Rehoboth Christian College

2016 SENIOR SECONDARY HANDBOOK
ENROLMENT AND COURSE INFORMATION
FOR YEAR 11 & 12 STUDENTS
— 2016 —
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal’s Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Year 11 and 12 at Rehoboth</td>
<td>5</td>
</tr>
<tr>
<td>The School Leaving Age</td>
<td>6</td>
</tr>
<tr>
<td>Understanding Upper School</td>
<td>6</td>
</tr>
<tr>
<td>Achieving the WACE</td>
<td>7</td>
</tr>
<tr>
<td>Tertiary Entrance</td>
<td>10</td>
</tr>
<tr>
<td>School Assessment</td>
<td>12</td>
</tr>
<tr>
<td>Indicative ATAR Scores</td>
<td>14</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>16</td>
</tr>
<tr>
<td>Enrolling in Year 11 in 2016</td>
<td>18</td>
</tr>
<tr>
<td>Enrolling in Year 12 in 2016</td>
<td>20</td>
</tr>
<tr>
<td>2016 Subject Grid Lines</td>
<td>21</td>
</tr>
<tr>
<td>General Information</td>
<td>21</td>
</tr>
<tr>
<td>Booklists</td>
<td>22</td>
</tr>
<tr>
<td>Changing Subjects</td>
<td>22</td>
</tr>
<tr>
<td>Second Hand Books</td>
<td>22</td>
</tr>
<tr>
<td>Subject Fees</td>
<td>22</td>
</tr>
<tr>
<td>Course Index</td>
<td>23</td>
</tr>
<tr>
<td>Compulsory Year 11 and 12 Subjects</td>
<td>59</td>
</tr>
<tr>
<td>Seminars in Christian Perspectives</td>
<td>59</td>
</tr>
<tr>
<td>Senior Sport</td>
<td>60</td>
</tr>
</tbody>
</table>
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 very 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 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.

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.

For specific assistance in the area of Careers, please make an appointment to see Mrs Drennan (Careers and VET Co-ordinator); or Mr Stirling who assists students with goal setting, understanding University entrance requirements (such as the ATAR), WACE requirements and graduation; or Mrs Nathan (Year 11/12 Director of Students) who is responsible for all Year 12 references, examinations, accreditation, scholarships, disseminating Year 11/12 information, and co-ordination with the School Curriculum and Standards Authority. Other good sources of information can be accessed through the internet, by attending ‘Open Days’, and by speaking to teachers. There are two major Career and Employment exhibitions: the Careers Expo which is held in May; and the Skills West Expo held from 21-23st August in 2015 at the Perth Convention Exhibition Centre. The five Universities and the Central Institute of Technology all run Open Days during Term 3 each year. The details can be found in the Career Diary in the newsletter, and at the College website at http://rehoboth.wa.edu.au/students/careers-and-training/

Principal's Introduction
Year 11 generally leads onto 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 students have become used to at Rehoboth. You may find that problems you face through changing schools could add to the pressures that 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. A number of inaccurate understandings exist about these – for example, it is NOT essential to take Technical Graphics to be an Architect, or Human Biology to be a Doctor. Visit [www.tisc.edu.au](http://www.tisc.edu.au) for information on the current cut-offs and University admission information (or refer to the 2016 TISC guide).

- **The courses offered at Rehoboth for 2016 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.
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, enrolled in an apprenticeship or a traineeship, or working in an approved full-time employment – or combinations of part-time education or training and employment arrangements. 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 2016, 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 in the Semester 1 reports;
- The student’s future study and career plans – particular University and TAFE courses have prerequisite subjects that a student are required to have studied;
- 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 of information by simply accessing the internet, or even by talking to some employers. Work experience can be of tremendous help.
Achieving the WACE (WA Certificate of Education)

What is the WACE?
Most students in Year 11 and 12 are working towards the achievement of their WACE (WA Certificate of Education). The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. Achievement of the WACE acknowledges that at the end of compulsory schooling, students have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

A WASSA (WA Statement of Student Achievement) is issued to all Year 12 students who complete any study that contributes towards their WACE. It lists all courses and programs students have completed in Year 11 and 12.

ATAR and General Courses and Units
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 and List B (mathematics/science/technology) subjects. 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. 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 is available at 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.

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.

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.

**Qualifying for the WACE**

To qualify for the WACE, a student must satisfy the following requirements:

**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).

**List A Subjects (denoted in blue)**
- Drama
- English
- (includes ATAR, Foundations and General English)
- Geography
- Indonesian
- Modern History
- Literature
- Visual Arts

**List B Subjects (denoted in red)**
- Chemistry
- Food Science and Technology
- Human Biology
- Mathematics
- (includes Applications, Essential, Methods and Foundations)
- Mathematics Specialist
- Physical Education Studies
- Physics

**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 Year 12 'C’ grades** in Units 3 and 4 (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.

**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 successful completion of the 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.

**Vocational Programs (VET)**
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.

**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.

**Certificates and Awards**

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.

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 based on the number of points accrued using the student’s best 20 Year 11 and Year 12 units (10 must be Year 12 units). See Mr Stirling or Mrs Nathan if you wish more information on how these are calculated.

---

**Tertiary Entrance**

Students wishing to enter University in 2018 will normally* need to:
1. Qualify for the WACE;
2. Attain competence in English;
3. Obtain a sufficiently high ATAR;
4. Satisfy course prerequisites.

* All Universities offer alternative entry pathways. A TAFEWA Certificate III and IV is also an entry pathway into some University courses at some Universities. If you think you may struggle to cope, especially with exams, this may be a viable option.

Some Universities also offer a University Preparation Course, from which University can be accessed. Both these pathways add an extra year, but may be the best option for a student who may struggle with an ATAR University entry. Go to each University’s web site for full details.

**WACE**

Universities require students to demonstrate breadth of study. Students are able to address this requirement by qualifying for the WACE.

**Competence in English**

Students must achieve the selected University’s requirement for English Language Competence:
- Scaled mark of at least 50 in ATAR English, Literature or EAL/D, or
Meet university specific concessions where a scaled mark of 50 is not achieved, or
Demonstrate competence through the Special Tertiary Admissions Test (STAT).

Students can find out more information about University concessions and alternative admission pathways by visiting the websites of each University. Further information is available from the following websites:

- Tertiary Institutions Service Centre (T ISC) (www.tisc.edu.au)
- School Curriculum and Standards Authority (SCSA) (www.scsa.wa.edu.au)

Sufficiently High ATAR
TISC is responsible for the ranking of students for university entrance. An ATAR is calculated using school assessment and WACE examination results. The Tertiary Institutions Service Centre (TISC) calculates the ATAR based on the school and exam score provided. The School Curriculum and Standards Authority provides the TISC with school and WACE exam results. Each course result is based 50% on school assessment and 50% on the examinations. Statistical adjustments are made to these results, the best 4 of which are added together to calculate a Tertiary Entrance Aggregate (TEA). The section on ATAR Examinations explains how this is calculated. TISC then offers university places based on the ATAR ranking.

Course Prerequisites
Many University courses specify that certain subjects must be undertaken by students in Year 12 as background knowledge is needed to be able to apply to enter their particular course.

ATAR Examinations
All students who are enrolled in ATAR courses are required to sit the external exam in Year 12, which may include both a written and a practical exam in some subjects. If they do not sit, or do not make a genuine attempt in the WACE examination, that pair of units will NOT contribute to the calculation of the achievement standard. 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 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.

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, the Queen’s Birthday public holiday and during the second and third weeks of Term 4. The written examinations start on the first Monday in November. 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 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 96.00, for example, it indicates that the student is in the top 4% of Year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 75%. 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.

School Assessment

Grades and School Marks

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

Students will receive a grade A, B, C, D or E for each unit pair they 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. Students 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 they 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.
'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 2016 TISC Guide. The larger courses include:

### CURTIN UNIVERSITY (Bentley)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Indicative ATAR 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Science</td>
<td>CUAHH</td>
<td>70.00</td>
</tr>
<tr>
<td>Arts/Commerce (double degree)</td>
<td>CUCDH</td>
<td>70.00</td>
</tr>
<tr>
<td>Commerce</td>
<td>CUBBC</td>
<td>70.00</td>
</tr>
<tr>
<td>Computer Systems &amp; Networking</td>
<td>CUETE</td>
<td>70.00</td>
</tr>
<tr>
<td>Creative Advertising &amp; Graphic Des</td>
<td>CUGDH</td>
<td>70.00</td>
</tr>
<tr>
<td>Early Child Education</td>
<td>CUTKH</td>
<td>70.00</td>
</tr>
<tr>
<td>Engineering (Hons)</td>
<td>CUBEE</td>
<td>80.00</td>
</tr>
<tr>
<td>Exercise, Sport &amp; Rehab Science</td>
<td>CUXSS</td>
<td>73.00</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>CUHIS</td>
<td>70.00</td>
</tr>
<tr>
<td>Journalism</td>
<td>CUJOH</td>
<td>70.00</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>CULARH</td>
<td>70.00</td>
</tr>
<tr>
<td>Law</td>
<td>CULLC</td>
<td>90.00</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>CUACH</td>
<td>70.00</td>
</tr>
<tr>
<td>Midwifery</td>
<td>CUHLS</td>
<td>88.00</td>
</tr>
<tr>
<td>Nursing (February)</td>
<td>CUPS</td>
<td>75.00</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>CUHRS</td>
<td>80.00</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>CUHPS</td>
<td>80.00</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>CUHTS</td>
<td>90.00</td>
</tr>
<tr>
<td>Primary Education</td>
<td>CUTPH</td>
<td>70.00</td>
</tr>
<tr>
<td>Psychology (BPsych)</td>
<td>CUHYS</td>
<td>70.00</td>
</tr>
<tr>
<td>Science/Arts (double degree)</td>
<td>CUMQ</td>
<td>75.00</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>CUTSH</td>
<td>70.00</td>
</tr>
<tr>
<td>Social Work</td>
<td>CURWS</td>
<td>70.00</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>CUHSS</td>
<td>80.00</td>
</tr>
</tbody>
</table>

### EDITH COWAN UNIVERSITY (Metropolitan)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Indicative ATAR 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts/Business (double degree)</td>
<td>EMBBC</td>
<td>55.00</td>
</tr>
<tr>
<td>Business</td>
<td>EMBSC</td>
<td>55.00</td>
</tr>
<tr>
<td>Computer Science</td>
<td>EJPC</td>
<td>55.00</td>
</tr>
<tr>
<td>Design</td>
<td>EMDES</td>
<td>55.00</td>
</tr>
<tr>
<td>Education (ECE)</td>
<td>EMTK</td>
<td>65.00</td>
</tr>
<tr>
<td>Education (Primary)</td>
<td>EMTPC</td>
<td>65.00</td>
</tr>
<tr>
<td>Education (Secondary - H/PE Ed)</td>
<td>EJP</td>
<td>65.00</td>
</tr>
<tr>
<td>Exercise &amp; Sports Science</td>
<td>EJASC</td>
<td>55.00</td>
</tr>
<tr>
<td>Health Science</td>
<td>EJHSC</td>
<td>55.00</td>
</tr>
<tr>
<td>Nursing - Registered Nursing</td>
<td>EJNRC</td>
<td>55.00</td>
</tr>
<tr>
<td>Nursing/Midwifery (double degree)</td>
<td>EJSNC</td>
<td>65.00</td>
</tr>
<tr>
<td>University Preparation Course</td>
<td>EPCJC</td>
<td>N/A</td>
</tr>
<tr>
<td>University Preparation Course</td>
<td>EPCM</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### MURDOCH UNIVERSITY (South Street)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Indicative ATAR 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications &amp; Media Studies</td>
<td>MUACM</td>
<td>70.00</td>
</tr>
<tr>
<td>Course</td>
<td>Course Code</td>
<td>Indicative ATAR 2015</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>English &amp; Creative Writing</td>
<td>MUAEC</td>
<td>70.00</td>
</tr>
<tr>
<td>Social &amp; Development Psychology</td>
<td>MUAPS</td>
<td>70.00</td>
</tr>
<tr>
<td>Early Childhood &amp; Primary Teaching</td>
<td>MUECP</td>
<td>70.00</td>
</tr>
<tr>
<td>Primary</td>
<td>MUEPT</td>
<td>70.00</td>
</tr>
<tr>
<td>Primary, 1-10 H &amp; P/E</td>
<td>MUEHP</td>
<td>70.00</td>
</tr>
<tr>
<td>Secondary / Arts (comb degree)</td>
<td>MUEBA</td>
<td>70.00</td>
</tr>
<tr>
<td>Secondary / Science (comb degree)</td>
<td>MUEBS</td>
<td>70.00</td>
</tr>
<tr>
<td>Electrical Engineering (Hons)</td>
<td>MUNEL</td>
<td>75.00</td>
</tr>
<tr>
<td>Law</td>
<td>MULAW</td>
<td>90.00</td>
</tr>
<tr>
<td>Nursing</td>
<td>MUNUR</td>
<td>90.00</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>MUSES</td>
<td>70.00</td>
</tr>
<tr>
<td>Sport &amp; Health Science</td>
<td>MUSHS</td>
<td>70.00</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>MUSVB</td>
<td>97.30</td>
</tr>
<tr>
<td>On Track (Pre-University program)</td>
<td>MUOTC</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**UNIVERSITY OF W.A. (Crawley)**

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

**Calculating the ATAR**

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, and uses Year 12 data from 2014. This calculator can be found at [www.tisc.edu.au/static/guide/atar-about.tisc](http://www.tisc.edu.au/static/guide/atar-about.tisc).

### ATAR Rank

<table>
<thead>
<tr>
<th>ATAR Rank</th>
<th>4 Subject Average</th>
<th>TEA Score (2014)</th>
<th>Minimum Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>47.08</td>
<td>188.3</td>
<td>Edith Cowan</td>
</tr>
<tr>
<td>60</td>
<td>49.90</td>
<td>199.6</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>52.75</td>
<td>211.0</td>
<td>Curtin &amp; Murdoch</td>
</tr>
<tr>
<td>70</td>
<td>55.90</td>
<td>223.6</td>
<td>UWA</td>
</tr>
<tr>
<td>75</td>
<td>58.85</td>
<td>235.4</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>61.98</td>
<td>247.9</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>65.78</td>
<td>263.1</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>70.08</td>
<td>280.3</td>
<td></td>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>University</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtin University</td>
<td><a href="http://www.futurestudents.curtin.edu.au">www.futurestudents.curtin.edu.au</a></td>
</tr>
<tr>
<td>WA Academy of Performing Arts (WAAPA at ECU – Mt Lawley)</td>
<td><a href="http://www.waapa.ecu.edu.au">www.waapa.ecu.edu.au</a></td>
</tr>
<tr>
<td>Murdoch University</td>
<td><a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a></td>
</tr>
<tr>
<td>Notre Dame University</td>
<td><a href="http://www.nd.edu.au">www.nd.edu.au</a></td>
</tr>
<tr>
<td>University of W.A.</td>
<td><a href="http://www.studyat.uwa.edu.au">www.studyat.uwa.edu.au</a></td>
</tr>
<tr>
<td>Tertiary Institutions Service Centre (TISC Online)</td>
<td><a href="http://www.tisc.edu.au">www.tisc.edu.au</a></td>
</tr>
</tbody>
</table>
Vocational Education

This is a separate category that aims to train 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).

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 2016, 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). Rehoboth also offers an endorsed unit, Authority Developed Workplace Learning (ADWPL).

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 THURSDAY OR FRIDAY) or two days a week (on a THURSDAY AND FRIDAY), in a program selected from the list offered by Polytechnic West (formerly Swan TAFE) or Central Institute of Technology (formerly Perth Central TAFE) or Challenger Institute of Technology. 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 were due to be submitted to Mrs Drennan by Friday, 14th August, 2015.

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 or Central Institute of Technology or Challenger TAFE

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, 2016 and continue until the end of Term 3 for most programs (25 weeks). The list of possible courses to be offered has been issued to Year 11 and 12 students. 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 2016) cannot choose the two year courses. If students select the two day course, they will only study 4 WACE (but not ATAR) subjects on Monday-Wednesday. These students must 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:
1. Polytechnic West has campuses in Armadale, Balga, Bentley, Carlisle, Midland and Thornlie;
2. The Central Institute of Technology has campuses in East Perth, Leederville, Mt. Lawley, Nedlands, Perth and Subiaco;
3. The Challenger Institute of Technology has campuses in Beaconsfield, Fremantle, Henderson, Kwinana, Murdoch, Mandurah and Rockingham;
4. The other Training WA College is the West Coast Institute of Training which has campuses in Joondalup and Clarkson.

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.

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.

Websites
For more details, visit the TAFE Admission Centre or various TAFE websites.

<table>
<thead>
<tr>
<th>TAFEWA</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Institute of Technology (formerly Perth Central TAFE)</td>
<td><a href="http://www.central.wa.edu.au">www.central.wa.edu.au</a></td>
</tr>
<tr>
<td>Challenger Institute of Technology (formerly Challenger TAFE)</td>
<td><a href="http://www.challenger.wa.edu.au">www.challenger.wa.edu.au</a></td>
</tr>
<tr>
<td>Polytechnic West (formerly Swan TAFE)</td>
<td><a href="http://www.polytechnic.wa.edu.au">www.polytechnic.wa.edu.au</a></td>
</tr>
<tr>
<td>West Coast Institute of Training (formerly West Coast TAFE)</td>
<td><a href="http://www.westcoast.wa.edu.au">www.westcoast.wa.edu.au</a></td>
</tr>
<tr>
<td>TAFE Admissions Centre On-line applications</td>
<td><a href="http://www.trainingwa.wa.gov.au">www.trainingwa.wa.gov.au</a> <a href="http://tasonline.tafe.wa.edu.au">http://tasonline.tafe.wa.edu.au</a></td>
</tr>
</tbody>
</table>
Enrolling in Year 11 in 2016

Students wishing to enrol at Rehoboth Christian College in Year 11 must be enrolled in and studying six (6) courses, or the equivalent, in each semester. All students must study one of the following: English, English as an Additional Language/Dialect or Literature.

All students must choose at least one course from List A and at least one from List B. Students wishing to compete for special SCSA awards at the end of Year 12 should study at least two from each list. Students wishing to gain an ATAR must study a minimum of four ATAR courses in which they intend sitting the external assessment/exam at the end of 2017. Students who are not studying at least four ATAR courses need to enrol in and successfully complete a Certificate II course to achieve a WACE.

ATAR students who are uncertain about their tertiary aspirations or whose academic performance in Year 10 indicates that they may find the ATAR pathway particularly challenging must enrol in a Certificate II course in addition to their ATAR courses. Note that many Certificate courses are two year courses. A successful completion of a Certificate II or higher is one of the minimum requirements of the WACE. No credit is given for partially completed Certificate II courses. Therefore, students will need to choose these courses carefully.

Enrolment in all courses is dependent on students gaining the signature of the Head of Learning Area (HOLA) AND the subject teacher.

Prerequisites

In addition to the teacher’s signature, many subjects also have a specific prerequisite. This is most likely to be expressed as a percentage or grade achieved on the Year 10 Semester 1 Report. Prerequisites are based on the degree of difficulty of the Year 11 course and the kind of background students need to be successful. Students should check subject descriptions carefully to ensure they have met the prerequisite.

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.

If a student has **NOT** met the prerequisite for a course, they are **NOT** eligible to enrol in that course. Students who do not meet pre-requisites and still wish to be considered for entry into a course must arrange an interview with their parents and the Head of Learning Area. These prerequisites were outlined in the 2015 Year 10 Handbook, and are included in the individual Subject descriptions.

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

**Changing Selections**

Students who wish to make changes to their course selections after the Subject Selection form has been submitted, will need to see the Principal. All requests must be accompanied by a letter from the parent.

**Notes**

Enrolment in English as an Additional Language/Dialect ATAR is dependent on a student's eligibility. It may be possible to enrol in this subject as a private candidate. Students wishing to explore this option will need to be interviewed by the Head of the English Learning Area (Mrs Ball).

Students wishing to enrol in Language courses will need to be interviewed by Mrs Nathan. Students who wish to enrol in Background and Second Language courses need to meet strict entry requirements. Applications for these courses need to be completed and endorsed by the school before being lodged with SCSA. Students enrolment in these courses will only be confirmed when written advice is provided by SCSA. 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](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms).

Ideally, students who select Chemistry ATAR and/or Physics ATAR will also select a Mathematics ATAR subject.

**Students who wish to enrol in the VET program will need to be interviewed by Mrs Drennan.**

When completing the Course Selection Form students should only circle courses for which they are eligible: that is – circle those courses where prerequisites have been met and which have the appropriate HOLA signature. **Not all courses that are offered are likely to run.** Timetabling constraints may affect the availability of courses. This means that students may need to reselect. **Classes will only run where there are viable numbers.** Students who do not meet prerequisites are not guaranteed a place in a course if they successfully meet prerequisites at a later date. The College will enrol you in your selected WACE units, VET and/or endorsed programs with the Authority.
Year 11 students must choose to study a composite of six courses from the list of courses on offer listed on the 2016 Grid Lines. 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. In 2016 this date is Friday, 4th March (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.

Enrolment Criteria for Foundation 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. When their eligibility is met, these students will be transferred into the General course in these subjects.

Subject Selection Forms
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, students 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 Technology. Year 11 and 12 students need to complete the 2016 Subject Selection form and return it by Friday, 28th August, 2015.

| Enrolling in Year 12 in 2016 |

Prerequisites
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 an ATAR course to a General (Vocational) course, or they will need to repeat Year 11, as it would otherwise be highly unlikely that they would meet the WACE requirements for graduation.

Year 12 students seeking University entrance MUST study at least four courses at Unit 3 and 4 level and are STRONGLY advised to select five.

In Year 12, it is possible for students enrolled in AT LEAST four ATAR courses (i.e. a University entrance course) to select a total of five subjects, after approval by the Principal. This allows one subject line to be used for scheduled private study. Students enrolled in VETfS may select Private Study as their sixth subject (but only once TAFE has commenced). This will allow them to catch up on the class work missed by being at TAFE one or two days per week. All students selecting private study will be assigned to work under supervision and work at the rear of an existing class.

Students who do not select a minimum of four ATAR courses or VETfS MUST choose six subjects (one on each grid line), including at least one Certificate II Course (or higher).
## 2016 Subject Grid Lines

<table>
<thead>
<tr>
<th>11</th>
<th>11</th>
<th>11</th>
<th>Two Year Courses</th>
<th>12</th>
<th>12</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maths Specialist ATAR Unit 1&amp;2</td>
<td>Modern History ATAR Unit 1&amp;2</td>
<td>PE Studies General Unit 1&amp;2</td>
<td>Certificate II in Business Studies BSB20112</td>
<td>4</td>
<td>Physics ATAR Unit 3&amp;4</td>
</tr>
<tr>
<td>2</td>
<td>Geography ATAR Unit 1&amp;2</td>
<td>Food Science &amp; Technology General Unit 1&amp;2</td>
<td>Drama General Unit 1&amp;2</td>
<td>2</td>
<td>Chemistry ATAR Unit 3&amp;4</td>
<td>Visual Art General Unit 3&amp;4</td>
</tr>
<tr>
<td>3</td>
<td>Chemistry ATAR Unit 1&amp;2</td>
<td>Indonesian Second Lang ATAR U1&amp;2 Background ATAR U1&amp;2</td>
<td>Visual Arts General Unit 1&amp;2</td>
<td>Certificate II in Visual Art CUV20111 Furniture</td>
<td>3</td>
<td>Modern History ATAR Unit 3&amp;4</td>
</tr>
<tr>
<td>4</td>
<td>Literature ATAR Unit 1&amp;2</td>
<td>English ATAR Unit 1&amp;2</td>
<td>English General Unit 1&amp;2 or Foundation Unit 1&amp;2</td>
<td>4</td>
<td>Maths Methods ATAR Unit 3&amp;4</td>
<td>Maths Applications ATAR Unit 3&amp;4</td>
</tr>
<tr>
<td>5</td>
<td>Maths Methods ATAR Unit 1&amp;2</td>
<td>Maths Applications ATAR Unit 1&amp;2</td>
<td>Maths Essential General Unit 1&amp;2 or Foundation Unit 1&amp;2</td>
<td>5</td>
<td>Literature ATAR Unit 3&amp;4</td>
<td>English ATAR Unit 3&amp;4</td>
</tr>
<tr>
<td>6</td>
<td>Physics ATAR Unit 1&amp;2</td>
<td>Human Biology ATAR Unit 1&amp;2</td>
<td>VETfS (at TAFE)</td>
<td>Year 11/12 ADWPL</td>
<td>6</td>
<td>Maths Specialist ATAR Unit 3&amp;4</td>
</tr>
</tbody>
</table>

## General Information

There are 40 x 40 minute periods in the school week. Year 11 students select **six 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 59 for more details).

### Senior Sport (x 2 periods)
All students take this course in Year 11 and 12 (see page 60 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.
In Years 11 and 12, students will be required to purchase most of their own textbooks. Some practical courses will also have subject fees. 2016 booklists will be made 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 stores at 7 Oxleigh Drive, Malaga, or 28 Kembla Way, Willetton (phone 6240 2778) throughout the year.

Students may change their subject selection at any time prior to the start of the 2016 school year. This is done by simply completing a new 2016 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 2016, 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 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.

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 much 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, especially if a registered training provider (RTO) is involved.
<table>
<thead>
<tr>
<th>Courses</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority Developed Workplace Learning (ADWPL)</td>
<td>24</td>
</tr>
<tr>
<td>Certificate II in Business (BSB20112)</td>
<td>25</td>
</tr>
<tr>
<td>Certificate II in Visual Art Furniture Stream (CUV20111)</td>
<td>26</td>
</tr>
<tr>
<td>Chemistry ATAR Unit 1 &amp; 2</td>
<td>27</td>
</tr>
<tr>
<td>Chemistry ATAR Unit 3 &amp; 4</td>
<td>28</td>
</tr>
<tr>
<td>Drama General Unit 1 &amp; 2</td>
<td>29</td>
</tr>
<tr>
<td>English General Unit 1 &amp; 2 / Foundation Unit 1 &amp; 2</td>
<td>30</td>
</tr>
<tr>
<td>English General Unit 3 &amp; 4</td>
<td>31</td>
</tr>
<tr>
<td>English ATAR Unit 1 &amp; 2</td>
<td>32</td>
</tr>
<tr>
<td>English ATAR Unit 3 &amp; 4</td>
<td>33</td>
</tr>
<tr>
<td>Food Science and Technology General Unit 1 &amp; 2</td>
<td>34</td>
</tr>
<tr>
<td>Food Science and Technology General Unit 3 &amp; 4</td>
<td>35</td>
</tr>
<tr>
<td>Geography ATAR Unit 1 &amp; 2</td>
<td>36</td>
</tr>
<tr>
<td>Geography ATAR Unit 3 &amp; 4</td>
<td>37</td>
</tr>
<tr>
<td>Human Biology ATAR Unit 1 &amp; 2</td>
<td>38</td>
</tr>
<tr>
<td>Human Biology ATAR Unit 3 &amp; 4</td>
<td>39</td>
</tr>
<tr>
<td>Indonesian: Second Language ATAR Unit 1 &amp; 2</td>
<td>40</td>
</tr>
<tr>
<td>Indonesian: Background Language ATAR Unit 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Literature ATAR Unit 1 &amp; 2</td>
<td>41</td>
</tr>
<tr>
<td>Literature ATAR Unit 3 &amp; 4</td>
<td>42</td>
</tr>
<tr>
<td>Maths Essential General Unit 1 &amp; 2 / Foundation Unit 1 &amp; 2</td>
<td>43</td>
</tr>
<tr>
<td>Maths Essential General Unit 3 &amp; 4</td>
<td>44</td>
</tr>
<tr>
<td>Maths Applications ATAR Unit 1 &amp; 2</td>
<td>45</td>
</tr>
<tr>
<td>Maths Applications ATAR Unit 3 &amp; 4</td>
<td>46</td>
</tr>
<tr>
<td>Maths Methods ATAR Unit 1 &amp; 2</td>
<td>47</td>
</tr>
<tr>
<td>Maths Methods ATAR Unit 3 &amp; 4</td>
<td>48</td>
</tr>
<tr>
<td>Maths Specialist ATAR Unit 1 &amp; 2</td>
<td>49</td>
</tr>
<tr>
<td>Maths Specialist ATAR Unit 3 &amp; 4</td>
<td>50</td>
</tr>
<tr>
<td>Modern History ATAR Unit 1 &amp; 2</td>
<td>51</td>
</tr>
<tr>
<td>Modern History ATAR Unit 1 &amp; 2</td>
<td>52</td>
</tr>
<tr>
<td>Physical Education Studies General Unit 1 &amp; 2</td>
<td>53</td>
</tr>
<tr>
<td>Physical Education Studies General Unit 3 &amp; 4</td>
<td>54</td>
</tr>
<tr>
<td>Physics ATAR Unit 1 &amp; 2</td>
<td>55</td>
</tr>
<tr>
<td>Physics ATAR Unit 3 &amp; 4</td>
<td>56</td>
</tr>
<tr>
<td>Visual Arts General Unit 1 &amp; 2</td>
<td>57</td>
</tr>
<tr>
<td>Visual Arts General Unit 1 &amp; 2</td>
<td>58</td>
</tr>
<tr>
<td>Seminars in Christian Perspectives</td>
<td>59</td>
</tr>
<tr>
<td>Senior Sport</td>
<td>60</td>
</tr>
</tbody>
</table>
Authority Developed Workplace Learning (ADWPL)

Prerequisites
Entry to the ADWPL endorsed program is subject to an interview with Mrs Drennan and approval by Mr Stirling, as there is a limit to the number of VET courses that may be studied.

The purpose of ADWPL is to prepare 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. Students are required to find a placement by Week 3 of Term 1.

ADWPL involves participating in the workplace on a Friday (this may be paid or unpaid work) or a Thursday (only with approval). It provides an opportunity for the student to demonstrate and develop increasing knowledge, understandings and 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. These skills 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.

Workplace Learning (ADWPL) is an Authority-developed endorsed program that is open to students in Year 11 and 12 in 2016. 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. Completion of all requirements and at least 110 hours in the workplace is equivalent to a subject pass for graduation.

These conditions for ADWPL also apply to students studying their Pre-Apprenticeship or their School-Based Apprenticeship (SBT). They are required to complete the official Logbook for apprentices. This workplace component of the SBT or SBA also counts as a subject equivalent towards graduation.

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 from Mr Stirling as there is a limit to the number of VET courses studied in Years 11 and 12. This qualification is studied over two years.

Part of the responsibility of 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, an initiative begun in 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 working in business and will also enhance their life skills (e.g. personal budgeting). The course will be based (over two years) on most of the following units of competency:

- Contribute to health and safety of self and others (15)*;
- Participate in environmentally sustainable work practices (10);
- Create and use spreadsheets (20);
- Produce simple word-processed documents (40);
- Deliver a service to customers (40);
- Work effectively with others (20);
- Use business technology (30);
- Communicate in the workplace (30);
- Develop and use a personal budget (20);
- Process and maintain workplace information (20);
- Contribute to workplace innovation (20);
- Promote innovation in a team environment (30);
- Provide First Aid (20).

*(15) denotes the number of nominal hours associated with this unit. A minimum of 110 nominal hours is required for subject equivalence for each year.

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. Students not taking 4 ATAR subjects must enrol in a Certificate II course.
Certificate II in Visual Art – Furniture Stream (CUV20111)

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

Certificate II in Visual Art – Furniture stream 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 7–10).

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. Students not taking 4 ATAR subjects must enrol in a Certificate II course.
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. Such activities as 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, and laws and by their own observations through experimentation, 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 the consideration of the factors that affect the rate of chemical reactions. The unique properties of water and the properties of acids and bases; use of chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions; and the 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
Mr L. Martens
(Head of Science Learning Area)

These ATAR Units lead on to Chemistry Unit 3 and 4 in Year 12, which are units suitable for students seeking an ATAR score for University entrance.
Chemistry
ATAR
Unit 3 & 4

Prerequisites
A 'C' grade in Chemistry ATAR Units 1 & 2; and a 'C' grade in Maths Methods or Maths Applications.

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 3: Equilibrium, Acids and Bases, and Redox Reactions
The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual cells in our bodies. Processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium. In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

Unit 4: Organic Chemistry and Chemical Synthesis
This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Subject Fees
$60

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

This is an ATAR course suitable for students seeking University entrance.
Drama General Unit 1 & 2

Prerequisites
There are no formal prerequisites, but having studied Drama in Year 9 and/or 10 is an advantage.

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 and enjoy it as God intended.

Subject Fees
$50

Further Information
Mrs A. Stewart
Mrs R. Ball (Head of English Learning Area)

This course leads on to Drama General Unit 3 & 4 in Year 12, which is a course suitable for students seeking Training WA or Vocational entrance.
English General Unit 1 & 2; Foundation Unit 1 & 2

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

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

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
$30

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, which is a course suitable for students seeking Training WA or Vocational entrance.
**English General**

**Unit 3 & 4**

**Prerequisites**
A ‘C’ grade in English General Units 1 & 2. A ‘C’ grade or higher in Year 12 English is adequately satisfies the 'English Language Competence Requirement' for Secondary Graduation and the Western Australian Certificate of Education.

In **Unit 3**, students explore representations of **themes, issues, ideas and concepts through comparison of texts**. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

In **Unit 4**, students examine different interpretations and perspectives to further develop their **knowledge and analysis of purpose and style**. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through the creation of imaginative, interpretive, persuasive and analytical responses.

The course builds on the work done in Year 11 English General. 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**
$30

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

*This is a General 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 the Year 10 English teacher is also important. Students who are not achieving a high level across all areas of English are 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. Students will consider how they communicate and aim to develop improved modes of language. Students will examine the various levels of language usage in literature, media and everyday texts.

Texts are 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 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 be successful 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
$30

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

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

(Martin Luther King, Jr.)

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

Prerequisites
The completion of English ATAR Unit 1 & 2 with a final Year 11 grade of ‘C’ grade or above, is required. English ATAR Units 3 & 4 follow on from English ATAR Units 1 & 2 and will strengthen the reading, writing and critiquing skills developed in Year 11.

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

In Unit 4, students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing.

Students demonstrate understanding of the texts studied through creating imaginative, interpretive, persuasive and analytical responses. 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 an ATAR course suitable for students seeking 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 in a team.

Food is essential for overall health and wellbeing. This is a practical course that 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, which is a course suitable for students seeking Training WA or Vocational entrance.
Food Science & Technology
General
Unit 3 & 4

Prerequisites
Preference will be given to students who have successfully completed Food Science and Technology Unit 1 & 2. Students should enjoy cooking and be able to work within a team.

This is a practical course that 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 also 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 by sharing meal times with others. Students will be involved in food service opportunities as part of the college activities.

Unit 3 and 4
The focus of these units is: Food Science and The Undercover Story.
Key topics covered throughout this course include:
- Wet and dry methods of food processing;
- Factors that influence food choices;
- Nutritional impact of micronutrients on health;
- Cultural and lifestyle factors that impact nutritional well-being;
- Food commodities, including the functional properties of foods;
- The food supply chain, designing food products and processing systems;
- Value adding in food production;
- Selection and evaluation of resources to meet performance criteria;
- Occupational health and safety requirements to produce safe, quality food;
- Food spoilage and principles of food preservation including freezing, dehydrating, canning and bottling;
- Principles of menu planning, adaptation of recipes and processing to meet dietary needs;
- Technology process to address a product proposal.

Possible career and further study opportunities
Training WA: 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 course is 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.

**Unit 1: Natural and Ecological Hazards**
In this Unit, students will explore the management of hazards and the risk they pose to people and environments. Students will study their impact and the ways to mitigate their damage.

**Unit 2: Global Networks and Interconnections**
In this Unit, students will 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 which is a course suitable for students seeking an ATAR score for University entrance.
Geography
ATAR
Unit 3 & 4

Prerequisites
Students need to have achieved a ‘C’ grade or higher in Unit 1 & 2 ATAR Geography to be admitted into this course. Students not having taken this course 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 its steward.

Unit 3: Global Environmental Change
This Unit begins with an overview of land cover change drawn from different regions and countries. Two depth studies provide greater detail. The first study focuses on the interrelationship between land cover and global climate change. The second study focuses on the evaluation of a local land cover change initiative designed to address climate change. In undertaking these depth studies, students develop an understanding of the use and application of geographical inquiry, tools such as spatial technologies, fieldwork and other skills, to investigate human–environment systems.

Unit 4: Planning Sustainable Cities
The Unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit.

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

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 an ATAR course suitable for students seeking University entrance.
Human Biology
ATAR
Unit 1 & 2

Prerequisites
A ‘C’ grade in Science 10(1) or ‘B’ grade in Science 10(2) and a ‘B’ grade in the Biology component; and a ‘C’ grade in Chemistry and/or ‘C’ grade in the Physics components of the Science 10(2) 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 the 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’. Scientific method and research skills are also explored to develop students’ skills, enabling them to undertake independent study relating to Human Biology.

Human Biology is an interesting general education course, which would be informative and useful to any students interested in Biological, Medical or Health Science careers.

Subject Fees
$50

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

These units lead on to Human Biology Units 3 and 4 in Year 12, which are units suitable for students seeking an ATAR score for University entrance.
Human Biology
ATAR
Unit 3 & 4

Prerequisites
Students need to have achieved a ‘C’ grade for Human Biological Science ATAR Units 1 & 2 to be admitted into this course. Students not having taken Human Biological Science ATAR Units 1 & 2 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 3: Homeostasis and Disease
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens.

Unit 4: Human Variation and Evolution
This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

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
$50

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

This is an ATAR course suitable for students seeking University entrance.
Indonesian: Second Language ATAR Unit 1 & 2; Background Language ATAR Unit 1 & 2

Prerequisites
Students need to have studied Indonesian in Years 8, 9 and 10. For students wanting to take Indonesian for tertiary entrance, the minimum requirement is a 'B' grade in Year 10.

There are cultural and intellectual benefits to be derived from studying languages. It is also an advantage to have undertaken a LOTE (language other than English) course for entry into some courses in some Universities.

Indonesian: Second Language ATAR
This course is designed to further develop students’ knowledge and understanding of the culture and the language of Indonesian-speaking communities. It will provide them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community. It provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English. Only students who have received confirmation of eligibility status from the School Curriculum and Standards Authority can be enrolled in the Indonesian: Second Language course.

Indonesian: Background Language ATAR
This course builds on and further develops a student’s language capability through engagement with the Indonesian-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students with a background in the language the opportunity to strengthen their personal connections to the Indonesian language and culture. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society, a culturally and linguistically diverse local community. It continues to build the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the Indonesian language as well as extend literacy development in English.

Subject Fees
$50

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

This course leads on to Indonesian: Second Language ATAR Unit 3 and 4 or Indonesian: Background Language ATAR Unit 3 and 4 in Year 12, which are courses suitable for students seeking University entrance.
Literature ATAR
Unit 1 & 2

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

Unit 1 develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a wide range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. Prose fiction, poetry and drama are studied. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. By creating analytical responses, students frame consistent arguments that are substantiated by relevant evidence. By creating imaginative texts, students explore and experiment with aspects of style and form.

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

Christians know that language and creativity are special aspects of having been created in God’s image. We have many 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 a Christian text?’ and ‘How can understanding Literature help us understand the world God calls us to serve?’

Subject Fees
$30

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

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

Prerequisites
The completion of Literature Unit 1 & 2 with an 'A', 'B' or 'C' grade as the final Year 11 grade, is required. Literature ATAR Units 3 & 4 follow Literature ATAR Units 1 & 2. They build on the literary theory, discussion and writing skills developed in Year 11.

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

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

The course also presents many opportunities for Christians to think beyond the surface aspects of texts. They help us to consider a range of worldviews and how these measure up against Biblical thinking. Literature studies in a Christian school help to develop students’ ability to discriminate and to think Christianly.

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

Further Information
Mrs. M. Gwynne
Mrs R. Ball (Head of English Learning Area)

This is an ATAR course suitable for students seeking University entrance.
Mathematics Essential 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 Essential 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 order 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 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 the four topics covered 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 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 the four topics covered 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.

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

Subject Fees
$30

This course leads on to Mathematics Essential General Unit 3 & 4 in Year 12, which is a course suitable for students seeking Training WA or Vocational entrance.
Prerequisites
A ‘C’ grade in Mathematics Essential General Unit 1 & 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 order 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 3 provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

The content of the four topics in this unit are: Measurement; Scales, Plans and Models; Graphs in Practical Situations; and Data Collection. A variety of approaches are used to provide a context that is meaningful and interesting. Possible contexts for this unit are Construction and Design, and Medicine.

Unit 4 provides students with the mathematical skills and understanding to solve problems related to Probability, Earth Geometry and Time Zones, Loans and Compound Interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

The content of the three topics in this unit are: Probability and Relative Frequencies; Earth Geometry and Time Zones; and Loans and Compound Interest. Possible contexts for this unit are Finance and Travel.

Subject Fees
$30

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

This is a General 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 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 order 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 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 spreadsheet. 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 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. This includes problems involving the use of angles of elevation and depression and bearings in navigation.

Subject Fees
$30

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, which is a course suitable for students seeking an ATAR score for University entrance.
Prerequisites
A ‘C’ grade in Mathematics Application ATAR Unit 3 & 4.

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 order 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 3: Bivariate data analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is taught within the framework of the statistical investigation process. Growth and decay in sequences employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Graphs and networks introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Unit 4: Time series analysis continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. Loans investments and annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. Networks and decision mathematics uses networks to model and aid decision making in practical situations.

Subject Fees
$30

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

This course leads on to Mathematics Applications ATAR Unit 3 and 4 in Year 12, which is a course suitable for students seeking an ATAR score for University entrance.
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 order 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 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. Students’ access to technology will support the computational and graphical aspects of these topics.

The algebra section of Unit 4 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. 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

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, which is a course suitable for students seeking an ATAR score for University entrance.
Mathematics Methods ATAR Unit 3 & 4

Prerequisites
A ‘C’ grade in Mathematics Methods ATAR Unit 3 & 4.

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 order 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 3: The study of Calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised.

In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Unit 4: The Calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts.

The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

Subject Fees
$30

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

This is an ATAR course suitable for students seeking University entrance.
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 order 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 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.

Unit 2 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

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, which is a course suitable for students seeking an ATAR score for University entrance.
Prerequisites
A ‘C’ grade in Mathematics Specialist Unit 1 & 2.

Note: To select Mathematics Specialist Unit 3 & 4, students need to have Mathematics Methods Unit 3 & 4 together 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 order 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 3 contains three topics: Complex numbers, Functions and Sketching Graphs, and Vectors in Three Dimensions. The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students’ knowledge of Calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form. The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

Unit 4 contains three topics: Integration and Applications of Integration, Rates of Change and Differential Equations, and Statistical Inference. In Unit 4, the study of differentiation and integration of functions continues, and the Calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course. In this unit, the students’ previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

Subject Fees
$30

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

This is an ATAR course suitable for students seeking University entrance.
Modern History
ATAR
Unit 1 & 2

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 the broad focus of capitalism in the United States in the generation prior to 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. It covers 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, which is a course suitable for students seeking an ATAR score for University entrance.
Modern History
ATAR Unit 3 & 4

Prerequisites
Students must have achieved a 'C' grade or higher in Unit 1 & 2 ATAR Modern History to be admitted into this course. Students not having taken this Year 11 course must have a strong background and be well-motivated students, with a minimum of a 'B' grade in Unit 1 & 2 ATAR English.

History is a significant part of Christian Education as it examines the actions of man in the world which God has created. 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 3: Modern Nations in the 20th Century (Semester 1)
Elective 2: Russia and the Soviet Union 1914-1945
This unit will examine Russia in the period from World War 1 to World War 2. Topics will include: an overview of pre-1914 Russia; Marxism, Leninism and Stalinism; the impact of World War 1; the causes and outcomes of the 1917 revolutions; the Russian Civil War; the power struggle between Stalin and Trotsky; Stalin’s creation of the U.S.S.R. and the process of modernisation; the social/cultural impact of Bolshevism; Soviet repression and propaganda; and the U.S.S.R.’s role in the Allied victory in World War 2.

Unit 4: The Modern World since 1945 (Semester 2)
Elective 1: The Changing European World since 1945
This unit will examine the Cold War in Europe from its origin in 1945 until the changes that took place in its aftermath (up to 2001). Topics will include: the Iron Curtain; Communism, Capitalism and Democracy; the Truman Doctrine, Marshall Plan and the Berlin Blockade; Peaceful Co-Existence; the Space Race, Arms Race and the threat of Nuclear War; the Berlin Wall; Cuban Missile Crisis; Khrushchev and Gorbachev; the collapse of Communism; the reunification of Germany; the break-up of Yugoslavia; and the advent of the European Union.

Subject Fees
$40

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

This is an ATAR course suitable for students seeking University entrance.
Prerequisites
A 'C' grade in Physical Education 10. Students need to have demonstrated an excellent attitude to PE in lower school; 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."

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 a practical component.

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
$100

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, which is a course suitable for students seeking Training WA or Vocational entrance.
Physical Education Studies
General Unit 3 & 4

Prerequisites
Students need to have achieved a ‘C’ grade or higher in Units 1 & 2 with a demonstrated desire to continue learning about Physical Education concepts. Students choosing Physical Education Studies are those that have an interest in the theoretical aspects of Physical Education as well as wanting to develop their Physical Education skills in practical contexts.

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."

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 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 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
$100

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

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

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

Physics (at one time called Natural Philosophy) is the study of the nature 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 ATAR 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 aspect of the course, 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 Maths Specialist concurrently with Physics. Specialist Maths is the most beneficial for the Physics student (if the prerequisites allow it), though it is not essential for this course.

Subject Fees
$50

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

These units lead on to Physics Unit 3 and 4 in Year 12, which is a course suitable for students seeking an ATAR score for University entrance.
Physics ATAR Unit 3 & 4

Prerequisites
Students need to have achieved a ‘C’ grade or better in Physics ATAR Units 1 & 2 to be admitted into this course.

Students who have not taken Physics ATAR Units 1 & 2 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 3: Gravity and Electromagnetism
Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4: Revolutions in Modern Physics
Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves. They will learn to investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of Particle Physics.

Each area of study is investigated within a real-life context. Together with the theoretical aspect of the course, 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 ATAR Units 1 & 2 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, though 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 an ATAR course suitable for students seeking 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, and observations of their immediate environment and events.

The focus of Unit 2 is explorations, using a variety of stimulus from 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. Students will use pencils, charcoal, aquarelles, pastelles, acrylic paints, water-based oil paints and clay.

Both units will incorporate and encourage a Christian perspective of Art. 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.

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.

Subject Fees
$100 (which covers the costs of consumables and materials). Students do not need to purchase a textbook 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, which is a course suitable for students seeking Training WA or Vocational entrance.
Visual Arts
General
Unit 3 & 4

Prerequisites
It is strongly recommended that students will have successfully completed Visual Arts General Units 1 & 2. An understanding of the Year 11 content is assumed knowledge for students in Year 12.

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.

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. In addition, there is an externally set task, worth 15% of the final mark.

The focus of Unit 3 is inspirations. Students will become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. Students will develop their understanding of visual language and apply this to Art making and Art interpretation.

The focus of Unit 4 is on investigations. Students will explore and develop ideas through the investigation of different artists, art forms, processes and technologies.

Subject Fees
$100 (which covers the costs of consumables and materials). Students do not need to purchase a textbook for this course.

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

This course is suitable for students seeking Training WA or Vocational entrance.
**Compulsory Year 11 and Year 12 Courses**

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 materials produced by Christian Education Publications. In 2016, these periods will be scheduled on Thursdays during periods 5 and 6.

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

Year 12 topics include:
- Doctrine;
- World Religions;
- A Christian View of Sex.

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' one (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 may also be used for 'Vocational Guidance' speakers (e.g. from tertiary institutions/Training WA), as well as for speakers from different Christian organisations.

**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. 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 to participation, co-operation and attitude.

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. 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.

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.

Students will be able to choose one Senior Sport option during terms 1, 2 and 3. Students are expected to stay with that choice for the full rotation and pay for the entire term in full, 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. The final years of schooling are a great 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, Archery, Squash and Bowling, but this varies from year to year. In 2016, these periods will be scheduled on Fridays during periods 7 and 8.

Students are expected to wear the full regular sports uniform as described in the school uniform brochure (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 are examples of this. Students should assume that they should wear sports uniform, unless the teacher specifically gives other instructions.

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 L. Martens (Head of Science Learning Area)