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Principal’s Introduction

The transition from Year 10 to Year 11 is a major step in a student’s secondary education. 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, achievements and interests are taken into account. Other things like the School Curriculum and Standards Authority (SCSA) requirements for secondary graduation, and the selection criteria for Universities and other providers also need to be considered. It is important that students are realistically aware of their own capabilities, and the career options they might be likely to consider (before selecting their courses).

Years 11 and 12 are a new, exciting phase of schooling for students. They lay the foundation and create the pathways to further learning beyond Rehoboth Christian College. The Senior Secondary years are characterised by increased responsibility and privileges for students as they emerge into young adults. Students choose what they will study and begin to consider how they will direct their lives.

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 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 **Mr Vasquez** (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 in **August** at the Perth Convention Exhibition Centre. The five Universities all run **Open Days** during Term 3 each year. Details of these 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/](http://rehoboth.wa.edu.au/students/careers-and-training/)

R Stirling

Principal
Year 11 and 12 at Rehoboth

Most students in Year 10 go onto Year 11. Year 11 generally leads onto Year 12, but some students may wish to pursue Year 11 for its own sake before seeking employment, an apprenticeship or a place in a TAFE course. The usual entry to TAFE studies is at the end of Year 11 or Year 12. These decisions are often made at the end of Year 11.

Why Choose 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, Rehoboth’s 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 the 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.

- **The courses offered at Rehoboth for 2017 will meet students’ needs**
  It is possible for students to aim for University entry and gain TAFE 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), and complete reduced programs during the rest of the week.

The School Leaving Age

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. 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.
Achieving the WACE (WA Certificate of Education)

What is the WACE?
Most students in Year 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.

*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 four types of courses developed by SCSA offered at Rehoboth:

1. **ATAR course units.** These are for students who are aiming to enrol in a University course after school. These are designed and examined by the SCSA. Students’ results are used in the calculation of an ATAR. An Australian Tertiary Admissions Ranking (ATAR) is used to determine eligibility for university entrance. Students will need to study a minimum of 4 ATAR courses in Year 11 and 4 ATAR courses in Year 12 to be eligible for an ATAR. In Year 12 students will study more difficult unit pairs (Units 3 and 4). 50% of a student’s final score in an ATAR course is determined at the school level and 50% is determined by the externally assessed exam. These courses will be examined by SCSA and contribute to the achievement of an ATAR;

2. **General course units.** These are school-based courses with no external exam. Tests and/or examinations may include **Externally Set Tasks**. General courses are designed for students who wish to enter further training or the workforce. General courses include Foundation and Preliminary courses;

3. **Foundation course units.** These courses are designed for students who have not achieved the literacy or numeracy minimum standard;

4. **Vocational Education and Training industry specific (VETiS) courses.** These are nationally accredited programs which are designed for students who wish to enter further training or the workforce. Students are able to gain unit equivalence towards the WACE if the courses are fully completed. Up to 40% of a student’s overall program can be made up of VET courses. **Students who do fewer than 4 ATAR courses must enrol in at least one Certificate II or higher** as one of the minimum requirements of the WACE.

Students may enrol in a mix of ATAR courses, General courses, VET programs or endorsed programs to achieve a WACE (there is a limit to the number of VET programs and endorsed programs that students can choose). **All students study 6 courses (or the equivalent) in Year 11** (a total of 12 semester-long course units). Most students will continue with these 6 courses in Year 12. Over the two years, students will be able to complete 24 course units or the equivalent. **Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units).** At Rehoboth, ALL courses are paired, as the **subjects are graded concurrently.**
In general, those students intending to enrol in a TAFE will study a mix of General course units, ATAR course units and VET programs. Those aiming for university entrance directly from school will complete at least 4 ATAR courses in Year 12. The ATAR is a rank used by the Universities as a selection mechanism. More information is available at http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862.

WACE courses are grouped into List A (arts/languages/social sciences) subjects and List B (mathematics/science/technology) subjects (see below). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B.

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 SCSA; 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
Most students in Years 11 and 12 are working towards the achievement of their WACE (W.A. Certificate of Education). A WASSA (W.A. Statement of Student Achievement) is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12. To qualify for the WACE a student must meet the following requirements:
- Complete 20 WACE course units or acceptable alternatives such as Endorsed Programs and Certificate Courses;
- Complete at least one pair of course units from both List A (arts/languages/humanities and social sciences) and List B (mathematics/science/technology) in Year 12 (see table below);
- Achieve a minimum of 14 x ’C’ grades or higher in Year 11 and 12, with a minimum of 6 x Year 12 ’C’ grades in Units 3 and 4 (VET courses and endorsed programs may count as equivalents);
- Achieve a minimum standard of Literacy and Numeracy;
- Achieve competence in English: complete two Year 11 units and a pair of Year 12 English units;
- Achieve an ATAR or complete a Certificate II or higher.

<table>
<thead>
<tr>
<th>List A Subjects (denoted in blue)</th>
<th>List B Subjects (denoted in red)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG English (includes ATAR, General &amp; Foundation English)</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>FST Food Science and Technology</td>
</tr>
<tr>
<td>IND Indonesian: Second Language</td>
<td>HBY Human Biology</td>
</tr>
<tr>
<td>MUS Music</td>
<td>MAT Mathematics (includes ATAR Applications, Methods, Essential General &amp; Foundation)</td>
</tr>
<tr>
<td>HIM Modern History</td>
<td>MAS Mathematics Specialist</td>
</tr>
<tr>
<td>LIT Literature</td>
<td>PES Physical Education Studies (includes ATAR and General)</td>
</tr>
<tr>
<td>VIA Visual Arts</td>
<td>PHY Physics</td>
</tr>
</tbody>
</table>

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:
If they demonstrate **Band 8 or higher** in your **Year 9 NAPLAN**, Reading, Writing and Numeracy tests, OR
- Through successful completion of the Online Literacy Numeracy Assessment (OLNA).

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 50-minute, 45-item multiple-choice of **Reading**;
- One 50-minute, 45-item multiple-choice of **Numeracy**; and
- One 60-minute, extended response in **Writing** of up to 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. 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, these students cannot achieve the WACE. Students in either category should discuss their options with **Mr Vasquez**.

**Externally Set Tasks**
Students who are enrolled in a **General Course must complete the externally set task**. If they do not sit or make a genuine attempt, that pair of units will not contribute to the calculation of the achievement standard.

**Vocational Programs (VET)**
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 begin training for your career while still at school by undertaking a VET qualification. 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 ADWPL 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 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 the WACE. You should discuss endorsed programs opportunities with Mrs Drennan.

**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 course (pair of units). Each WACE syllabus is available at [http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses](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 exams have written papers and some also include practical, oral, performance or portfolio exams.
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 you believe you may be entitled to this provision, you should discuss this with Mr Vasquez at the start of each year, so that these arrangements can also be applied to your Rehoboth Semester 1 and 2 Exams.

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 Mr Vasquez if you need more information on how these are calculated.

Tertiary Entrance

Students wishing to enter University in 2019 will normally* need to:

1. Qualify for the WACE;
2. Attain competence in English;
3. Satisfy course prerequisites.
4. Obtain a sufficiently high ATAR;

* All universities offer alternative entry pathways. A TAFEWA Certificate 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. The Tertiary Institutions Service Centre (TISC) regularly updates their website (TISC Online).

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

2. 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 EALD, or
- Meet university specific concessions where a scaled mark of 50 has not been achieved (See below) 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 (TISC): [www.tisc.edu.au](http://www.tisc.edu.au)
- School Curriculum and Standards Authority (SCSA): [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

3. 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. Students need to achieve a scaled mark of at least 50 in the specified ATAR courses.

4. Sufficiently High ATAR
The Tertiary Institutions Service Centre (TISC) is responsible for the ranking of students for university entrance. TISC calculates the ATAR based on the school assessment and WACE examination score. The School Curriculum and Standards Authority provide 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 (moderation and scaling).

**What is the Australian Tertiary Admission Rank?**

The TEA (Tertiary Entrance Aggregate) is used to derive a student’s ATAR. 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 has been calculated, it is converted into a rank. This rank is called the Australian Tertiary Admission Rank (ATAR). This 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. 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%. TISC then offers university places based on the ranking. Students are not able to include certain combinations of courses in the calculation of their ATAR. To calculate the ATAR, the school assessment and WACE exam results will be combined.

**Calculating the ATAR**

The ATAR is based on the best 4 subject average (the TEA), taking scaling into account, and including a List A and List B subject. It can be estimated by using the ATAR Calculator found on the TISC website. 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)

<table>
<thead>
<tr>
<th>ATAR Rank</th>
<th>4 Subject Average</th>
<th>TEA Score (2015)</th>
<th>Minimum Entries</th>
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<tbody>
<tr>
<td>60</td>
<td>50</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>52.75</td>
<td>211</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>55.75</td>
<td>223</td>
<td>Curtin &amp; Murdoch &amp; Edith Cowan</td>
</tr>
<tr>
<td>75</td>
<td>58.75</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>62</td>
<td>248</td>
<td>UWA</td>
</tr>
<tr>
<td>85</td>
<td>65.5</td>
<td>262</td>
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<tr>
<td>90</td>
<td>70</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>76.25</td>
<td>305</td>
<td></td>
</tr>
</tbody>
</table>
School Assessment

Grades and School Marks
To be assigned a grade in a WACE course, 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 course 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 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.

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 course. 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. 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 students believe that their grade and/or school mark is incorrect, they should make a request to your school for a review of the result, in writing. This needs to be addressed to Mr Vasquez (Year 11 & 12 Director of Students).
Indicative ATAR Scores

‘Indicative ATARs’ are intended to give applicants an indication of the ATAR likely to be required by a Year 12 applicant to enter each particular course. Indicative ATARs are a guide only to the eventual ATAR required, which will only be known after all offers have been made. These can be found in the 2017 TISC Guide. The larger courses include:

**CURTIN UNIVERSITY (Bentley)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Code</th>
<th>Indicative ATAR 2017</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>CUSSS</td>
<td>70.00</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>CUHIS</td>
<td>70.00</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>CUARH</td>
<td>70.00</td>
</tr>
<tr>
<td>Journalism</td>
<td>CUJOH</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>Medicine/Surgery</td>
<td>CUMBS</td>
<td>95.00</td>
</tr>
<tr>
<td>Midwifery</td>
<td>CUHLS</td>
<td>88.00</td>
</tr>
<tr>
<td>Nursing (February)</td>
<td>CUP1S</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>
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**EDITH COWAN UNIVERSITY (Metropolitan)**

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<td>Music – Jazz Performance</td>
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Direct Pathways

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<td>Engineering (via BSc)</td>
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<td>Translation Studies (via BA)</td>
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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>
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</thead>
<tbody>
<tr>
<td>Curtin University</td>
<td><a href="http://www.futurestudents.curtin.edu.au">www.futurestudents.curtin.edu.au</a></td>
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<tr>
<td>Edith Cowan University</td>
<td><a href="http://www.reachyourpotential.com.au">www.reachyourpotential.com.au</a></td>
</tr>
<tr>
<td>WA Academy of Performing Arts</td>
<td><a href="http://www.waapa.ecu.edu.au">www.waapa.ecu.edu.au</a></td>
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<tr>
<td>Murdoch University</td>
<td><a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a></td>
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<td>Notre Dame University</td>
<td><a href="http://www.nd.edu.au">www.nd.edu.au</a></td>
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<tr>
<td>University of W.A.</td>
<td><a href="http://www.studyat.uwa.edu">www.studyat.uwa.edu</a></td>
</tr>
<tr>
<td>Tertiary Institutions Service Centre</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. 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. AT Rehoboth in 2017, we will offer the stand-alone Certificate II in Building and Construction Pathway – Trades (52443WA); 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), which usually involves one day per week (usually a Friday) out in the workplace.

Vocational Education and Training for Schools (VETfS)

The Vocational Education and Training for Students (VETfS) program involves Training WA studies one day a week (FRIDAY), in a program selected from the list offered by North and South Metropolitan TAFEs (NMTAFE & SMTAFE). There are usually 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 online applications were due to Mrs Drennan by Friday, 26th August. The online applications close on Friday, 2nd September, 2016. Students need to attach their resume, school reports from December, 2015 and June, 2016, a teacher’s reference and any other relevant documents to support their applications.

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 South Metropolitan TAFE & North Metropolitan 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, 2017 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 2017) cannot choose the two-year courses. Students applying for VETfS students must choose this subject on Grid Line 6. To graduate, all vocational students (those NOT doing an ATAR, i.e. enrolled in 4 or more ATAR subjects) MUST achieve a Certificate II either at VETfS (at TAFE) OR VETiS (in school). Only two Certificate II courses can count towards graduation. The TAFE subjects are credited as the equivalent to the WACE subjects.
TAFE (Training WA) Qualifications

There are two major Training WA Colleges, each having a number of different campuses:

1. **South Metropolitan TAFE** has campuses in Armadale, Bentley, Carlisle, Thornlie, Beaconsfield, Fremantle, Henderson, Kwinana, Murdoch, Mandurah and Rockingham;
2. **North Metropolitan TAFE** has campuses in East Perth, Leederville, Mt. Lawley, Nedlands, Perth, Subiaco, Joondalup, Clarkson and from January 2017, Balga, Brigadoon and Midland.

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.

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. 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>
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<tr>
<td>South Metropolitan TAFE</td>
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<td>North Metropolitan TAFE</td>
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<tr>
<td>TAFE Admissions Centre</td>
<td><a href="http://www.trainingwa.wa.gov.au">www.trainingwa.wa.gov.au</a></td>
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<td>On-line applications</td>
<td><a href="http://tasonline.tafe.wa.edu.au">http://tasonline.tafe.wa.edu.au</a></td>
</tr>
</tbody>
</table>

**Enrolling in Year 11 in 2017**

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 usually 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.

If a student has not met the pre-requisites for a course, they are NOT eligible to enrol in that course. These prerequisites are a good indication of a student's likelihood of succeeding in a certain course. Students, who do not meet prerequisites, rarely cope with the course, even if they are prepared to work hard or have extra tutoring. Students cannot expect to be able to cope with a subject such as Maths Methods ATAR Unit 1 and 2 if they have only achieved a ‘C’ grade in Maths.

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

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 2016 Year 10 Handbook, and are included in the individual Subject descriptions. Students should be aware that if they begin to experience difficulties and cannot continue in that course, the choice of an alternative course will be limited, if at all possible.

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 multiple 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.

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 foundational background.*

*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.*
Changing Selections

Students who wish to make changes to their course selections after the Subject Selection form has been submitted, will need to complete a Course Change Form, which they can obtain from the Secondary Administration, and discuss this with the Year 11 & 12 Director of Students. All requests must be accompanied by a letter from the parent. Note that there are cut-off dates after which a new subject cannot be commenced. In 2017 this date is **Friday, 3rd 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.

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 **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.

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.

Course Selection Forms

All Year 11 students **MUST** choose 1 subject on each of the 6 grid lines (Year 12 subjects are shaded in dark blue). 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. Year 11 and 12 students need to complete the 2017 Subject Selection form and return it by **Friday, 9th September, 2016**.

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. **All courses are offered on the understanding that courses that do not attract a reasonable number of students will NOT run.** Similarly, in some courses there may be more students wanting to do the courses than the number of places available. **As with all other schools, facilities (e.g. in Food, Science and Technology) may also limit the number of available places.** Preference will be given to students who meet the prerequisites and submit their Course Selection Form by the due date.

Students who do not meet prerequisites are NOT guaranteed a place in a course if they successfully meet prerequisites at a later date. **Year 11 students must choose to study a course of six subjects from those listed on the 2017 Grid Lines.**
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.

Year 12 Study Class
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).

Booklists

In Years 11 and 12, students will be required to purchase most of their own textbooks. Some practical courses will also have subject fees. 2017 booklists will be made available during November.

Campion

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.

Changing Subjects

Students may change their subject selection at any time prior to the start of the 2017 school year. This is done by simply completing a new 2017 Course 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.

Second Hand Books

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

Subject Fees

Annual subject fees for many of the Year 11 and Year 12 courses are listed in the individual course descriptions (which follow). The higher fees for the more practical subjects reflect the fact that these subjects are 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.
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<td>Certificate II in Building and Construction (52443WA)</td>
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<td>Maths Essential General Unit 1 &amp; 2</td>
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**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 workplace learning placement before the commencement of the 2017 school year, as they will begin their work placement by Week 3 of Term 1.**

ADWPL involves participating in the workplace on a Friday (this may be paid or unpaid work). 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. 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 2017. 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.

N.B. **ADWPL is compulsory for all Certificate II Building & Construction students.**

**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 (BSB20115)

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. 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 Building & Construction (52443WA)

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

This hands-on course will enable students to develop their God given practical skills while also engaging in meaningful employment in the construction industry. As a part of this qualification students will undertake a work placement for one day per week. Students that complete the Certificate II in Building & Construction will be equipped with the knowledge and skills that employees are looking for in an apprentice carpenter and joiner. Included in this course are competencies that are industry specific and will enhance the student’s employability skills. Through these competencies students will develop the ability to:

- Work effectively in the building industry;
- Understand current building practices;
- Use manual and power tools;
- Construct wall frames;
- Install flooring;
- Interpret plans, measure and calculate the right amount of materials for the job;
- Work with scaffolding safely at heights;
- Practice workplace health and safety.

This two year, pre-apprenticeship certificate qualification corresponds to the equivalent of four course units (over 2 years) towards the WACE (see page 5–8).

Subject Fees
An annual fee of $300 covers consumables and construction materials as well as the cost for the VET Certificate II. Over the length of the 2 year course students will also receive external training in explosive power tools and working at heights, as well as a white card certificate.

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 much 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, to see how chemical science is used in our society for domestic and industrial applications.

Unit 1: Chemical Fundamentals: Structure, Properties and Reactions
This unit includes the study of models of atomic structure and bonding to explain the macroscopic properties of materials, and properties of nanomaterials. The energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions are also 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 also 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 J. Vasquez
(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 to 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, 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 J. Vasquez
(Head of Science Learning Area)

*This is an ATAR course suitable for students seeking University entrance.*
English General
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 texts. They learn how the interaction of structure, language, audience and context helps to shape 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 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 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 assist interpretation. They compare and evaluate the effect of different media, forms and modes, and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of a range of 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. Students explore relationships between content and structure, voice and perspectives and the text and context. They 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 a range of 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
Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation Course.

The course includes language development for different situations through the study of a range of texts and assists students to use the English language in different social contexts. Acquisition of vocabulary, pronunciation and spelling, grammar, developing written and oral presentations that flow – and a range of related skills, are incorporated in the course. These are assessed in 3 outcomes: **Reading** (comprehending, analysing, etc.), **Producing** (constructing or creating written and multimodal fiction and non-fiction texts), and **Speaking and Listening** (discussions, role plays, interviews, etc.). Literacy is taught in contexts appropriate for work, for community participation and for everyday personal contexts.

As with all the English courses, students will be encouraged to develop a Christian perspective on what they read, discuss and write about.

Following the achievement of the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) students will enter the English General course.

The English Foundation course enables students to continue learning, prepares students for entry into further study or employment, and develops a sense of community and self-worth in students. They develop an increasing confidence in interpreting texts in their lives and articulating their ideas about the lives, societies and cultures they desire.

**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
Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation Course.

The course includes language development for different situations through the study of a range of texts and assists students to use the English language in different social contexts. Acquisition of vocabulary, pronunciation and spelling, grammar, developing written and oral presentations that flow – and a range of related skills, are incorporated in the course. These are assessed in 3 outcomes: **Reading** (comprehending, analysing, etc.), **Producing** (constructing or creating written and multimodal fiction and non-fiction texts), and **Speaking and Listening** (discussions, role plays, interviews, etc.). Literacy is taught in contexts appropriate for work, for community participation and for everyday personal contexts.

As with all the English courses, students will be encouraged to develop a Christian perspective on what they read, discuss and write about.

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**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)

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.
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 the 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.
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, motivated students who will need 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 in-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 in-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 J. Vasquez (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 J. Vasquez
(Head of Science Learning Area)

This is an ATAR course suitable for students seeking University entrance.
Indonesian: Second Language ATAR Unit 3 & 4; Background Language ATAR Unit 3 & 4

Prerequisites
Students need to have completed Indonesian: Second Language/Background Language ATAR Units 1 & 2.

Indonesian: Second Language ATAR
Unit 3 focuses on *Aneka wacana* (Exploring texts). Through the three topics: Texts and Genres, Media and Entertainment, and Globalisation and the Media, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Unit 4 focuses on *Isu hangat* (Exploring issues). Through the three topics: Youth Issues, Social Issues, and Australia/Indonesia Relations, students extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Indonesian: Background Language ATAR (students sitting the WACE exams as a non-school candidate)
The Indonesian Background Language ATAR course is adapted from the BOSTES N.S.W. course for Heritage Indonesian. This course focuses on building on and further developing a student’s language capability through engagement with Indonesian-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Indonesian culture and language, and enhances the development of their bilingual competence and bicultural identity.

This course is aimed at students who have typically been brought up in a home where Indonesian is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of Indonesian.

The College assists the student with the application for permission to enrol in a WACE language course and the application to sit the examination as a non-school candidate. The College also prepares the student for the examination as they are with the Indonesian: Second Language ATAR students.

Subject Fees
$50

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

This is an ATAR course 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 also 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.*
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 forms 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 forms 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

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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.
Mathematics Foundation General Unit 1 & 2

Prerequisites
Students who have not demonstrated the minimum standard in the numeracy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the Mathematics Foundation Course.

The Mathematics Foundations course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

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 knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

Unit 2 provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

Subject Fees
$30

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

This is a General course suitable for students seeking Training WA or Vocational entrance.
MATHEMATICS FOUNDATION
GENERAL
UNIT 3 & 4

Prerequisites
Students who have not demonstrated the minimum standard in the numeracy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the Mathematics Foundation Course.

The Mathematics Foundations course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

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 knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.

Unit 4 provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes covered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.

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.
Mathematics Applications ATAR Unit 1 & 2

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 spreadsheets. Algebra and matrices continues on from 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.
Mathematics Applications ATAR Unit 3 & 4

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.
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 2 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.
Mathematics Specialist ATAR Unit 1 & 2

Prerequisites
The prerequisites for the Mathematics Specialist ATAR Unit 1 & 2 course is an A’ grade in Maths 10 – 10A Extension.

Note: To select Mathematics Specialist Unit 1 & 2, students need to have Mathematics Methods Unit 1 & 2 with the Specialist course for University entrance.

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

We use our knowledge and skills in Mathematics to enable us to understand the physical world God has created and the purposes for which we were created. Our intention is that students will understand that the consistency of mathematical truths demonstrates the 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 throughout history that God has worked. 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.

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 we can see how God is working his plan for the creation. 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 happened, but also try to understand why and how the events unfolded. One of the main benefits of studying history is to develop research, essay writing, document interpretation and analysis skills which will be of great value in University studies and in a lifetime to follow. It is an interesting subject for the student who wishes to gain an understanding of how the present 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: Marxism, Leninism and Stalinism; the impact of World War 1; the 1917 Revolutions; the Russian Civil War; the struggle between Stalin and Trotsky; Stalin's process of Industrialization; 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 1945 until the changes that took place in its aftermath**. Topics will include: Communism and Capitalism; the Truman Doctrine, Marshall Plan and the Berlin Blockade; Peaceful Co-Existence; the 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; and 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.*
Music ATAR Unit 1 & 2 (Contemporary)

Prerequisites
Students must have completed Year 10 Music with a minimum 'B' Grade in order to enrol for Music ATAR Unit 1 and 2 (Contemporary).

Students must undertake regular weekly lessons with a specialist music tutor for the practical component of this course, and are expected to dedicate their own time each week to practice.

Assessments for the Music ATAR Units 1 and 2 (Contemporary) have two main components: 50% of the course grade is derived from the written component, while the other 50% is derived from the practical component.

The written component of this course will entail the study of three main sections: aural & theory, composition & arrangement, and cultural & historical analysis. All sections will be studied within the Contemporary Music context. Aural and theory work will be a continuation of the material covered in Year 10 Music. Composition and arrangement work will delve into the styles of rock and pop music. Students will also study the cultural and historical aspects of eight rock and pop set works, as outlined in the syllabus.

Students will work with their tutors to prepare for a school-based practical exam worth 30% of their final mark. The remaining 20% of the practical component will be based around technical work, sight reading and playing by ear. The practical component of this course is largely based outside of class time. Students are also encouraged to participate in a music ensemble, as this will facilitate the practical component of their assessment. Through the study of both Units 1 and 2, students will also explore what it means to apply Christian perspectives in Music, as they discover more about the cultural and historical backgrounds of Contemporary Music, compose and arrange their own music, and work together to create music.

Subject Fees
$80

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

This course leads on to Music ATAR Unit 3 and 4 in Year 12, which is a course suitable for students seeking an ATAR score for University entrance.
Physical Education Studies General Unit 1 & 2

Prerequisites
A ‘C’ grade in Physical Education in Year 10. Students need to have demonstrated an excellent attitude to PE in lower school; participated in an array of sports; and 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 learn how to participate in sporting activities safely 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 J. Vasquez (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 J. Vasquez (Head of Science Learning Area)

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

Prerequisites
Students need to have achieved a ‘B’ grade or higher in Year 10. Students need to have demonstrated an excellent attitude in PE by participating in an array of sports; wearing correct, appropriate sporting attire; and having an interest in the theory components of Sports Science.

Why study ATAR Physical Education?
Students that have an active interest in sport or wish to develop a greater understanding of how the body is trained for sporting pursuits and what is necessary to perform with excellence and efficiency in all movement areas will enjoy and benefit from the study of Physical Education. Furthermore, students that are interested in pursuing a career in the Sport and Fitness or Health Science industry will benefit from the foundational body of knowledge examined in this course.

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

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

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

Subject Fees
$100

Further Information
Mr N. de Bruyn (H/PE Co-ordinator)
Mr J. Vasquez (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.
Physical Education Studies ATAR Units 3 & 4

Prerequisites
Students need to have achieved a ‘C’ grade or higher in ATAR Units 1 & 2 with a demonstrated desire to continue learning about Physical Education concepts.

Why study ATAR Physical Education?
Students that have an active interest in sport or wish to develop a greater understanding of how the body is trained for sporting pursuits and what is necessary to perform with excellence and efficiency in all movement areas will enjoy and benefit from the study of Physical Education. Furthermore, students that are interested in pursuing a career in the Sport and Fitness or Health Science industry will benefit from the comprehensive body of knowledge examined in this course.

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

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

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

Subject Fees
$100

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

This is an ATAR course suitable for students seeking University entrance.
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 they meet the prerequisites), though it is not essential for this course.

Subject Fees
$50

Further Information
Mr J. Vasquez
(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.
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 has 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 J. Vasquez
(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.

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.

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.

Both units will incorporate and encourage a Christian perspective of Art. Art is the expression or application of human creative skill and imagination. It can take the form of musical expression, sculptural design, painting and many other kinds of creative expression. Art can be used as a form of worship. The Bible begins by identifying that our God is the ultimate artist of everything. All things originated when God created them (Genesis 1:1). Ecclesiastes 3:11 says, "He has made everything beautiful in its time."

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.

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 Investigations. Students will explore and develop ideas through the investigation of different artists, art forms, processes and technologies.

Both units will incorporate and encourage a Christian perspective of Art. Art is the expression or application of human creative skill and imagination. It can take the form of musical expression, sculptural design, painting and many other kinds of creative expression. Art can be used as a form of worship. The Bible begins by identifying that our God is the ultimate artist of everything. All things originated when God created them (Genesis 1:1). Ecclesiastes 3:11 says, “He has made everything beautiful in its time.”

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.

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 Year 11 and Year 12 Course requirements at Rehoboth.

Seminars in Christian Perspectives

This is a compulsory 2 periods 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 2017, these periods will be scheduled on Thursdays.

Year 1 topics include:
- Life Skills;
- World Views.
- Living in a self-centred World;
- Leadership Development.

Year 2 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 speakers from different Christian organisations or for vocational purposes.

Subject Fees
Nil

Further Information
Mr J. Vasquez (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 periods 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 to 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 in 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 2017, 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.

Some of the choices of activities that are offered to students will take place at other venues. This will necessitate the hiring of buses to transport students (which adds to the cost of the options). Students may not use their own vehicles for transport.

Subject Fees
There is a cost associated with many of the activities (parents will need to sign a form to allow students to join these activities and this will be invoiced on school fee accounts each term). One school-based choice offered each term is free.

Further Information
Mr J. Vasquez (Year 11 & 12 Director of Students)