>70.00</td>
<td>42</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>CUHIS</td>
<td>70.00</td>
<td>291</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>CUARH</td>
<td>70.00</td>
<td>70</td>
</tr>
<tr>
<td>International Relations</td>
<td>CUIRH</td>
<td>70.00</td>
<td>38</td>
</tr>
<tr>
<td>Journalism</td>
<td>CUJOH</td>
<td>70.00</td>
<td>76</td>
</tr>
<tr>
<td>Laboratory Medicine</td>
<td>CUHVS</td>
<td>70.00</td>
<td>78</td>
</tr>
<tr>
<td>Law</td>
<td>CULLC</td>
<td>90.00</td>
<td>53</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>CUACH</td>
<td>70.00</td>
<td>103</td>
</tr>
<tr>
<td>Molecular Genetics &amp; Biotechnology</td>
<td>CUHGC</td>
<td>70.00</td>
<td>44</td>
</tr>
<tr>
<td>Nursing (February)</td>
<td>CUP1S</td>
<td>70.00</td>
<td>297</td>
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<tr>
<td>Nutrition</td>
<td>CUHKS</td>
<td>70.00</td>
<td>34</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>CUHRS</td>
<td>80.00</td>
<td>181</td>
</tr>
<tr>
<td>Performance Studies</td>
<td>CUPSH</td>
<td>70.00</td>
<td>54</td>
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<tr>
<td>Pharmacy</td>
<td>CUHPS</td>
<td>80.00</td>
<td>131</td>
</tr>
<tr>
<td>Photography &amp; Illustration Design</td>
<td>CUPPH</td>
<td>70.00</td>
<td>43</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>CUHTS</td>
<td>90.00</td>
<td>196</td>
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<tr>
<td>Primary Education</td>
<td>CUTHP</td>
<td>70.00</td>
<td>96</td>
</tr>
<tr>
<td>Psychology (BPsych)</td>
<td>CUHYS</td>
<td>70.00</td>
<td>261</td>
</tr>
<tr>
<td>Science</td>
<td>CUMPE</td>
<td>70.00</td>
<td>390</td>
</tr>
<tr>
<td>Screen Arts</td>
<td>CUAWH</td>
<td>70.00</td>
<td>82</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>CUTSH</td>
<td>70.00</td>
<td>73</td>
</tr>
<tr>
<td>Social Work</td>
<td>CURWS</td>
<td>70.00</td>
<td>112</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>CUHSS</td>
<td>80.00</td>
<td>102</td>
</tr>
<tr>
<td>Surveying</td>
<td>CUESE</td>
<td>70.00</td>
<td>48</td>
</tr>
<tr>
<td>Urban &amp; Regional Planning</td>
<td>CUAPH</td>
<td>70.00</td>
<td>39</td>
</tr>
</tbody>
</table>
## EDITH COWAN UNIVERSITY (Metropolitan)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Indicative ATAR 2015</th>
<th>2014 Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>EMARC (Mt Lawley)</td>
<td>55.00</td>
<td>36</td>
</tr>
<tr>
<td>Arts/Business (dbl degree)</td>
<td>EMBBC (Mt Lawley)</td>
<td>55.00</td>
<td>19</td>
</tr>
<tr>
<td>Arts/Communications (dbl degree)</td>
<td>EMCCVC (Mt Lawley)</td>
<td>55.00</td>
<td>27</td>
</tr>
<tr>
<td>Arts Management</td>
<td>EAAMC (WAAPA)</td>
<td>55.00</td>
<td>14</td>
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<tr>
<td>Aviation (BAviation)</td>
<td>EJATC (Joondalup)</td>
<td>70.00</td>
<td>27</td>
</tr>
<tr>
<td>Biomedical Science</td>
<td>EJBM (Joondalup)</td>
<td>55.00</td>
<td>22</td>
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<tr>
<td>Business</td>
<td>EMBSC (Mt Lawley)</td>
<td>55.00</td>
<td>12</td>
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<tr>
<td>Business</td>
<td>EJBS (Joondalup)</td>
<td>55.00</td>
<td>109</td>
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<tr>
<td>Communications</td>
<td>EMMC (Mt Lawley)</td>
<td>55.00</td>
<td>38</td>
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<tr>
<td>Computer Science</td>
<td>EJCP (Joondalup)</td>
<td>55.00</td>
<td>42</td>
</tr>
<tr>
<td>Conservation &amp; Wildlife Biology</td>
<td>EJWC (Joondalup)</td>
<td>55.00</td>
<td>25</td>
</tr>
<tr>
<td>Counter Terrorism, Security, Intelligence</td>
<td>EJNC (Joondalup)</td>
<td>55.00</td>
<td>18</td>
</tr>
<tr>
<td>Creative Industries</td>
<td>EMCIC (Mt Lawley)</td>
<td>55.00</td>
<td>80</td>
</tr>
<tr>
<td>Criminology &amp; Justice (BCrim&amp;Just)</td>
<td>EJJUC (Joondalup)</td>
<td>55.00</td>
<td>36</td>
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<td>Education (ECE)</td>
<td>EJTKC (Joondalup)</td>
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<td>Education (ECE)</td>
<td>EMTKC (Mt Lawley)</td>
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<td>Education (Primary)</td>
<td>EMTPC (Mt Lawley)</td>
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<td>Education (Drama Ed)</td>
<td>EADPC (Mt Lawley)</td>
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<td>15</td>
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<td>Education (H/PE Ed)</td>
<td>EJPEC (Joondalup)</td>
<td>65.00</td>
<td>60</td>
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<td>Education (Music Ed)</td>
<td>EAMAC (Mt Lawley)</td>
<td>65.00</td>
<td>15</td>
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<tr>
<td>Engineering (Civ Hon)</td>
<td>EJECC (Joondalup)</td>
<td>70.00</td>
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<tr>
<td>Environmental Man</td>
<td>EJEMC (Joondalup)</td>
<td>55.00</td>
<td>10</td>
</tr>
<tr>
<td>Exercise &amp; Sports Science</td>
<td>EJASC (Joondalup)</td>
<td>55.00</td>
<td>143</td>
</tr>
<tr>
<td>Forensic Investigation</td>
<td>EJFIC (Joondalup)</td>
<td>70.00</td>
<td>17</td>
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<tr>
<td>Health Science</td>
<td>EJHSC (Joondalup)</td>
<td>55.00</td>
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<tr>
<td>Marine &amp; Freshwater Biology</td>
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<td>Marketing, Advert &amp; Public Relations</td>
<td>EMMAC (Mt Lawley)</td>
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<td>Motorsports</td>
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<td>Music (Classical)</td>
<td>EAMUC (WAAPA)</td>
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<td>Nursing - Req Nursing</td>
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<td>Nursing/Midwifery (dbl degree)</td>
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<td>Occupational Therapy</td>
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<tr>
<td>Paramedical Science</td>
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<td>Psychology &amp; Counselling</td>
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<td>Sport Management</td>
<td>EJSMC (Joondalup)</td>
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<td>Sports Science &amp; Football</td>
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<td>Uni Prep Course</td>
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<td>Uni Prep Course</td>
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<td>Course</td>
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<td>2014 Offers</td>
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<tr>
<td>--------------------------------------------</td>
<td>-------------</td>
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<tr>
<td><strong>Bachelor of Arts</strong></td>
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<tr>
<td>Communications &amp; Media Studies</td>
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<td>MUAGA</td>
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<td>70.00</td>
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<td>Screen Production</td>
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<td>MUAST</td>
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<td>Social &amp; Development Psychology</td>
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<td>Sound</td>
<td>MUASD</td>
<td>70.00</td>
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<tr>
<td>Theatre &amp; Drama</td>
<td>MUATD</td>
<td>70.00</td>
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<tr>
<td>Tourism &amp; Events</td>
<td>MUATE</td>
<td>70.00</td>
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<td><strong>Bachelor of Business</strong></td>
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<tr>
<td>Accounting</td>
<td>MUBAC</td>
<td>70.00</td>
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<td>Human Resource Management</td>
<td>MUBHR</td>
<td>70.00</td>
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<tr>
<td><strong>Bachelor of Education</strong></td>
<td></td>
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<tr>
<td>Early Child/Primary</td>
<td>MUECP</td>
<td>70.00</td>
<td>59</td>
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<tr>
<td>Primary</td>
<td>MUEPT</td>
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<td>23</td>
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<td>Primary, 1-10 H&amp;P/E</td>
<td>MUEHP</td>
<td>70.00</td>
<td>New in 2015</td>
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<tr>
<td>Secondary / Arts</td>
<td>MUEBA</td>
<td>70.00</td>
<td>22</td>
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<tr>
<td>Secondary / Science</td>
<td>MUEBS</td>
<td>70.00</td>
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<tr>
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<tr>
<td>Chemical &amp; Metallurgical</td>
<td>MUNEM</td>
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<td>28</td>
</tr>
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<td>Electrical</td>
<td>MUNEL</td>
<td>75.00</td>
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<td><strong>Bachelor of Law</strong></td>
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</tr>
<tr>
<td>Law</td>
<td>MULAW</td>
<td>90.00</td>
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</tr>
<tr>
<td>Law / Arts</td>
<td>MULBA</td>
<td>90.00</td>
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<tr>
<td>Animal Science</td>
<td>MUSAS</td>
<td>70.00</td>
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<td>Biological Sciences</td>
<td>MUSB S</td>
<td>70.00</td>
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<tr>
<td>Biomedical Science</td>
<td>MUSBM</td>
<td>70.00</td>
<td>51</td>
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<tr>
<td>Chiropractic</td>
<td>MUSCP</td>
<td>80.00</td>
<td>86</td>
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<tr>
<td>Cog Neuroscience &amp; Health Psych</td>
<td>MUSNP</td>
<td>70.00</td>
<td>45</td>
</tr>
<tr>
<td>Computer Science</td>
<td>MUSCS</td>
<td>70.00</td>
<td>30</td>
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<tr>
<td>Conservation &amp; Wildlife Biology</td>
<td>MUSCW</td>
<td>70.00</td>
<td>55</td>
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<td>Environment Science</td>
<td>MUSES</td>
<td>70.00</td>
<td>47</td>
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<tr>
<td>Forensic Biology &amp; Toxicology</td>
<td>MUSFB</td>
<td>70.00</td>
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<td>Marine Science</td>
<td>MUSMS</td>
<td>70.00</td>
<td>45</td>
</tr>
<tr>
<td>Sport &amp; Health Science</td>
<td>MUSH S</td>
<td>70.00</td>
<td>70</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>MUSVB</td>
<td>97.30</td>
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UNIVERSITY OF W.A. (Crawley)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Indicative ATAR 2015</th>
<th>2014 Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (BA)</td>
<td>UWART</td>
<td>80.00</td>
<td>803</td>
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<tr>
<td>Commerce (BCom)</td>
<td>UWCOM</td>
<td>80.00</td>
<td>632</td>
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<tr>
<td>Design (BDes)</td>
<td>UWDES</td>
<td>80.00</td>
<td>155</td>
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<tr>
<td>Science (BSc)</td>
<td>UWSCI</td>
<td>80.00</td>
<td>1694</td>
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<tr>
<td>Medicine via BA, BCom, BDes, BSc</td>
<td>UWMED</td>
<td>N/A (UMAT Test)</td>
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</table>

Calculating the ATAR

An explanation of the ATAR can be found on the TISCOnline website. The key factors are summarised on page 15-16. The ATAR is based on the best 4 subject average, taking scaling into account, and must include a List A and List B subject. It can be estimated by using the ATAR Calculator found on the TISC website, which uses 2013 data. This calculator can be found at www.tisc.edu.au/calculator/atar-calculator?printable=true

<table>
<thead>
<tr>
<th>ATAR Rank</th>
<th>4 Subject Average</th>
<th>TEA Score (2013)</th>
<th>Minimum Entries</th>
</tr>
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<tr>
<td>55</td>
<td>46.38</td>
<td>185.5</td>
<td>Edith Cowan</td>
</tr>
<tr>
<td>60</td>
<td>49.93</td>
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<td></td>
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<tr>
<td>65</td>
<td>52.45</td>
<td>209.8</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>55.53</td>
<td>222.1</td>
<td>Curtin &amp; Murdoch</td>
</tr>
<tr>
<td>75</td>
<td>58.7</td>
<td>234.8</td>
<td></td>
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<tr>
<td>80</td>
<td>62.05</td>
<td>248.2</td>
<td>UWA</td>
</tr>
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<td>85</td>
<td>65.7</td>
<td>262.8</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>70.08</td>
<td>280.3</td>
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</table>

Websites

For more details and a list of the prerequisites for University courses, visit the TISC or individual University websites, or get a copy of the University Handbooks.

Curtin University
www.futurestudents.curtin.edu.au

Edith Cowan University
www.reachyourpotential.com.au

WA Academy of Performing Arts (WAAPA at ECU – Mt Lawley)
www.waapa.ecu.edu.au

Murdoch University
www.murdoch.edu.au

Notre Dame University
www.nd.edu.au

University of W.A.
www.studyat.uwa.edu.au

Tertiary Institutions Service Centre (TISC Online)
www.tisc.edu.au
Vocational Education

This is a separate category that aims at skilling students in vocational related skills and competencies to students. The focus is on transferable work skills that will help students when they join the workforce after their schooling. Rehoboth offers a vocational program called VETfS to some of its Year 11 and 12 students (who would suit this program). If students wish to be considered for this program, an interview with Mrs Drennan will be required. VETiS courses in Furniture and Business are also offered in 2015.

Vocational Education and Training in Schools (VETiS)

VETiS stands for VET in Schools. These include VET courses which can be embedded into the regular WACE courses or are stand-alone VET courses. At Rehoboth in 2015, we will offer the stand-alone Certificate II in Visual Art Furniture Stream (CUV20111); and the Certificate II in Business (BSB20112). These are accredited by a private provider (RTO), which does incur an additional cost (see the subject entries). We will also offer an endorsed unit, Authority Developed Workplace Learning (ADWPL – Mode 2).

Vocational Education and Training for Schools (VETfS)

The Vocational Education and Training for Students (VETfS) program involves Training WA studies one day a week (on a FRIDAY) or two days a week (on a THURSDAY/FRIDAY), in a program selected from the list offered by Polytechnic West (formerly Swan TAFE) and Central Institute of Technology (formerly Perth Central TAFE), which is included below. There are no tuition costs to the school or to the student to participate, although a few courses may require the purchase of a textbook or special protective clothing and footwear. There is no reduction in school fees.

Catching up on school-work missed will be strictly the responsibility of the students who decide to participate in this program. This information is discussed with Year 10 and 11 students at the start of Term 3 and applications are due to be submitted to Mrs Drennan by Monday, 18th August, 2014.

Eligibility

The VETfS program is offered to current Year 10 and 11 students. Several factors need to be taken into consideration when deciding who will benefit from these courses, and still graduate. An interview with Mrs Drennan is required to make this assessment.

Studying at Polytechnic West / Central Institute of Technology

Training WA VETfS Pathway Programs are conducted in workshops and classrooms which offer industry standard facilities and equipment. Students are given hands-on training on campus, in simulated workplaces or on-site in the workplace, giving both practical skills and theoretical knowledge to provide well-balanced training.

Classes commence in February, 2015 and continue until the end of Term 3 for most programs (25 weeks). The following is a list of possible courses to be offered in 2015. These are not guaranteed, but will only be offered if the classes are filled. Some with low demand may be cancelled; others that are already fully subscribed will not be available, and so the choices will be reduced. Year 12 students (in 2015) cannot choose the two year courses.
<table>
<thead>
<tr>
<th>Program</th>
<th>Campus</th>
<th>Yrs</th>
<th>Year</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Automotive Body Repair (Panel Beating)</td>
<td>Carlisle</td>
<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
</tr>
<tr>
<td>Certificate II in Automotive Body Repair (Vehicle Painting)</td>
<td>Carlisle</td>
<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
</tr>
<tr>
<td>Certificate II in Automotive Servicing (Heavy vehicle)</td>
<td>Midland</td>
<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
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<tr>
<td>Certificate II in Automotive Servicing (Light vehicle)</td>
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<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
</tr>
<tr>
<td>Certificate II in Aeroskills (Avionics Pre-Apprenticeship)</td>
<td>Jandakot</td>
<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
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<tr>
<td>Certificate IV in Aeronautics (Commercial Pilot Theory)</td>
<td>Jandakot</td>
<td>2</td>
<td>11 only</td>
<td>Thurs</td>
</tr>
<tr>
<td>Cert II in Building &amp; Construction (Brick/Blocklaying Trade)</td>
<td>Girra-Th/TCC</td>
<td>2</td>
<td>11 only</td>
<td>Th+Fri</td>
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<tr>
<td>Cert II in Building &amp; Construction (Brick/Blocklaying &amp; Wall &amp; Floor Tiling Trade)</td>
<td>Armadale TTC</td>
<td>2</td>
<td>11 only</td>
<td>Th+Fri</td>
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<tr>
<td>Cert II in Building &amp; Construction (Carpentry Trade)</td>
<td>Midland/ Thornlie</td>
<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
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<tr>
<td>Certificate III in Business AND Certificate IV in Business</td>
<td>Balga/ Thornlie</td>
<td>2</td>
<td>11 only</td>
<td>Fri</td>
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<tr>
<td>Certificate IV in Business (Semester 2 intake)</td>
<td>Thornlie</td>
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<tr>
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<td>Thornlie</td>
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<td>11 only</td>
<td>Th+Fri</td>
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<tr>
<td>Certificate II in Community Services (Child Care)</td>
<td>Midland</td>
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<td>11/12</td>
<td>Fri</td>
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<tr>
<td>Certificate II in Engineering (Fabrication Heavy) Pre-Apprenticeship</td>
<td>Midland/ Thornlie</td>
<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
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<td>Certificate II in Engineering (Fabrication Light) Pre-Apprenticeship</td>
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<td>11/12</td>
<td>Th+Fri</td>
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<tr>
<td>Certificate II in Engineering (Fitter &amp; Machinist) Pre-Apprenticeship</td>
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<td>Th+Fri</td>
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<tr>
<td>Certificate III in Engineering (Technical)</td>
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<td>Th+Fri</td>
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<tr>
<td>Certificate II in Engineering (Applied Fashion Design &amp; Technology)</td>
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<td>1</td>
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<td>Th+Fri</td>
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<td>Certificate II in Retail Baking Assistance Pre-Apprenticeship Retail Baking</td>
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<td>1</td>
<td>11/12</td>
<td>Th+Fri</td>
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<tr>
<td>Certificate II in Electronics AND Certificate II in Computer Assembly &amp; Repair</td>
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<td>Fri</td>
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<tr>
<td>Certificate III in Information, Digital Media &amp; Technology AND Certificate IV in Information Technology Networking</td>
<td>Thornlie</td>
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<td>11 only</td>
<td>Fri</td>
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</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Campus</th>
<th>Yrs</th>
<th>Year</th>
<th>Days</th>
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<tbody>
<tr>
<td>Certificate III in Business</td>
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<td>1</td>
<td>11 only</td>
<td>Fri</td>
</tr>
<tr>
<td>Certificate IV in Business</td>
<td>Northbridge</td>
<td>1</td>
<td>12 only</td>
<td>Thurs</td>
</tr>
<tr>
<td>Certificate II in Retail Make-up &amp; Skin Care (Year 1) AND Certificate III in Beauty Services (Year 2)</td>
<td>Northbridge</td>
<td>2</td>
<td>11 only</td>
<td>Thurs</td>
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<tr>
<td>Certificate III in Events</td>
<td>Northbridge</td>
<td>1</td>
<td>11/12</td>
<td>Fri</td>
</tr>
<tr>
<td>Certificate III in Tourism</td>
<td>Northbridge</td>
<td>1</td>
<td>11/12</td>
<td>Fri</td>
</tr>
<tr>
<td>Certificate II in Building &amp; Construction Para- Professional (Non-Trades) + Workplacement</td>
<td>Northbridge</td>
<td>2</td>
<td>11 only</td>
<td>Th/Fri</td>
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<tr>
<td>Certificate III in Education Support + Workplacement</td>
<td>Leederville</td>
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<td>11 only</td>
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<tr>
<td>Certificate II in Health Services Support (Year 1) AND Certificate III in Health Services Assistance (Year 2)</td>
<td>Mt Lawley</td>
<td>2</td>
<td>11 only</td>
<td>Th/Fri</td>
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</table>
If students select the **two day course**, they will only study 4 WACE (but not ATAR) subjects on Monday-Wednesday. These students will need to designate **Grid Line 6 as Private Study** as it has double periods on Thursday and Friday. The TAFE subjects are credited as the equivalent to the WACE subjects.

### Training WA (formerly TAFE) Qualifications

There are four major Training WA Colleges, each having a number of different campuses. **Polytechnic West** has campuses in Armadale, Balga, Bentley, Carlisle, Midland and Thornlie. The **Central Institute of Technology** has campuses in East Perth, Leederville, Mt. Lawley, Nedlands, Perth and Subiaco. The other Training WA Colleges are **West Coast Institute of Training** (in Joondalup) and **Challenger** (in Fremantle).

There are Training WA courses for a wide range of ability levels, from short one semester Certificate Level 1 courses, to more academic Advanced Diploma courses, which could take 3 years to complete. Different courses have different requirements. Some require specific background subjects, some require particular WACE level subjects, some only require Level 1 or Level 2 subjects, and some don't specify any particular prerequisites. Training WA offers award courses at Certificate Level I, II, III or IV, Diploma or Advanced Diploma. Students who wish to enter a Training WA course after Year 10 could only realistically consider applying for the lower Certificate level courses (i.e. Certificate Level I-IV), and may find it difficult to gain a place, particularly if it is a competitive course. Year 10 or Year 11 students can apply for Training WA courses, but Year 12 leavers definitely have the best chance of getting into Training WA, especially if they have completed a VET course while still at school.

Qualifications that are on the same vertical line in the diagram are equal in levels. For example, the Senior Secondary Certificate of Education (the ‘WACE’ in Western Australia) equates to a Certificate III level qualification. This is particularly important when students are looking at going to University, as their **Training WA qualifications (Diploma and above) may be used to gain entry**. Some Universities will accept a Certificate IV in selected qualifications. This is a realistic option for students who may not meet the requirements for University at this stage.

All information on Training WA courses is found on-line by visiting the specific Training WA College. Applications are completed on-line to the specific Training WA College. **Training WA also has mid-year entry** for Semester 2 and in some cases, **entry to courses mid-year may be easier**.

### How do I qualify for admission into Training WA?

Visit the website [www.trainingwa.edu.au](http://www.trainingwa.edu.au) to see the contact details for all the colleges, or to access a college website. The minimum requirements for entry are listed on-line, and need to be considered.
For courses that are competitive (that is, there are more applicants than places), selection criteria are applied. Grades (including English), work experience (paid and unpaid) and subjects studied are all important aspects to be considered when a competitive course is to be considered. Work experience/employment covers: paid or unpaid work; full-time or part-time work; general work experience and work experience in school; VET programs; voluntary work; and community service. The grades that students achieve in their subject (i.e. A / B / C etc.) are the main way of qualifying. Points are also awarded for the completion of VET qualifications (VETFS + VETIS).

Students hoping to enter Certificate IV Level, Diploma or Advanced Diploma courses should note the following three basic requirements for entrance. They must:

- Complete the requirements for Secondary Graduation (see the new WACE requirements);
- Gain a minimum of 4 x 'C' grades in Year 12 level subjects;
- Enrol for the appropriate prerequisite subjects specified by Training WA for the course(s) they wish to apply for.

The completion of Training WA (VET) qualifications is an alternative route for some students to enter University study programs. A Certificate IV can also give entry to some University courses.

To get into Training WA (formerly TAFEWA) you need to meet the entrance requirements. For a number of courses, you will also need to address selection criteria. Courses that require selection criteria to be addressed will clearly indicate this below the entrance requirement information.

**Training WA (TAFE) entrance requirements**

Entrance requirements are the lowest level of school results you need to be allowed into a full-time course at Training WA. Entrance requirements will be either:

- A lower level qualification, for example, to enrol in a Certificate IV in Disability Work you need a Certificate III in Disability Work; OR
- Communication skills and (if required) maths skills.

What are the selection criteria?

The selection criteria are the academic and other criteria which are used to rank eligible applicants competing for entry into a course (where there are more applications than places available for a course)

If the course being applied for asks the student to address the selection criteria, they will need to submit more documents. Credit points can be obtained for the following:

- **Qualification pathway (maximum score = 29)**
  This includes any qualification (VET Certificate) completed/partially completed, as listed in the qualification pathway of the selection criteria;

- **Work Experience/Employment (maximum score = 29)**
  This includes any employment or workplace experience that you have had as listed under the work experience and employment sector. Note: you MUST provide copies of either a reference, pay slip or group certificate/summary. CVs and phone references are not accepted;

- **Education/Skills Development (maximum score = 42)**
  This includes secondary education grades, including English, (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past. For more information on how the points are calculated for this section and evidence required check the Evidence Guide.
To select your subjects wisely, you should . . .

1. Investigate some different options about what you might plan to do after you finish school. Do your homework on careers, training, courses; ask questions; make an appointment to talk to Mr Stirling; look at the available brochures; ask questions when you go on work experience; see the library for careers information material; go to the WA Career Development Centre; contact the various tertiary institutions; visit the careers’ websites etc. Find out if there are any prerequisite subjects you need for your planned career or course of study.

2. BE REALISTIC about your own ability. Look closely at your Year 10 assessments, and the required levels for entry into different Year 11 courses.

Foundational content, performance and mastery of Year 10 work is important if you are to have a chance of keeping up in Year 11. Make sure you understand something about the subjects available to you. Be realistic about your own strengths and weaknesses.

It is not a time to start saying that you could have done better if you had worked harder, or that you expect to cope because you will arrange tutoring.
**Subject Selection at Rehoboth**

**Prerequisite Grades for Year 10s entering Year 11**

Most schools have a list of specified levels of achievement at Year 10 level as prerequisites for enrolling in a Year 11 course. These prerequisites are a good indication of a student's likelihood of succeeding in a certain course. **Don't fall into the trap of thinking that prerequisites aren't crucial. They are.** Students, who do not meet prerequisites, rarely cope with the course, even if they are prepared to work hard or have extra tutoring. Don't expect to be able to cope with a subject such as Maths Methods ATAR Unit 1 and 2 if you have only achieved a 'C' grade in Maths.

*It is important that students choose courses in which they have a reasonable chance of success. Having the prerequisites for entry into a course indicates that the student has the basic foundations required, but hard work, self discipline and a strong study routine are still required.*

Without the prerequisites, chances of success are extremely limited even if the student tries his or her best. This applies to students hoping to go on to Training WA studies as well as University studies after Year 12. Training WA has made it very clear that entry into their courses will be based on students having good grades at the end of Year 12. **Students should choose subjects where they have a good chance of success**, rather than aiming for courses for which they do not have the appropriate foundational background and hence would gain a lower grade.

The prerequisites listed at the start of each subject description are quite rigid. A student who has achieved just below the prerequisites for one subject MAY be permitted to enrol, if the poor performance was for an identifiable reason (e.g. health). A student who did not have the necessary grades in several subjects **would NOT be accepted.** Prerequisite grades are designed to assist students in the process of the selection of appropriate subjects for Year 11 and 12. They are a **minimum level required for entry** into subjects, and attempt to ensure that the student has a sufficient background for a particular subject. **Prerequisites grades refer to those achieved in the Semester 1 reports.** However, if students achieve the prerequisite grades in the Semester 2 (end of year) reports, they may be allowed to transfer subjects at this point. Prerequisites also exist in many University and some Training WA courses.

**Students MUST be signed into their course choices by BOTH the subject teacher and the HOLA to ensure that the prerequisites have been met.**

These prerequisites were outlined in the 2014 Year 10 Handbook issued at the end of last year, and students have been made aware of the required achievement levels from the start of the year.

*All Year 11 students MUST choose 6 courses.*

Year 11 students must choose to study a composite of **six courses** from the list of courses on offer listed on the 2015 Grid Lines. It will **not** be possible to change course selections after **Friday, 6th March, 2015 (Week 5 of Term 1).** After this date, students cannot pick up a new course. Students who do need to change courses should only do so for urgent reasons and will need to catch up on all course requirements and missed assessments to be eligible to receive a grade in the new course at the end of the year. Students wishing to change their course must complete a Course Change Form, which they can obtain from the Secondary Administration.
At Rehoboth Christian College, there are **40 accredited courses offered** in Year 11 and 12. This is a large number of subjects considering the size of the school, and should cater for a wide range of abilities. Nevertheless, it is important to realise that **no school will appeal to everybody**. We cannot offer every course or combination that a student may ideally desire. Information on the individual courses is included on pages 36-73.

All Year 11 students MUST choose 1 subject on each of the 6 grid lines (Year 12 subjects are shaded in orange). Students are not required to study the same subjects in Year 11 and 12, as these are separate courses. However, to study most Year 12 level courses, you need to complete the relevant Year 11 course – especially in the case of the Unit 3 & 4 ATAR courses which will be offered in Year 12 in 2016.

Some subjects have maximum numbers dictated by the available equipment and space, e.g. Food Science and Food Science. Year 11 and 12 students need to complete the 2014 Subject Selection form and return it by **Thursday, 28th August, 2014**.

**Prerequisite Grades for Year 11s entering Year 12**

A ‘C’ grade or better at the end of Year 11 is the prerequisite for continuing that subject at Year 12 level. If a student is two or more grades below the ‘C’ average required for graduation, they will be required to either drop from a Stage 2/3 (ATAR) course to a Stage 1/2 (General) course, or they will need to repeat Year 11, as it would otherwise be highly unlikely that they would be able to graduate, and meet the WACE requirements.

*Year 12 students seeking University entrance are STRONGLY advised to study at least four courses at Stage 3 level.*

In Year 12, it is possible for students enrolled in AT LEAST four Stage 2 or Stage 3 courses (i.e. a University entrance course) to select only five subjects, after approval by the Principal. This allows one subject line to be used for **scheduled private study**. All students selecting private study will be **assigned to work under supervision, at the rear of an existing class.**

Students enrolled in VETfS may use this as their sixth subject (once TAFE has commenced), and their free line will allow them to catch up on the class work missed by being at TAFE. Students who do not select a minimum of four Stage 2/3 courses or VETfS **MUST** choose six subjects (one on each grid line).
There are 40 x 40 minute periods in the school week. Students select 6 subjects in their course. Each of these subjects is studied for 6 periods each week (a total of 36 periods). The remaining 4 periods per week are allocated to two courses in which all students are enrolled (i.e. not optional). These are:

**Seminars in Christian Perspectives (x 2 periods)**
All students take this course in Year 11 and 12 (see page 73 for more details).

**Senior Sport (x 2 periods)**
All students take this course in Year 11 and 12 (see page 74 for more details). This course is of a ‘non-academic’ nature and is much more recreational than Physical Education in lower school. Students are given a choice of activities they wish to participate in, which changes each term. It is not assessed, but there is feedback on the participation of students recorded in the Semester 1 reports.
Booklists

In Years 11 and 12, students will be required to purchase most of their own textbooks. Some practical courses will also have subject fees. 2015 booklists will be available during November.

Campion Education (www.campion.com.au), is our supplier and books are most easily ordered from them online – the small delivery charge is less than the cost of driving there!

Parents who wish to purchase in person can access Campion’s south-of-river sales outlet at Murdoch University (there is plenty of parking available) during the main December-February back-to-school period, or from their store at 7 Oxleigh Drive, Malaga (phone 6240 2700) throughout the year.

Changing Subjects

Students may change their subject selection at any time prior to the start of the 2015 school year. This is done by simply completing a new 2015 Subject Selection Form and getting all the signatures required for any change. This includes the Staff signatures (of the subjects changed), HOLA signature, Parent’s signature and Principal’s signature. Additional forms can be obtained from the Secondary Administration. This will sometimes take place after the Semester 2 reports are issued at the end of the year, as students meet the prerequisites which were not originally met at the time the Forms were due.

After the commencement of the course in 2015, students have five weeks within which they can change subjects and begin a completely new course. This is done by completing a Subject Change Form, which can be obtained from Secondary Administration.

Second Hand Books

Second-hand book sales this year will take place through the online Sustainable School Shop (www.sustainableschoolshop.com.au) where parents have access to buying and selling with parents across Perth, not only within the Rehoboth community.

Subject Fees

Annual subject fees for many of the Year 11 and Year 12 courses are listed in the individual course descriptions (which follow). The higher fees for the more practical subjects reflect the fact that these subjects are a great deal more expensive to run. These additional charges are used to pay for ingredients, materials, booklets and consumables etc., that students use. They are charged as part of the school fees and are included in the accounts. Please take careful note of the different subject fees as they vary considerably from subject to subject.
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Authority Developed Workplace Learning (ADWPL – Mode 2)

Prerequisites
Entry to Mode 2 of this endorsed program is subject to an interview with Mrs Drennan and subject approval by Mr Stirling, as there is a limit to the number of VET courses studied. The purpose of this subject is to prepare our students to go out into the workplace, often in a secular environment. This is the part of their Christian walk where they learn to be salt and light in, sometimes, challenging circumstances. They realise that the marketplace can be their mission field.

The Workplace Learning endorsed program involves participating in the workplace on a Friday. It provides an opportunity for the student to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills. The student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning. Developing competence in workplace skills assists them to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation’s objectives and to the wider community. The endorsed program is based on the skills, knowledge and understandings that are the foundation for successful participation in work.

Workplace Learning (ADWPL Mode 2) is an Authority-developed endorsed program that is open to students in Year 11 in 2015. The student records the number of hours completed and the tasks undertaken in the workplace in the Authority’s Workplace Learning Logbook. The student also provides evidence of his/her knowledge and understanding of the workplace skills by completing the Authority’s Workplace Learning Skills Journal. The total number of hours completed in the workplace is reported on the student’s WASSA and completion of all requirements and at least 110 hours in the workplace is the equivalent of a subject pass for graduation. Workplace Learning Mode 2 (WL2) is the endorsed program for the Year 12 students in 2015. It is similar to ADWPL (Mode 2) but has a combined Logbook and Skills Journal.

Authority Developed Workplace Learning Mode 1 (ADWPL Mode 1) is the endorsed program for the Year 11 students in 2015 that are doing either their Pre-Apprenticeship or their School-Based Apprenticeship (SBT). They complete the official logbook for apprentices. This workplace component also counts as a subject towards graduation. Workplace Learning Mode 1 (WL1) is the endorsed program for the Year 12 students in 2015 that are doing either their Pre-Apprenticeship or their School-Based Apprenticeship (SBT). They use the official logbook for apprentices.

Subject Fees
$100

Further Information
Mrs J. Drennan (Head of Humanities Learning Area)

This is a course suitable for students seeking Training WA or Vocational entrance.
Certificate II in Business (BSB20112)

Prerequisites
No formal prerequisites, but requires subject approval with Mr Stirling as there is a limit to the number of VET courses studied. **This is a NEW subject for 2015.**

Part of the responsibility of a Christian education is to train up the student to be effective and operate with excellence in the efficiency and productivity-driven environment of the, mostly secular, business world. Part of this training will be gained in the Certificate II in Business, a new initiative for 2015. The **Certificate II in Business qualification** would give entry-level employment to someone seeking a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context whilst working under direct supervision.

Possible job roles include: Administration Assistant; Clerical Worker; Data Entry Operator; Information Desk Clerk; Office Junior; Receptionist. The program will be delivered through class-based tasks that can be related to the students’ own circumstances for savings, budgeting and taxation units and will also enhance their life skills. A range of teaching and learning strategies will be used to deliver the **units of competency** in which students will:

- Contribute to health and safety of self and others;
- Participate in environmentally sustainable work practices;
- Create and use spreadsheets;
- Produce simple word-processed documents;
- Organise and complete daily work activities;
- Work effectively with others;
- Use business technology;
- Communicate electronically;
- Develop and use a personal budget;
- Develop an understanding of debt and consumer credit;
- Develop and use a savings plan;
- Develop an understanding of taxation.

Subject Fees
$150

Further Information
Mrs J. Drennan (Head of Humanities Learning Area)

This is a Certificate II course suitable for students seeking Training WA or Vocational entrance.
Certificate II in Visual Art — Furniture Stream (CUV20111)

Prerequisites
Materials Design and Technology 10 is preferred. Inclusion outside of this prerequisite is at the discretion of the teacher. Class size is limited.

Materials Design and Technology is a practical subject designed to give students the opportunity to experience aspects of designing, constructing and appraising furniture and timber products. This two year VET certificate course allows students to develop the basic creative and technical skills that underpin a furniture craft practice. Included in this course are competencies that are industry specific and will enhance the student’s employability skills. This Certificate II qualification corresponds to the equivalent of four course units (over 2 years) towards the WACE (see page).

Core and elective units that make up the CUV20111 certificate course includes:
- Participate in OHS processes;
- Source and use information relevant to own arts practice;
- Use basic drawing techniques;
- Make simple creative work;
- Develop wood skills;
- Carry out measurements and calculations;
- Make a small furniture item from timber;
- Use furniture making sector hand and power tools;
- Assemble furnishing components.

Subject Fees
An annual fee of $250 covers consumables and basic timber products as well as the cost for the VET Certificate II ($150 is charged by the RTO). Students who wish to purchase materials outside of this budgeted amount will be required to cover the cost.

Further Information
Mr S. Kuipers
Mrs W. Howard (Head of Technology & Enterprise and Arts Learning Area)

This is a Certificate II course suitable for students seeking Training WA or Vocational entrance.
Chemistry
ATAR
Unit 1 & 2

Prerequisites
A 'B' grade in Science 10(1), Chemistry Component; and a 'C' grade in Semester 1.
'C' grade in Mathematics 10(1), Semester 1.

Chemistry can be defined as "the study and classification of matter and the changes it undergoes." Not a day goes by without us encountering chemical changes. Lighting a match, digesting food, cooking food, metals corroding, running a car – all involve chemical changes. Every day we use chemicals. Detergents, plastics, glass, air, clothing – are all chemicals. We have some knowledge about the behaviour of chemicals together, such as the fact that oil and water don't mix – but why don't they?

Chemistry explores the properties of substances that constitute creation, and their interactions. Chemistry is more than symbols, formulae and tables – it is about understanding matter, the environment and industrial processes. Students will take this chemical knowledge, learned by combining facts, theories, equations, laws and by their own observations through experimentation, to see how chemical science is used in our society for domestic and industrial applications.

Unit 1: Chemical fundamentals: structure, properties and reactions
This unit includes the study of models of atomic structure and bonding to explain the macroscopic properties of materials, and properties of nanomaterials. The energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions are covered.

Unit 2: Molecular interactions and reactions
This unit includes the study of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. 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, identification of ions in aqueous solutions with flame tests are covered.

Upper School Chemistry is essential for scientific studies at tertiary level which involve Chemistry units. These include Pharmacy, Health or Medical Sciences, Engineering, Biological Science, Food Science, Environmental Science, or Geo-science careers. Students need to study at least one of: Maths Methods or Maths Applications and Maths Specialist, concurrently with Chemistry.

Subject Fees
$60

Further Information
Mrs E. Nicholas
Mr L. Martens
(Head of Science Learning Area)

This course leads on to Chemistry Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
Chemistry 3A & 3B (Year 12)

Prerequisites
A ‘C’ grade in Chemistry 2A & 2B; and a ‘C’ grade in Maths 2A & 2B or 3A & 3B.

Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of God’s creation. Chemical knowledge has enabled us to understand matter and devise processes for activities such as: cooking and preserving food; purifying air and water; recycling plastics; creating and building computers; anaesthetising patients; and communicating with others around the world about Chemistry. It has also allowed people to design and produce materials for purposes that include: transport and fuels; cosmetic and beauty products; building products; medical treatments and pharmaceuticals; and cleaning agents.

The significant achievements of Chemistry stretch across every facet of our lives. However, some may come at a price if they are not used with the greatest of care. God has given us this world and we must take care of it. Chemical monitoring tells us that some materials, that may pose a threat to ourselves and other life forms, have entered the environment. Ongoing developments and improved understanding of Chemistry can also be used to solve these problems.

Unit 3ACHE
The focus for this unit is chemical processes. Students examine relationships between concepts, models and principles, and sustainable chemical practices where industry endeavours to achieve a maximum yield at the lowest possible cost.

Unit 3BCHE
The focus for this unit is chemistry and modern lifestyles. In this unit students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, oxidation and reduction, and organic chemistry. Units are run concurrently throughout the year.

3A & 3B Chemistry are essential for scientific studies at tertiary level which involves chemistry units, as they cover the foundations of Chemistry and hone students’ practical laboratory skills. Tertiary courses that involve Chemistry include: Health and Medical Sciences, Environmental Science, Biological Science, Food Science, Pharmacy, Engineering and Geo-science.

Subject Fees
$60

Further Information
Mr L. Martens (Head of Science Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
**Drama General Unit 1 & 2**

**Prerequisites**
There are no formal prerequisites, but having studied Drama at Year 9 or 10 level would be an advantage. **This is a NEW subject for 2015.**

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht.

Students’ work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

Participation in the dramatic arts is possible for us because these are part of our creative nature as the image-bearers of God. When we use facial expression, movement, tone of voice and gesture to enhance a familiar story or create a new one, we mirror our divine Creator. Communication is central to the task Jesus left to His followers when He instructed them to “go and make disciples of all nations…” as well as our task as parents, members of the church, and justice seekers in society as its ‘salt and light’.

Good communication includes and is enriched by the dramatic. God’s gift of drama needs to be nurtured and taught because it is one of His good and perfect gifts. Students should explore this gift and bring to it the Christian discernment needed to use it and enjoy it as God intended.

**Subject Fees**
$50

**Further Information**
Mrs J. Laugharne
Mrs R. Ball (Head of English Learning Area)

*This course leads on to Drama General Unit 3 & 4 in Year 12 (2016), which is a course suitable for students seeking Training WA or Vocational entrance.*
**Prerequisites**

Students need to have attained Band 8 in NAPLAN Test or Level 2 the OLNA Test, and a 'C' grade in English 10, Semester 1. **Students who do not qualify for the Year 11 English General will study the Year 11 English Foundation Course.**

**THIS SUBJECT IS IDEALLY SUITED TO THE STUDENT WHO IS NOT INTENDING TO GO ON TO A UNIVERSITY AFTER YEAR 12. It is an excellent course for students intending to proceed to a Training WA (TAFE) College course or employment after high school.**

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. It 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 ad 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.

**Unit 1** focuses on students comprehending and responding to the ideas and information presented in texts. **Unit 2** focuses on interpreting ideas and arguments in a range of texts and contexts. The processes of listening, speaking, reading, viewing and writing (language modes) will be drawn on to support students’ effective learning. Texts include fiction, non-fiction, media, everyday texts and workplace texts.

General English requires students to be willing to learn, be self-motivated and to extend themselves fully. The course builds on the work done in the Year 10 English course. Students will be expected to read and view widely, engage with multimodal texts and to respond to these in both speaking and writing tasks. As with all English courses, students will be encouraged to develop a Christian perspective on what they view, read, discuss and write about.

**Subject Fees**

$20

**Further Information**

Mrs H. Erispe  
Mrs R. Ball (Head of English Learning Area)

*This course leads on to English General Unit 3 & 4 in Year 12 (2016), which is a course suitable for students seeking Training WA or Vocational entrance.*
Prerequisites

A high ‘C’ – ‘A’ grade in English 10(1), Semester 1 is required. Students who have achieved at this level should be able to confidently choose Year 11 ATAR English. A recommendation from your Year 10 English teacher is also important. Students who are not achieving a high level across all areas of English would be highly unlikely to cope with the demands of this subject. It is assumed that students entering this course already have a very broad and solid grounding in vocabulary, spelling, written expression, syntax and reading skills. The course is very demanding, and students with a high achievement in Year 10 have a significantly better chance of success in this course.

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. The organising framework for these units consists of texts in contexts, language and textual analysis, engaging and responding, creating texts and reflecting.

The processes of listening, speaking, reading, viewing and writing (language modes) will be drawn on to support students’ effective learning. We consider how we communicate and aim to develop improved modes of language. We examine the various levels of language usage in literature, media and everyday texts.

Texts will be drawn from increasingly complex and unfamiliar settings, ranging from everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal.

Students should realise that to do well in this course they should read widely (e.g. novels, short stories, poems, newspapers, news magazines, non-fiction, reviews, etc.). A selection of literature, non-fiction texts and also ‘non-print media’ are dealt with in class, but this must be supplemented by extensive reading in the student's own time. The school may organise outside excursions to suitable films and/or theatre productions from time to time as part of the course. However, the course assumes students have a reasonable exposure to television, films etc., apart from formal class activities.

To cope with the course, students should be prepared to develop informed opinions regarding current affairs and issues, and be able to discuss these intelligently in speech and writing. Students are encouraged and helped to develop a discriminating Christian perspective on the many issues and means of communication in this course.

Subject Fees

$20

Further Information

Mrs R. Ball (Head of English Learning Area)

This course leads on to English Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
**Prerequisites**

*C* grade in 1A & 1B English (for Year 12 level). A 'C' grade or higher in Year 12 English is adequate to satisfy the 'English Language Competence Requirement' for Secondary Graduation and the Western Australian Certificate of Education.

**THIS SUBJECT IS IDEALLY SUITED TO THE STUDENT WHO IS NOT INTENDING TO GO ON TO A UNIVERSITY AFTER YEAR 12.**

It is an excellent course for students intending to proceed to a Training WA (TAFE) College course or employment after high school.

This 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. This course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

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.

The course is based on the assumptions that:

- The ability to communicate effectively is of a fundamental importance, regardless of a student’s choice of occupation or role in life;
- The ability to communicate is improved by the systematic development of a set of the four areas listed above.

English 1C & 1D is not as demanding as English 2C & 2D but still requires students to be self-motivated and to extend themselves fully. The course builds on the work done in Year 11 English courses. Students will be expected to read and view widely, and to respond in both speaking and writing to what they read. As with all the English courses, students will be encouraged to develop a Christian perspective on what they read, discuss and write about.

**Subject Fees**

$20

**Further Information**

Mrs R. Ball (Head of English Learning Area)

*This is a Stage 1 course suitable for students seeking Training WA or Vocational entrance.*
ENGLISH

2C & 2D

(YEAR 12)

Prerequisites

'C' grade or above in English 1C & 1D. A 'C' grade or higher in Year 12 English is adequate to satisfy the 'English Language Competence Requirement' for Secondary Graduation and the Western Australian Certificate of Education.

THIS SUBJECT IS IDEALLY SUITED TO THE STUDENT WHO IS CONSIDERING A NUMBER OF OPTIONS, INCLUDING UNIVERSITY, TRAINING WA OR EMPLOYMENT AFTER YEAR 12. It best suits entry to Training WA (TAFE) or the workplace, but it can be used to form an ATAR score for University entry.

This course further strengthens the skills developed in English 1C & 1D. Students interact with a variety of both reading and visual texts and express their critical understanding in a number of written and oral tasks. These multiple readings are assessed through the outcomes of reading, writing, viewing, speaking and listening. This is a demanding course, which relies on students to be self-motivated and resourceful, so that they interact analytically with a significant number of texts outside of those discussed in the classroom. The purpose of such varied input is to consider through a Christian perspective, the ideas that a range of texts promotes on a number of values, attitudes and issues.

Students who succeed in this course spend a significant amount of time preparing and rehearsing many types of written and oral responses to texts. Some of these will be presented in the classroom for the benefit of their peers.

Subject Fees

$40 (includes the cost of the Curtin English/Literature Conference mid-year)

Further Information

Mrs R. Ball
(Head of English Learning Area)

This is a Stage 2 course suitable for students seeking University entrance. Students are advised that Stage 2 courses are significantly scaled and that they should choose four additional Stage 3 courses for University entrance.
English 3A & 3B (Year 12)

Prerequisites
Completion of English 2A & 2B with a 'C' grade or above as the final Year 11 grade. English 3A & 3B are the units which follow on from English 2A & 2B and will build on and strengthen the reading, writing and critiquing skills developed in Year 11.

In English, students discuss how identities are expressed, constructed, represented and critiqued through language. Students will explore the way language is used in relation to ideas and how this varies among particular fields, genres and the discourses of class, age, gender and ethnicity. They will also consider how social and historical contexts, purpose and audience promote and influence values, attitudes and ideologies.

This course involves the close study of literary, mass media and popular culture texts. Students will continue to develop their oral, visual, written and reading language skills by learning to produce texts in a range of genre, both formal and creative, which explore, produce, challenge and/or subvert ideas and conceptions of identity.

This is a demanding course which relies on students to be self-motivated and resourceful. Students will need to be able to work independently as they need to be informed about current affairs and issues, and develop opinions regarding these. The course will challenge them to think more deeply and analytically from a Christian perspective with regards to texts and social issues. This course will prepare students for a range of university courses.

Subject Fees
$40 (includes the cost of the Curtin English/Literature Conference mid-year)

Further Information
Mrs H. Erispe
Mrs R. Ball
(Head of English Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
Food Science & Technology General
Unit 1 & 2

Prerequisites
There are no prerequisites for this course, but students should enjoy cooking and be able to work as a team.

Food is essential for overall health and wellbeing. This course provides opportunities for students to develop their food related interests and understandings through the design and production of food products, within the hospitality context.

As Christians we are called to practice hospitality, particularly to those in need. This course enables students to enhance their skills in hospitality through a strong emphasis on the development of food-related skills. It also further develops a student's understanding of the nutritional needs of adolescents, and factors influencing food choices.

Unit 1 and 2
The focus of these units is: Food Choices and Health; and Food for Communities.

Key topics covered throughout this course include:
- Sensory and physical properties of food that affect the consumption of raw and processed foods;
- Investigation of balanced diets, the function of nutrients in the body and the application of nutrition concepts that promote healthy eating;
- Health and environmental issues that arise from lifestyle choices and factors, which influence the purchase of locally, produced commodities;
- Development of food products through the interpretation and adaptation of recipes to prepare healthy meals and snacks that meet individual needs;
- Mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevents food contamination;
- Factors that influence adolescent food choices and ethical considerations;
- Food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets;
- Food and beverage labelling, and packaging requirements.

Subject Fees
$120 (which covers the costs of materials and ingredients)

Further information
Mrs W. Howard
(Head of Technology & Enterprise and Arts Learning Area)

This course leads on to Food Science and Technology General Unit 3 & 4 in Year 12 (2016), which is a course suitable for students seeking Training WA or Vocational entrance.
Prerequisites
Preference will be given to students who have successfully completed Food Science and Technology 1A & 1B. Students should enjoy cooking and be able to work within a team.

This course provides students with the opportunity to explore and develop food related interests, and to develop and apply enterprising and innovative ideas to food production. Through the development of a practical focus, students are given the opportunity to develop a more thorough understanding of the skills needed for both personal and hospitality food needs. Food service offers students the opportunity to develop the concept of service to one another. We show God's love and mercy when we care for people in need by sharing in our eating and drinking with one another.

Unit 1CFST/1DFST
The focus for this unit is Food and my Life; and Food for Communities. Key topics covered throughout this course include:

■ Safe and hygienic work practices in kitchen operations, including safe food storage and handling;
■ Macro and micro nutrients and how they meet nutritional needs;
■ Skills involved in kitchen operations, including mise en place; knife skills; and portion sizing;
■ Principles of cookery – including the use of innovative food products and equipment;
■ Commodities and their properties in food selection and preparation;
■ Developing, designing and producing menus using seasonal produce for small scale functions; and the development of menus suitable for special needs;
■ Investigation of culture and food selection;
■ Occupational Health and Safety in the food industry and working in the food industry;
■ Relationships between consumers and manufacturers and their impact on the availability of foods;
■ Working in a team; leadership skills; and effective communication skills.

Possible career and further study opportunities
Training WA Institutions: Certificate to Diploma qualifications in Food Processing; Meat Processing; Seafood Industry and Hospitality.
Curtin University: Education – Secondary (Home Economics); Food Science and Technology; and Nutrition.
Edith Cowan University: Hospitality Management; Secondary Teaching (Home Economics).

Subject Fees
$120 (which covers the costs of materials and ingredients)

Further Information
Mrs W. Howard
(Head of Technology & Enterprise and Arts Learning Area)

This is a Stage 1 course suitable for students seeking Training WA or Vocational entrance.
Geography ATAR
Unit 1 & 2

Prerequisites
Due to the rigour of the course, a ‘C’ grade (with a minimum of 60%) in Geography (Humanities) 10, Semester 1 is required, to provide the foundation for success in this course. However, there may be exceptions for those achieving a lower ‘C’ grade average. These students will require an interview with Mrs Drennan.

All living creatures are affected by man’s actions. Our decisions highlight the need to understand God’s laws and the need to live in harmony with God’s creation. The use of resources, the future of state forests, development of our North West, population pressures, and congestion in cities are all related to man’s stewardship of God’s creation.

In Unit 1: Natural and Ecological Hazards, students explore the management of hazards and the risk they pose to people and environments. The students will study their impact and the ways to mitigate their damage.
In Unit 2: Global Networks and Interconnections, the students explore the economic and cultural transformations taking place in the world.
The Geography course has two interrelated strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. Only students who have developed strong mapping and research skills should apply for this subject.

Subject Fees
$50 (which covers the costs of field trips)

Further Information
Miss A. Webster
Mrs J. Drennan
(Head of Humanities Learning Area)

This course leads on to Geography ATAR Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
**GEOGRAPHY**

**3A & 3B**

*(YEAR 12)*

**Prerequisites**
Students need to have achieved a ‘C’ grade or higher in 2A/2B Geography to be admitted into this course. Students not having taken 2A/2B Geography must be strong and motivated students and will have to study the mapping section done in Year 11.

At Rehoboth, we investigate the themes from a biblical perspective and encourage critical thought and discussion relating to differing underlying worldviews. Geography is the study of the created earth and the patterns and processes that take place according to God’s decree whereby He upholds and governs His creation. As students investigate and seek to explain patterns and processes of natural and human phenomena across the earth's surface, they will achieve a heightened awareness of the intricate detail and order in creation, and man's role as steward over it.

**Unit 3AGEO (Semester 1)**
Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders who contribute to the decision-making and the planning process. The present and future needs of society are addressed by: the allocation and reallocation of land uses; improving infrastructure and transport systems; and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes, problems and solutions and the crucial role of planning by comparing Perth with the selected megacity, New York City. The excursion to the CBD and Inner Mixed Zone of Perth is an invaluable experience for students.

**Unit 3BGE0 (Semester 2)**
The focus of this unit is the geography of climate change over geological time. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, as well as resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of climate change on planning for sustainable living, energy consumption and water supply. This will be studied in the context of urban settlement and industry. They will be made aware that there are many reasons why climate changes and that not all scientists believe that they are predominantly anthropogenic (man-made) in origin. They will investigate several God-created natural oscillations/variations and factors involved in this complex and controversial area of study.

**Subject Fees**
$50 (which covers the costs of field trips)

**Further Information**
Miss A. Webster
Mrs J. Drennan (Head of Humanities Learning Area)

*This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.*
Human Biology
ATAR
Unit 1 & 2

Prerequisites
'C' grade in Science 10(1) or 'B' grade in Science 10(2); a 'B' grade in Biology component; and a 'C' grade in Chemistry and/or 'C' grade in the Physics components of the Science 10 course.

Why study Human Biology?
- To gain an appreciation of God’s invisible qualities.
  "For since the creation of the world God’s invisible qualities – his eternal power and divine nature – have been clearly seen, being understood from what has been made, so that men are without any excuse" (Romans 1:20).
- To gain an appreciation of God’s temple.
  "Don’t you know that you yourselves are God’s temple and that God’s Spirit lives in you? If anyone destroys God’s temple, God will destroy him; for God’s temple is sacred, and you are that temple" (1 Corinthians 3:16).
- To glorify God by studying His creation.
  "For by him all things were created ... all things were created by him and for him" (Colossians 1:16).

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.

Students are encouraged to make positive lifestyle choices to ‘honour God with their bodies’. The scientific method and research skills are also explored to give students skills to undertake independent study relating to Human Biology. Human Biology is an interesting general education course which would be particularly useful to any students interested in Biological, Medical or Health Science careers.

Subject Fees
$40

Further Information
Mr L. Martens (Head of Science Learning Area)

This course leads on to Human Biology Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
Human Biological Science 3A & 3B (Year 12)

Prerequisites
Students need to have achieved a ‘C’ grade or higher in 2A & 2B Human Biological Science to be admitted into this course. Students not having taken 2A & 2B Human Biological Science must be strong and motivated students to be considered.

Why study Human Biology?
Mankind was created in God’s image. Studying Human Biology gives us an understanding of the way that God made us, and the functioning and proper care of our bodies. Our basis for studying Human Biology at Rehoboth is found in Genesis 1:26–27:

"Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth." So God created man in his own image, in the image of God he created him; male and female he created them”.

Unit 3AHBS/3BHBS
The Human Biological Science 3A & 3B courses are taught concurrently and focus on the following broad areas:

- The practice of Human Biology (investigating and communicating Human Biology);
- Cells, metabolism and homeostatic regulation;
- Body systems (neuromuscular, skeletal and endocrine function);
- Evolutionary trends in primates and hominins;
- Inheritance and Gene expression;
- Biotechnology – DNA, immunity;
- The aging individual – gene therapy, medical technologies, treating disease and ethics;
- Specific resistance to infection.

Human Biology provides background knowledge for those students wanting to develop a career path in Health Sciences such as Physical Education, Medicine, Occupational Therapy, and Health and Social-care workers.

Subject Fees
$40

Further Information
Mr L. Martens  
(Head of Science Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
**Indonesian:**

**Second Language**

**ATAR Unit 1 & 2**

**Prerequisites**

Students will need to have studied Indonesian in Years 8, 9 and 10 and be recommended by the subject teacher to continue with *Indonesian Units 1 & 2*. For students wanting to take Indonesian for tertiary entrance, the minimum requirement is a ‘B’ grade in Year 10.

It is well recognised that there are cultural and intellectual benefits to be derived from studying languages. The study of Indonesian is also valuable for other reasons. It is one of a number of languages that are becoming increasingly important to Australia. It is also an advantage to have undertaken a LOTE (language other than English) course for entry into some courses in some Universities.

**General Aims**

- To enable students to acquire basic communication skills appropriate to their age and experience in both spoken and written Indonesian.
- To enable students to read and comprehend Indonesian on non-specialist topics.
- To enable students to gain some understanding of Indonesian cultures and ways of life both through the acquisition of language skills and through the study of resources in English.

**Educational Objectives**

By the end of the subject, students should be able to:

- Listen to and understand standard Indonesian as spoken clearly at normal speed by a background speaker on topics within the range of experiences provided through the syllabus;
- Speak Indonesian in such a way as to be clearly understood by a background speaker on topics within the range of experiences provided through the syllabus;
- Read and comprehend Indonesian which is of a level of difficulty similar to that used in the recommended texts;
- Write correct, formal Indonesian in such a way as to be understood by an Indonesian on a variety of topics within the experiences and interests of a Year 11 student;
- Display some knowledge of selected cultural topics, in both spoken and written language.

**Subject Fees**

$40

**Further Information**

Mrs M. Eikelboom
Mrs J. Drennan
(Head of Humanities Learning Area)

*This course leads on to Indonesian: Second Language ATAR Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.*
Indonesian: Second Language 3A & 3B (Year 12)

Prerequisites
Students need to have achieved a ‘C’ grade or higher in Indonesian 2A & 2B to be admitted into this course. Please take note that this Indonesian course can only be taken by students whose first language is NOT Indonesian.

Learning another language is an important part of Christian Education as it assists students in learning to love their neighbour as themselves, as we train our minds to view the world the way that Christ does.

As advanced leaders in the study and appreciation of Indonesian, students are able to communicate with the Indonesian community in Perth on various topics as well as the opportunity to visit Indonesia. Students learning Indonesian at this stage are better equipped to learn other languages. They have the opportunity to exercise faith and to trust God for His help.

Unit 3AIND (Semester 1)
Texts provide a window into a culture. In this unit, the student will look into Indonesian language and culture through various texts. Working with a variety of stimulating and demanding texts will be challenging, but will have tremendous benefits. The student will develop the skills and confidence to deal with more complicated texts and sophisticated language. By doing this, students will gain new insights into Indonesian culture and their own. They will read, watch and listen to a variety of Indonesian language texts (such as movie scripts, web pages and songs) and develop skills to produce their own. The topics include discourse, language styles, television and movies, advertisements, poetry, and song.

Unit 3BIND (Semester 2)
Unit 3B in Indonesian provides the student with the opportunity to explore a variety of contemporary and dynamic issues related to the themes of the individual, the Indonesian-speaking communities, and the changing world. As an advanced learner in this course, the student will explore and consider issues critically through a range of texts on the following topics in this semester: current topics of interest; religion; the environment; health; and the world as a global village.

Subject Fees
$40

Further Information
Mrs M. Eikelboom
Mrs J. Drennan
(Head of Humanities Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
Prerequisites

'B' grade in English 10(1), Semester 1. Students who have achieved at this level should be able to cope with the Literature ATAR course. A recommendation from your Year 10 English teacher is also required.

The Literature ATAR course focuses on the study of literary texts to develop 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.

Unit 1 develops the student’s knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of contexts. Unit 2 develops the student’s knowledge and understanding of intertextuality, the ways literary texts connect with each other.

Christians know that language and creativity are special aspects of having been created in God’s image. We have great opportunities in a Christian school to look at the ideas communicated in texts and to think about how we should respond as Christians. Literature can be a powerful way of reflecting humans’ inherent struggles with and against God. This leads us to consider such things as, ‘What is a Christian response to culture?’, ‘How can we use language to the glory of God?’, ‘What makes a book Christian or not?’ and ‘How can understanding Literature help us understand the world God calls us to serve?’

Subject Fees
$30

Further Information
Mr R. Geijsman
Mrs R. Ball (Head of English Learning Area)

This course leads on to Literature Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
Literature
3A & 3B
(YEAR 12)

Prerequisites
Completion of Literature 2A & 2B with an ‘A’, ‘B’ or ‘C’ grade as the final Year 11 grade. Literature 3A & 3B are the units which follow on from Literature 2A & 2B and build on the literary theory and discussion and writing skills developed in Year 11.

Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to think more deeply about the ideologies, worldviews and values that relate to each text. These context issues are considered both in the light of the author as the producer of the text, and the reader as the receiver of the text. Students are challenged to consider which ideas and ideologies are privileged or marginalised by texts as well as how their own contexts affect the way they respond. They also consider the ways that a nation or culture comes to recognise itself through the literary texts that it produces.

These aspects of the course also present many opportunities for us, as Christians, to think beyond the surface aspects of texts. They help us to consider the worldviews they communicate and how these measure against how the Bible shapes our thinking. Literature studies in a Christian school help to develop students’ ability to discriminate and to think Christianly.

The course involves close study of selected poetry, drama and prose fiction texts, to develop an understanding of how each genre works. Students continue to refine their skills in thinking about how writers communicate as well as what they communicate. This requires discussion in class, oral presentations, formal essay writing and opportunities for creative writing. Essay writing skills developed in Year 11 are developed further, challenging students to think more deeply and independently. The range of listening, speaking, thinking and writing skills which are developed in the Literature course help to develop a strong foundation for students as they go on to a range of University courses.

Subject Fees
$40 (includes the cost of the Curtin English/Literature Conference mid-year)

Further Information
Mr R. Geijsman
Mrs R. Ball (Head of English Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
Mathematics Essentials General Unit 1 & 2

Prerequisites
The prerequisite for the Mathematics Essentials General Unit 1 & 2 course is the completion of Maths 10(1) or 10(2). Students who do not qualify for the Year 11 Maths Essentials General will study the Year 11 Maths Foundation Course.

Our basis for studying Mathematics at Rehoboth is found in Colossians 1:15–17: "He [Christ] is the image of the invisible God, the first-born of all creation; for in him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or principalities or authorities—all things were created through him and for him. He is before all things, and in him all things hold together."

We use our knowledge and skills in Mathematics to enable us to understand the physical world God has created and the purposes for which we were created. Our intention is that students will understand that the consistency of mathematical truths demonstrates the orderliness and precision of God. Students will develop an understanding that mathematical truths are always the same and that mathematical truths exist because God made them.

Unit 1: This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement; the use of formulas to find an unknown quantity; and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. The content of four topics is applied in contexts which are meaningful and of interest to students. These are: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs. Possible contexts for this unit are Earning and Managing money and Nutrition and health. An extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when or when not to use some form of technology, and the ability to work flexibly with technology, are important skills. The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Unit 2: This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process is explicitly taught in conjunction with the statistical content within this unit. The content of four topics is applied in contexts which are meaningful and of interest to students. These are: Representing and comparing data; Percentages; Rates and ratios; and Time and motion. Possible contexts for this unit are Transport and Independent living. Students will be taught this course with an extensive range of technological applications and techniques. The ability to be able to choose when or when not to use some form of technology and to be able to work flexibly with technology are important skills. The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

Subject Fees
$30 (includes the cost of Mathsonline)

Further Information
Mr A. Creelman
Miss M. Smoker (Head of Maths Learning Area)

This course leads on to Mathematics Essentials General Unit 3 & 4 in Year 12 (2016), which is a course suitable for students seeking Training WA or Vocational entrance.
Prerequisites
The prerequisite for the Mathematics Applications ATAR Unit 1 & 2 course is a ‘C’ grade in Maths 10(1) or a ‘B’ grade (with a minimum of 75%) in Maths 10(2).

Our basis for studying Mathematics at Rehoboth is found in Colossians 1:15–17:
"He [Christ] is the image of the invisible God, the first-born of all creation; for in him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or principalities or authorities—all things were created through him and for him. He is before all things, and in him all things hold together."

We use our knowledge and skills in Mathematics to enable us to understand the physical world God has created and the purposes for which we were created. Our intention is that students will understand that the consistency of mathematical truths demonstrates the orderliness and precision of God. Students will develop an understanding that mathematical truths are always the same and that mathematical truths exist because God made them.

Unit 1: This unit includes three topics. **Consumer arithmetic** reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spread sheets.

**Algebra and matrices** continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.

**Shape and measurement** builds on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2: This unit includes three topics. **Univariate data analysis and the statistical process** develops students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation.

**Linear equations and their graphs** uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

**Applications of trigonometry** extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

Subject Fees
$30 (includes the cost of Mathsonline)

Further Information
Mrs M. van Wyk
Miss M. Smoker
(Head of Maths Learning Area)

This course leads on to Mathematics Applications ATAR Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
Mathematics Methods ATAR Unit 1 & 2

Prerequisites
The prerequisite for the Mathematics Methods ATAR Unit 1 & 2 course is a 'B' grade (with a minimum of 75%) in Maths 10 – 10A Extension.

Our basis for studying Mathematics at Rehoboth is found in Colossians 1:15–17:

“He [Christ] is the image of the invisible God, the first-born of all creation; for in him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or principalities or authorities—all things were created through him and for him. He is before all things, and in him all things hold together.”

We use our knowledge and skills in Mathematics to enable us to understand the physical world God has created and the purposes for which we were created. Our intention is that students will understand that the consistency of mathematical truths demonstrates the orderliness and precision of God. Students will develop an understanding that mathematical truths are always the same and that mathematical truths exist because God made them.

Unit 1: This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph.

The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence. Access to technology to support the computational and graphical aspects of these topics is assumed.

Unit 2: The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an instantaneous rate of change.

These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

Subject Fees
$30 (includes the cost of Mathsonline)

Further Information
Miss M. Smoker
(Head of Maths Learning Area)

This course leads on to Mathematics Methods ATAR Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
Mathematics Specialist ATAR Unit 1 & 2

Prerequisites
The prerequisites for the Mathematics Specialist ATAR Unit 1 & 2 course is an A’ grade in Maths 10 – 10A Extension. **Note: To select Mathematics Specialist Unit 1 & 2, students need to have Mathematics Methods Unit 1 & 2 with the Specialist course for University entrance.**

Our basis for studying Mathematics at Rehoboth is found in Colossians 1:15–17:

"He [Christ] is the image of the invisible God, the first-born of all creation; for in him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or principalities or authorities—all things were created through him and for him. He is before all things, and in him all things hold together."

We use our knowledge and skills in Mathematics to enable us to understand the physical world God has created and the purposes for which we were created. Our intention is that students will understand that the consistency of mathematical truths demonstrates the orderliness and precision of God. Students will develop an understanding that mathematical truths are always the same and that mathematical truths exist because God made them.

**Unit 1:** This unit has three topics. The proficiency strand Reasoning, in the Year 7–10 curriculum, is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the course. Geometry also provides the opportunity to summarise and extend students’ studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. **Vectors in the plane** provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3. **Combinatorics** provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students’ ability to construct mathematical arguments. The three topics considerably broaden students’ mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility.

**Unit 2:** This unit has three topics. **Trigonometry** contains techniques that are used in other topics in both this unit and Unit 3. **Real and complex numbers** provides a continuation of students’ study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. **Matrices**, including applications to linear transformations of the plane, are also studied.

**Subject Fees**
$30 (includes the cost of Mathsonline)

**Further Information**
Mr A. Creelman
Miss M. Smoker (Head of Maths Learning Area)

This course leads on to Mathematics Specialist ATAR Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
Mathematics 1D & 1E (Year 12)

Prerequisites
'C' grade in Mathematics 1B & 1C.

Unit 1DMAT
In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They learn to apply Mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras’ theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps.

Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare data sets. They use mental strategies, written methods, calculators and computer technologies where appropriate.

Unit 1EMAT
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. In this course, students will develop their use of mental strategies, written methods, calculators and computer technologies where appropriate. These units are designed to cater for the student with limited mathematical ability.

Subject Fees
$30 (which includes the cost of Mathsonline)

Further Information
Mrs M. van Wyk
Miss M. Smoker
(Head of Maths Learning Area)

This is a Stage 1 course suitable for students seeking Training WA or Vocational entrance.
Mathematics 2C & 2D (Year 12)

Prerequisites
‘C’ grade in Mathematics 2A & 2B.

Unit 2CMAT
These units follow directly on from each other (like 2A & 2B). They are designed for students who wish to study Mathematics to gain an ATAR score but do not need any mathematical pre-requisite for the course they would like to enter after secondary school. These units include Journalism, Law and generally most Humanities courses.

They aim to equip students with some useful applied mathematical tools and to foster an ability to solve problems and carry out mathematical investigations. These skills should prove to be highly useful to students after they leave school.

In this unit students will calculate interest and repayments in order to make decisions about savings, loans and credit. They interpret information on financial statements that are part of everyday living. They will study and apply quadratic relationships. They will extend their knowledge on coordinate geometry and networks, interpreting the meaning of both. They will also calculate and interpret probabilities, compare and analyse data and use technology where appropriate.

Unit 2DMAT
In this unit students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns and use trigonometry for the solution of right-angled triangles. They continue their work on chance and data, using technology where appropriate.

Subject Fees
$30 (which includes the cost of Mathsonline)

Further Information
Mr A. Creelman
Miss M. Smoker
(Head of Maths Learning Area)

This is a Stage 2 course suitable for students seeking University entrance. Students are advised that Stage 2 courses are significantly scaled and that they should choose four additional Stage 3 courses for University entrance.
Mathematics 3C & 3D
(YEAR 12)

Prerequisites
'C' grade in Mathematics 3A & 3B.

Unit 3CMAT
These units are necessary for students who require any background in Mathematics at
tertiary level. They are designed for the student requiring a background in algebra,
probability and statistics; or form a strong mathematical background when coupled with
Specialist Mathematics 3C & 3D.

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

Unit 3DMAT
In this unit, students extend and apply their
understanding of differential and integral
calculus. They solve systems of equations in
three variables and linear programming
problems. Students verify and develop
deductive proofs in algebra and geometry.

Students model data with probability functions and analyse data from samples. They
justify decisions and critically assess claims about data. In this course, students will
develop their use of mental and written methods, and technologies where appropriate.

Subject Fees
$30 (which includes the cost of
Mathsonline)

Further Information
Miss M. Smoker
(Head of Maths Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University
entrance.
Maths Specialist 3C & 3D (Year 12)

Prerequisites
‘C’ grade in Mathematics Specialist 3A & 3B.

Note: To be able to take Mathematics Specialist 3C & 3D, students need to have Mathematics 3C & 3D together with the Specialist course for University entrance.

Unit 3CMAS
This unit deals with the theory and application of Calculus. It is designed for the student requiring a background in Calculus, or a strong mathematical background when taken together with Mathematics 3C & 3D.

In this unit, students study vectors in three dimensions as well as their practical applications. Complex numbers are also dealt with as a continuation from the Specialist 3A & 3B course. Work is also done on mathematical reasoning and proof which extends into trigonometry.

Calculus is also an important component of this course and different forms of differentiation are studied as well as an introduction to integration. A thread of work on exponents and logarithms also follows through the work on differentiation and integration.

Unit 3DMAS
This unit continues work on differentiation and integration but looks more closely at the applications of the abovementioned disciplines. Work on complex numbers is continued.
Matrices are also part of this unit, and operations and properties, transformations and transition matrices are investigated, which lead on to work on Leslie Matrices.

Subject Fees
$30 (which includes the cost of Mathsonline)

Further Information
Mr A. Creelman
Miss M. Smoker
(Head of Maths Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
Prerequisites
A ‘B’ grade in Humanities 10 and a ‘B’ grade in English 10, in Semester 1, is required. Students with a ‘B’ grade or higher in Year 10 English and Humanities have a greater likelihood of success in this course.

History is a significant part of Christian Education as it examines the actions of man in the world which God has created. It is in history that God has worked and is working his plan for the creation. The study of history is an important component in the education of a well-rounded, informed member of society. In order to understand why our present world and society is organized as it is, and faces the problems it does, we need to study and interpret the past. In doing this, students will take part in a variety of reading, writing, listening, thinking, viewing and discussing activities. One of the main practical benefits of studying history is to develop skills in these activities, which will be of great value in future studies. It is an enjoyable and stimulating subject for the student who is motivated to pursue an interest in depth. The course studies the changes in the lives of ordinary people, as well as the major political and economic struggles in the USA and Germany. Students will learn about a variety of political, economic, military, cultural and social aspects which have influenced our lifetimes.

Unit 1: Capitalism: the American Experience 1907–1941 (Semester 1)
This unit examines developments of significance in the modern era. The course will examine the broad focus of capitalism in the United States in the generation before World War II. Topics will include: the rise of capitalism and consumerism; the growth of the railways and the oil industry; Henry Ford, the automobile industry and mass production; the ‘Roaring Twenties’ and the ‘Jazz’ age; movies and fashion; the Wall Street Crash and the Great Depression; FDR and the New Deal; and capitalism vs communism.

Unit 2: Nazism in Germany 1918–1945 (Semester 2)
This unit examines significant movements for change in the 20th century. The course will cover Germany in the period from the end of World War I to the end of World War II. Topics will include: the collapse of Imperial Germany; the Versailles Treaty; Weimar Germany and 1920’s culture; the rise of the Nazi Party; Adolf Hitler and his henchmen; the Munich Putsch; the Reichstag Fire; the Night of the Long Knives; the Hitler Youth; the ‘Final Solution’; Nazi propaganda; and the fall of Nazi Germany.

Subject Fees
$40

Further Information
Mr I. Sheldrick
Mrs J. Drennan (Head of Humanities Learning Area)

This course leads on to Modern History ATAR Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.
Modern History
3A & 3B
(YEAR 12)

Prerequisites
Students need to have achieved a 'C' grade or higher in 2A & 2B Modern History to be admitted into this course. Students not having taken 2A & 2B Modern History must have a strong background and be well-motivated students with a minimum of a 'B' grade in 2A & 2B English to be considered.

History is a significant part of Christian Education as it examines the actions of man in the world which God has created. It is in history that God has worked and is working his plan for the creation. The study and appreciation of history reminds us of the lessons of the past. Through these things we can see God’s purposes being revealed. Like detectives, historians have to search for clues and evidence to reconstruct the past, and then go on to interpret and analyse the events. They not only attempt to piece together the 'story' of what most likely happened, but also try to understand why and how the events unfolded. One of the main practical benefits of studying history is to develop thinking, research, essay writing, document interpretation and analysis skills which will be of great value in future University studies and in a lifetime to follow. It is an interesting and relevant subject for the student who wishes to gain an understanding of how the present context is built on our past; why our present world and society is organized as it is; and why it faces the problems it does.

Unit 3A HIM: Australia 1950–1999 (Semester 1)
This course will examine the broad focus of cohesion and division in Australian society in the post-war era. Topics will include: 'Reds under the Beds'; 'Populate or Perish'; The Menzies Era; 'All the Way with LBJ'; The Dismissal of Whitlam; Economic Development, Boom and Reform; The Struggle for Indigenous Justice and Reconciliation; Women’s Changing Rights and Freedoms; and The Search for an Australian Identity.

Unit 3B HIM: The Cold War in Europe 1945–1991 (Semester 2)
This course will examine the broad focus of the ideas that shaped history through the study of the Cold War in Europe. Topics will include: The Impact of World War 2 on Europe; The Iron Curtain; The Truman Doctrine; Berlin – Front Line in the Cold War; Peaceful Co-Existence; From the Space Race to the Brink of War; Nikita Khrushchev – Cold War Warrior; Détente; A New Cold War Emerges; The Collapse of the Soviet Union; and Mikhail Gorbachev – Visionary or Traitor.

Subject Fees
$40

Further Information
Mr R. Stirling
Mrs J. Drennan (Head of Humanities Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
Physical Education Studies General Unit 1 & 2

Prerequisites
'C' grade in Physical Education 10. Students need to have demonstrated an excellent attitude to PE in lower school and have worn the correct sport uniform; participated in an array of sports; and have shown an interest in the theory components of Health & Physical Education in Year 10.

Why study physical education?
- To develop our own understanding of the Human Body that God created and it’s amazing functions, particularly as it relates to sport and exercise.
- To learn new skills and be able to teach these skills to others through the methods of coaching, so that others may learn how to participate in sporting activities safely and with positive and beneficial outcomes.
- To acquire knowledge and achieve qualifications that may lead to employment within the sporting and fitness industries.

Our basis for studying Physical Education is found in 1 Corinthians 6:19-20:
"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honour God with your bodies."

Course Content
Students will have the opportunity to apply skills, strategies and tactics to a variety of physical activity contexts. They will learn functional anatomy and basic biomechanical concepts as well as how to develop their fitness levels by applying training principles. Students will apply coaching principles to physical activities and learn how the body systems adapt to exercise. They will apply mental skills training techniques to enhance performance. The course has a strong theory component as well as practical.

Clothing Requirements
Students will be required to wear the full, correct sports uniform for all of the practical tasks. This includes proper sports shoes. They will be required to change back into regular school uniform and footwear for other classes.

Subject Fees
$80

Further Information
Mr N. de Bruyn (H/PE Co-ordinator)
Mr L. Martens (Head of Science Learning Area)

This course leads on to Physical Education Studies General Unit 3 & 4 in Year 12 (2016), which is a course suitable for students seeking Training WA or Vocational entrance.
Physical Education Studies 1C & 1D (Year 12)

Prerequisites
Students need to have achieved a 'C' grade or higher in 1A & 1B PE Studies with a demonstrated desire to continue learning about Physical Education concepts.

Students choosing Physical Education Studies 1C & 1D are those that have an interest in the theory aspects of Physical Education as well as wanting to develop their Physical Education skills in practical contexts.

The Physical Education Studies 1C & 1D course is similar to the 2A & 2B course, but not as academically intensive. Students will often participate in self-directed learning in various theory topics.

Our basis for studying Physical Education is found in 1 Corinthians 6:19-20:

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honour God with your bodies.”

Course Content
Students will have the opportunity to further develop their understanding of key sporting principles extending further into the concepts of Coaching and developing skills, strategies and tactics in a variety of physical activity contexts.

They will develop their understanding of how the body responds to exercise and training in both acute (short-term) and chronic (long-term) responses. A particular focus of the course will also be Sport Injuries and Prevention.

Clothing Requirements
Students will be required to wear the full, correct sports uniform for all of the practical tasks. This includes proper sports shoes.

They will be required to change back into regular school uniform and footwear for other classes.

Subject Fees
$80

Further Information
Mr N. de Bruyn (H/PE Co-ordinator)
Mr L. Martens (Head of Science Learning Area)

This is a Stage 1 course suitable for students seeking Training WA or Vocational entrance.
Physical Education Studies 2A & 2B

Prerequisites
Students need to have achieved a ‘B’ grade or higher in 1A & 1B Physical Education Studies to be admitted into this course.

Students choosing Physical Education 2A & 2B should have a strong interest in Physical Education concepts, both theoretically and practically and are undertaking the study towards a career in the health, fitness or sport science industries.

Our basis for studying Physical Education is found in 1 Corinthians 6:19-20:
"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honour God with your bodies."

Course Content
Physical Education Studies contributes to the development of student's physical, social and emotional growth. Students learn about physiological, psychological, and biomechanical principles and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences.

The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

Clothing Requirements
Students will be required to wear the full, correct sports uniform for all practical tasks. This includes proper sports shoes.

They will be required to change back into regular school uniform and footwear for other classes.

Subject Fees
$80

Further Information
Mr N. de Bruyn (H/PE Co-ordinator)
Mr L. Martens (Head of Science Learning Area)

This is a Stage 2 course suitable for students seeking University entrance. Students are advised that Stage 2 courses are significantly scaled and that they should choose four additional Stage 3 courses for University entrance.
Physics
ATAR
Unit 1 & 2

Prerequisites
'B' grade in Science 10(1), Physics Component.

Physics (at one time called Natural Philosophy) is the study of the natures of the inanimate parts of the Creation. By observation and experiment we discover the underlying order in the way objects behave, and formulate ‘laws’ and models which enable us to predict their behaviour. Such study underlies our understanding of the properties of matter and is of fundamental importance in all branches of Engineering.

In the Physics ATAR course, students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom’s electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Year 11 Physics in consists of the following units:
- **Unit 1**: Thermal, nuclear and electrical Physics;
- **Unit 2**: Linear motion and waves.

Each area of study is investigated within a real-life context. Together with the theoretical side, the students will learn laboratory skills and techniques, and make practical investigations into the topics being studied.

Students are advised to study at least one of Maths Applications, Maths Methods or **Specialist Maths** concurrently with Physics. **Maths Specialist** is the most beneficial for the Physics student (if the prerequisites allow it), though it is not essential.

**Subject Fees**
$50

**Further Information**
Mr T. Nightingale
Mr L. Martens (Head of Science Learning Area)

*This course leads on to Physics Unit 3 and 4 in Year 12 (2016), which is a course suitable for students seeking an ATAR score for University entrance.*
Physics
3A & 3B
(YEAR 12)

Prerequisites
Students need to have achieved a 'C' grade or better in Physics 2A & 2B to be admitted into this course.

Students who have not taken Physics 2A & 2B must show a strong physical science background and be well motivated.

Physics is the study of the natures and behaviour of the inanimate parts of the Creation. The course ranges from the invisibly small (fundamental particles) to the whole visible universe (cosmology). In all of this we see the power of the God who created everything, and the order that governs the behaviour of all matter. The study of Physics develops our understanding of the properties of matter, as well as developing critical and analytical thinking. Physics is of great importance in all branches of Engineering.

Year 12 Physics consists of the following units:
- Unit 3APHY: Motion and Forces in a gravitational field; Electricity and Magnetism;
- Unit 3BPHY: Particles, Waves and Quanta; Motion and Forces in electrical and magnetic fields.

Each area of study is investigated within a real-life context. Together with the theoretical side, the students will learn laboratory skills and techniques, making practical investigations into the topics studied. Both of these units build on concepts studied in the Physics 2A & 2B course in Year 11.

Students are advised to study at least one of Maths 2A & 2B, Maths 3A & 3B or Specialist Maths 3A & 3B concurrently with Physics. Specialist Maths is the most beneficial for the Physics student, but it is not essential for this course.

Subject Fees
$50

Further Information
Mr T. Nightingale
Mr L. Martens (Head of Science Learning Area)

This is a Stage 3 course suitable for students seeking an ATAR score for University entrance.
Visual Arts General Unit 1 & 2

Prerequisites
It is strongly recommended that students will have successfully completed Year 10 Art. However, students with artistic ability will be considered.

The focus of Unit 1 is experiences. Students develop artworks based on their lives and personal experiences, observation of their immediate environment and events. The focus of Unit 2 is explorations, using a variety of stimulus from their local environments. Students will participate in selected art activities aimed at developing their skills of observation as well as their appreciation of the visual arts in their everyday lives.

Ample scope for free imaginative interpretation and experimentation with a wide range of materials will be provided. We will use pencils, charcoal, aquarelles, pastelles, acrylic paints and water-based oil paints. The first project will be a still-life painting.

Both units will incorporate and encourage a Christian perspective. The course content is divided into two areas: Art making and Art interpretation. It is important for students to understand that there is a written component to both units involving research assignments and evaluations.

Subject Fees
$100 (which covers the costs of consumables and materials)
There are no textbooks to purchase for this course.

Further Information
Mrs A. Crittenden
Mrs W. Howard (Head of Technology & Enterprise and Arts Learning Area)

This course leads on to Visual Arts General Unit 3 & 4 in Year 12 (2016), which is a course suitable for students seeking Training WA or Vocational entrance.
Visual Arts
2A & 2B
(YEAR 12)

Prerequisites
It is strongly recommended that students will have successfully completed Visual Arts 1A & 1B. However, students with artistic ability will be considered.

This course is designed to facilitate the achievement of four outcomes:
■ Visual arts ideas;
■ Visual arts skills, techniques and processes;
■ Responses to visual arts;
■ Visual arts in society.

There are two units in the Year 12 course:
Unit 2AVAR: 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 for developing their ideas and producing original artworks.

Unit 2BVAR: The focus for this unit is identities. Students will explore concepts or issues related to personal, social, cultural or gender identity.

Both units will incorporate and encourage a Christian perspective. The course content is divided into two areas: Art making and Art interpretation. It is important for students to understand that there is a written component to both units involving research assignments, evaluation and exams.

Subject Fees
$100 (which covers the costs of consumables and materials)
There are no textbooks to purchase for this course.

Further Information
Mrs A. Crittenden
Mrs W. Howard (Head of Technology & Enterprise and Arts Learning Area)

This is a Stage 2 course suitable for students seeking University entrance. Students are advised that Stage 2 courses are significantly scaled and that they should choose four additional Stage 3 courses for University entrance.
The following courses do not count towards graduation, but are part of the Course requirement at Rehoboth in Year 11 and Year 12.

Seminars in Christian Perspectives

This is a compulsory 2 period per week course. This is a course in Christian Ethics and thinking. Teachers draw on a range of resources including a series of booklets called 'Biblical Perspectives' published by Christian Schools International and 'Bitesize Theology' by Peter Jeffery.

Year 11 topics include:
- Decision Making;
- The Church;
- Sexuality and the Christian Home;
- World Views.

Year 12 topics include:
- Doctrine;
- World Religions;
- Every Young Man’s Battle;
- Every Young Woman’s Battle.

This course aims to help students to realize the complexity of life around them, the truth of Scripture as a guide, and the necessity for Christians to think Biblically about all of life. Students are encouraged to develop Biblical perspectives on ethical and 'philosophical' issues. They examine a Christian 'world and life' view which sees God as central to all things. This occurs mainly through class discussion; small group work; short reading exercises; short responses to motivating-stimulus questions; study of Bible teaching, etc.

The course is NOT seen as an 'academic' course (i.e. it is not based on assignments or assessments, etc.). It is a stimulating course, and students will be challenged to think more deeply about many issues and how being a Christian means 'being transformed'. The allocated time can also be used for 'Vocational Guidance' speakers (e.g. from tertiary institutions/Training WA), as well as speakers from different Christian organisations.

The Year 12 resources used include the books 'Every Young Man’s Battle' by Arterburn (with the young men), and 'Every Young Woman’s Battle' by Etheridge (with the young women). In 2015, these periods will be scheduled on Thursdays during periods 5 and 6.

Subject Fees
Nil

Further Information
Mrs H. Erispe (Year 11)
Mrs S. Nathan (Year 12)

Seminars in Christian Perspectives is a subject that is reported on, but Senior Sport is a recreational subject and not formally assessed. Feedback on Semester reports is limited to attitude, co-operation and oral discussion.
**Senior Sport**

**This is a compulsory 2 period per week course.** This is not an assessable course and feedback on the Semester reports is limited only to attitude, co-operation and participation.

Students are expected to participate fully in order to meet the school’s general requirements for satisfactory performance by a student. When students are using venues outside the school, their behaviour and dress should be impeccable.

As a Christian school, we believe that it is important for students to continue to look after their physical well-being as well as to pursue their formal studies. The pursuit of a reasonable level of fitness is also a God-honouring responsibility of each Christian in regard to our view of the body as God’s creation and being the temple of the Holy Spirit.

While the program followed in Senior Sport is only a limited contribution to overall fitness, it helps students find other avenues for physical activity which they can then pursue independently. After leaving school, many students continue with sports to which they were first introduced in school.

**Students will be able to choose one Senior Sport option each term.** Students are expected to stay with that choice for the full rotation and pay for it for the entire term, as outside providers and buses have to be booked and paid for. Generally a choice of sports options will be available, some with a cost involved, and some at no cost. Refunds will not be possible for days when students are absent. All upper school students will still be expected to attend and be involved with school sports’ carnivals.

Most of the sports in which senior students are involved are not team sports but are sports which may be played individually or in small groups and are mainly of a recreational nature. This is for a number of reasons. The smaller student numbers in senior years make it difficult to organise team sports. We try to make the final years of schooling an opportunity to explore a range of possibilities for future recreational sports in which young people may take part. The program may include such activities as: Self-defence, Sailing, Squash and Bowling, but this varies from year to year. In 2015, these periods will be scheduled on **Fridays during periods 7 and 8**.

Students are expected to own and **wear the full regular sports uniform** as described in the school uniform brochure throughout their time in upper school (including proper blue sports shorts). There will occasionally be sports in which they may participate at outside venues where they may not need sports uniform – sailing and bowling would be examples. Students should assume that they should wear sports uniform unless the teacher specifically gives other instructions. Some of the offered activities will take place at other venues. This will necessitate the hiring of buses to transport students (and this **adds to the cost** of some of the options offered).

**Subject Fees**

There is a cost associated with many of the activities and this will be invoiced on school fee accounts each term. One school-based choice offered each term is free.

**Further Information**

Mr S. Kuipers
**Tips from the Experts**

*‘Been There – Done That’*

We asked some former upper school students for some ‘words of wisdom’ about upper school studies. Here are a few of their comments:

- Set **realistic goals and stick to them** and remember there’s no point making excuses or blaming anyone but yourself if you give less than your best.

- Get into a **good working routine at home from week one.** If you’re aiming for University entrance, you’ll need to put in about 3 hours a night, five times a week right from the start.

- In lower school, listening in class and doing all your assignments will get you through but in Year 11 talent and good ears won’t be enough. **Each subject requires individual attention with the work load outside of class.**

- Self-discipline is an important part in getting your work done. **Falling behind in assignments is the thing to try to avoid.**

- Don’t just spend time doing homework and assignments. You have to spend time **revising and reviewing** and you can’t do that unless you get yourself organised.

- A lot of responsibility rests on the student to get **additional information** required for each course. Make your own notes.

- **Television has been my greatest downfall throughout upper school.** It is so easy to sit in front of silly programs when you know you have work to do. Don’t fall into the trap! And then there’s **Facebook.** Just deactivate it!

- The most important thing I had to learn was to **take notes in class and at home,** and not just when the teacher dictated something.

- If you are going to be serious about upper school don’t allow yourself to get **over committed** with other activities like too much social life or part-time employment.

- Preparing for the WACE exams is hard – a lot harder than Year 10, but the amount of work you put in will benefit you in the long run. It will be your choice to go on, so **don’t go through with a negative attitude.**

- **Don’t leave study for exams till the night before the exam!** Plan ahead and learn what you’ve been taught in class at the time.

- If you waste time at school, don’t expect that you’ll be in the running to get into courses. Choose subjects where you’ve got a good chance of doing well and **aim for the highest marks you can get.**

- In order to perform well, **consistency is vital.** Find your own rate of work and try not to overdo it, because burnout before those few weeks in November spells trouble.

- Don’t get discouraged when pressures become too great. Work steadily – organize your time efficiently and keep a balanced life – keeping God in perspective in all that you do. **Remember if you let God take control you will never fail, no matter what ATAR score you get!**