# Senior Secondary Curriculum Policy

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Our Vision | Creating an educational community that is
being transformed by the truth of God's Word,
nurturing and equipping each person for life.

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# POLICY REVIEW

This policy may be reviewed periodically and republished; as applicable. The Principal may issue additional instructions within the policy framework as appropriate. The policy will also be reviewed on a biennial basis.

**Updated:** March 2022

**Implementation date:** January 2021

**Approved by:** GBC Board

**Next review:** September 2023

| AMENDMENT | | DATE | DESCRIPTION OF AMENDMENT |
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| Page | Version | | |
| ALL | 2021.1 | 22/01/2021 | Established policy, based on existing Curriculum Policies and SCSA requirements. |
| ALL | 2022.1 | 15/03/2022 | Version update for identified missing information and revisions for clarity/specificity |
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# Contents

## Background

The purpose of this document is to maintain uniformity in structure, delivery and assessment of the WA Curriculum in the classroom across all learning areas – English, Mathematics, Humanities and Social Sciences, Science, Health and Physical Education, Technologies, The Arts and Languages. In addition, this document is instrumental in maintaining extremely high standards in teaching and learning, and ensuring that all students and staff are meeting the College's requirements for student growth.

At Goldfields Baptist College, all students learn in an environment that is informed by Christian values and includes:

- a pursuit of knowledge and a commitment to achievement of potential
- self-acceptance and respect of self, as being created in the image of God
- respect and concern for others and their rights
- social and civic responsibility
- environmental responsibility

## Scope

All teachers and Education Assistants in Senior Secondary at Goldfields Baptist College are required to comply with this policy. The College is committed to planning for, monitoring and achieving improvements in student learning, through creating a flourishing educational community that is being transformed by the Truth of God's Word, nurturing and equipping each person for life, empowering them to be thriving contributors in the world. It is expected that all staff share this mission, and are committed to ensuring that every student has the opportunity to reach their learning potential in a safe and nurturing environment.

## Policy

### 1 Standard of Education

At Goldfields Baptist College, we are committed to providing educational opportunities that will help every student to reach their potential. In order to achieve this, teachers at the College are required to adhere to policies that govern the way in which students access education; how planning and instruction are to take place; methods of assessment that are employed; and reporting.

To maintain a high standard at Goldfields Baptist College, teachers will collect and evaluate evidence of students' learning through effective assessment practices and data analysis. Assessment will inform the teaching and learning process, in order to enhance student engagement and motivation. Quality feedback and 'feed-forward' will be used to actively involve students in their own learning, thereby giving them ownership of the improvement goals they are striving to attain. The College's Visible Learning Journey provides further opportunities for students to succeed through engagement with the learning intentions and success criteria that are displayed and discussed in all classes.

The College's commitment to providing a very high standard of nurturing pastoral care to students means that the College's satisfactory standard of education expects, promotes and requires that heavy emphasis is placed on students' holistic education; not only their academic education and growth, but also their personal, social, emotional and spiritual education and growth.

Teachers will ensure students are well prepared for their post-secondary education pathways by:

- supporting all students to achieve WACE requirements;
- encouraging and supporting students to take responsibility for their own learning;
- ensuring students are engaging with homework;
- equipping students with the strategies they need to accurately demonstrate their skills, knowledge and understanding through assessments.

General capabilities for all learning areas can be found by clicking on the relevant syllabus tab via this link https://senior-secondary.scsa.wa.edu.au/

The Keeping Safe: Child Protection Curriculum is explicitly and implicitly taught in all learning areas across all year levels.

### 1.1 WACE Requirements

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to

achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers.

Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

These are the minimum requirements for students to receive a Western Australian Certificate of Education (WACE) in 2021 and beyond.

### 1.1.1 Breadth and depth requirement:
Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
- a minimum of ten Year 12 units, or the equivalent
- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

### 1.1.2 Achievement standard requirement:
- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.
  Completion of:
- at least four Year 12 ATAR courses, or
- at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent, or
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses).

### 1.1.3 Literacy and numeracy standard
- Demonstration of the minimum standard of literacy and numeracy through achieving Band 8 or higher in the Year 9 NAPLAN in Reading, Writing and Numeracy or through successful completion of the Reading, Writing and Numeracy components or the OLNA test in Year 10, 11 or 12. .

For up to date information regarding WACE requirements please follow the following link: https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements

### 1.2 Use of student data to track growth
Staff gather student performance data from a range of sources, in order to track growth throughout, and between, academic years.
The following is a list of sources of data that can be utilised to source student data, in conjunction with other sources deemed appropriate:
- Handover Continuum data from the student's previous teacher
- Student Semester Reports
- Assessment performance
- OLNA (if applicable)

The data generated from these sources should be used to track each student's performance against the Curriculum and Judging Standards for each subject.

### 1.3 Improving student learning
Teaching staff work collaboratively to apply student performance data, teaching and learning tools, assessment tools, curriculum and other resources to promote and analyse improvements in student learning through the following processes:

- Previously conducted diagnostic testing may be reviewed and analysed prior to commencement of Senior Secondary studies, with further diagnostic testing potentially allocated to students to guide Foundation/Preliminary/EAL/D planning and OLNA preparation
- College-based assessment (summative and formative) is conducted throughout each academic year, providing additional performance and tracking data
- As data is received, teachers enter results into the Compass, maintaining an up-to-date, holistic view of students' demonstrated abilities against requirements, which clearly identifies areas of strength and weakness
- As learning 'gaps' are identified, teachers implement 'learning sprints' and focussed Group Education Plans/Individual Education Plans, using a range of teaching strategies, to target and remedy students' skill and knowledge gaps – Ed Companion tools are particularly applicable in this regard
- Incrementally, but at least once per term, targeted staff meetings are conducted, so that teachers can work collaboratively to analyse and review their whole-class, holistic data, in order to identify and reflect upon patterns in student learning, making changes to their teaching programmes as a result, with particular emphasis on ensuring requirements for WACE achievement are prioritised (e.g. targeted efforts to support students who have not yet passed their OLNA due to foundational understanding gaps)
- Each term, teachers meet with their allocated appraiser to demonstrate changes that have been made to teaching programmes, based on the data that has been analysed
- Each semester, Secondary staff engage in targeted Team meetings to collaboratively analyse longitudinal, cohort-based and College-wide patterns in student learning, based on PAT data, as it is received – this is particularly valuable for Senior Secondary teachers to identify trends/patterns of gaps in student learning in Years 11 and 12, so that these gaps might be remedied in earlier years for future cohorts
- Annually, all teaching staff engage in a targeted whole-staff meeting to collaboratively analyse longitudinal, cohort-based and College-wide patterns in student learning and performance, based on NAPLAN and OLNA data, as it is received
- The College Leadership and Executive Teams review and analyse teacher suggestions, observations, reflections and proposed changes, in order to develop and implement College-wide strategies for continuous improvement in student learning
- The College Principal reports patterns, areas of strength and areas of weakness to the College Board, with information as to the Leadership Team's approach to remedial action and ongoing growth.

## 2    Curriculum Plan

Working from a Christian worldview, all Senior Secondary teachers at Goldfields Baptist College are required to plan and teach quality education programmes in accordance with the School Curriculum and Standards Authority frameworks.

### 2.1 Senior Secondary structure

Teaching and learning in Senior Secondary is in accordance with the Western Australian Certificate of Education syllabus and course materials, set by SCSA for:
- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

Consistent with the expectations of the Western Australian Certificate of Education, the College's programmes in Senior Secondary may include the following Pathways:
- Foundation
- General
- Australian Tertiary Admissions Ranking (ATAR)
- Vocational Education and Training (VET)

## 2.2 Subject selection

The process of student subject selection will begin in Term Three of the year before students enter their Senior Secondary schooling. Due to the varying demands and academic rigour of Senior Secondary pathways, student eligibility for their preferred pathways and subjects will need to be carefully assessed, in order to ensure that each student makes selections that will allow them to achieve their Senior Secondary goals. It is the College's intention to support each student in attaining their WACE.

In determining subject eligibility for each individual student, the College will consider the student's:
- academic record and potential
- interest and passion
- work ethic and commitment to studies

If, in assessing the above factors, the College determines that students' subject or pathway selections are unlikely to result in success, the student and their parents/carers will be invited to a meeting with the Secondary Team Leader and College Principal. In this meeting, students will be invited to present their reasons for selecting their chosen subjects/pathway, while the College will be able to clearly articulate the basis for any concerns held. If the student, their parents/carers and the College can agree upon improvement strategies and a clearly planned approach, with deadlines for performance benchmarks, that will improve the student's likelihood of success, agreement on subject selections/pathways can be reached.

Information sessions for students and parents/carers will be organised during Term Two, to allow students and their parents/carers to be well-informed of the pathways available to students for their Senior Secondary education and post-Secondary education and employment. At this time, students will be provided with both a digital and electronic copy of the SCSA Year 10 Handbook, to assist them in assessing the subjects and courses available to them.

When students are making their subject selections, the capacity of the College to develop, present and assess any Senior Secondary subject will be considered with respect to both physical and staff resources available, in order to ensure that any subjects offered can be delivered to the highest possible standard. Goldfields Baptist College cannot guarantee that all subjects will be offered in any year. The needs and interests of students, staff and the College will be balanced in the determination of subject offerings for Senior Secondary each year. If students are interested in pursuing a pair of units that are not being offered by the College, they are able to enrol in at least one online pair of units, which will become part of their studies. Students who are completing online units will have this time allocated into their timetable, with a teacher allocated to assist them with their online studies through each session. If students successfully complete their year's studies, there will be no charge to families for engaging in this method of learning. If students withdraw from, or do not complete, the unit for any reason, families will pay for the cost of this unit's study for the year.

### 2.2.1 Australian Tertiary Admissions Ranking (ATAR)

ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admissions Rank (ATAR), which is used to determine eligibility for university entrance. Students who would like to achieve an ATAR must complete at least four Year 12 ATAR courses, with approved combinations. ATAR courses include examinations, set by SCSA that account for a considerable portion of a student's final results. ATAR courses are generally selected by students who wish to proceed from Secondary School directly to university.

#### 2.2.1.1 Eligibility for ATAR courses at Goldfields Baptist College

To be eligible for direct enrolment into ATAR courses at the College, students should be achieving a B-grade average in Year 10, as an indicator that they are academically prepared for the rigours of ATAR

study.  The College does not wish to see students enrol in courses that will not result in their achievement of the WACE, so students who are not at this level, but who would like to enrol into ATAR courses, will be required to attend an interview with the Deputy Principal, Principal and their parents/carers to discuss their strategies to improve their performance and/or engagement with their learning, in order to be successful in the ATAR course.  The reasons for the student's desire to pursue an ATAR pathway will also be discussed, in order to ascertain whether there may be a more suitable pathway available to the student to achieve their post-Secondary goals, so that their achievement of a WACE is not jeopardised.

### 2.2.2 General Courses

General courses do not include examinations, but instead have an externally set task that is set by SCSA for each unit.  General courses are the closest equivalent to continuing schooling as similar to Years 7-10 as possible, in order to graduate with a WACE.  Typically, General courses are selected by students who wish to proceed to either vocationally based training or the workforce after graduating.  In some instances, General courses can be used for alternative entry pathways to universities, though information about eligibility for these opportunities must be sought directly from the universities themselves.

#### 2.2.2.1 Eligibility for General courses at Goldfields Baptist College

The College does not wish to see students enrol in courses that will likely not result in their achievement of the WACE.  As such, if a student's performance, engagement and/or achievement until (and/or including) Year 10 instils concerns for their likely success in the General course, they will be required to attend an interview with the Principal, Deputy Principal and their parents/carers.  At this meeting, the student's strategies to improve their performance and/or engagement with their learning, in order to be successful in the General course will be discussed. The reasons for the student's desire to pursue a General pathway will also be discussed, in order to ascertain whether there may be a more suitable pathway available to the student to achieve their post-Secondary goals, so that their achievement of a WACE is not jeopardised.

### 2.2.3 Vocational Education and Training (VET) Industry Specific Courses

The VET courses include mandatory workplace learning (which count towards as points towards the WACE), and include a full VET qualification.  VET qualifications can be used to achieve a Certificate II or higher, as a WACE achievement option.  This pathway is most suitable to those who would like to pursue further vocationally based training (such as an apprenticeship) or the workforce immediately after completing Secondary School.

#### 2.2.3.1 Eligibility for VET courses at Goldfields Baptist College

If a student's performance, engagement and/or achievement until (and/or including) Year 10 suggests that they will not be successful in the VET pathway, they will be required to attend an interview with the Principal, Deputy Principal, and their parents/carers.  At this meeting, the student's past engagement and their reasons behind any disengagement with their learning will be discussed, as will the strategies and approaches that they plan to bring to their VET courses, to improve their likelihood of success.  As a general rule, the Principal and Deputy Principal would expect to see enough passion and proactivity from a student hoping to engage in a VET course to have researched and held preliminary discussions with relevant parties to begin establishing their options for qualifications and work placement.  If a student with a record of poor engagement with their learning is called to an interview to discuss their VET pathway and they haven't begun any process of engagement with qualification selection or work placement, they will be far less likely to be perceived as eligible to carry out this demanding pathway.

### 2.2.4 Foundation Courses

The Foundation courses are intensely focussed on the development of students' functional literacy and numeracy skills, and/or practical work-related experience and personal skills for life and work.  Foundation courses are not a means to achieve a WACE, so they should not be seen as an alternative path to graduation.  The essential purpose of Foundation courses is to support students to achieve functional literacy, work-readiness and interpersonal skills prior to the completion of Year 12, through significant and targeted support.  This pathway is most suitable to those who would like to achieve basic levels of literacy, numeracy and work-readiness before entering the workforce on the completion of their studies. Foundation units can also be selected by those who are struggling to achieve a pass in one or more of their OLNAs, and are seeking targeted support to achieve the skills required to pass this assessment, whilst concurrently completing another Senior Secondary pathway (e.g. a student who is completing a VET pathway may be struggling to pass their Writing OLNA, so select English Foundation to help them to

achieve the skills necessary to pass their Writing test, whilst completing some General and VET units to fill up their required unit numbers in order to secure their eligibility for WACE)

### 2.2.4.1 Eligibility for Foundation courses at Goldfields Baptist College
Students are not eligible to select a Foundation course if they have passed the OLNA or Year Nine NAPLAN relevant to that unit (i.e. if a student has achieved their numeracy OLNA, they are ineligible to enrol in Mathematics Foundation). Students who are pursuing Foundation courses will be requested to attend an interview with the Secondary Team Leader, in order to ensure students understand the implications of Foundation course selections on their WACE attainment.

### 2.2.5 Preliminary courses
Preliminary courses are for students who are unable to access ATAR, General or Foundation course content, even with adjustments and/or provisions, due to learning difficulties and/or intellectual disability. Preliminary courses do not contribute towards a WACE, meaning it is not possible for students who are on a Preliminary course to graduate with a Western Australian Certificate of Education unless they engage in further study and qualification at a later time.

### 2.2.5.1 Eligibility for Preliminary courses at Goldfields Baptist College
Students are only eligible to enrol in Preliminary courses if they have been identified as having a recognised disability under the Disability Discrimination Act (1992); are not able to access the content in ATAR, General or Foundation courses, even with adjustments and provisions; and understand that the course will not contribute towards their achievement of a WACE.

### 2.2.6 Endorsed Programmes
Endorsed programmes create the opportunity to engage in areas of learning that are otherwise not covered by, or included in, WACE courses or VET programmes, but can contribute to the WACE through providing unit equivalent points. Endorsed programmes can be provided by schools, workplaces, universities or community organisations, including churches and not-for-profit organisations.

### 2.2.6.1 Eligibility for Endorsed Programmes at Goldfields Baptist College
Students who demonstrate the appropriate commitment and disposition for the Endorsed Programme they have applied for will be eligible for participation. Goldfields Baptist College can facilitate and support a number of Endorsed Programmes, with one being the Year 11 Mission Trip that is intended to continue with the relaxation of COVID restrictions.

### 2.2.7 English as an Additional Language or Dialect (EAL/D) courses
Students for whom English is an Additional Language or Dialect have the option to enrol in EAL/D courses, at ATAR, General and Foundation levels however ATAR EAL/D must be submitted via application to SCSA, and is not guaranteed until SCSA have provided formal acceptance and enrolment of the student into the course. In order to apply, students must meet the eligibility requirements, as outlined below, then:
- log into the student portal (https://studentportal.scsa.wa.edu.au)
- start their EAL/D eligibility application
- upload supporting documents
- submit EAL/D eligibility application before the published date
- check the student portal for their eligibility status.

### 2.2.7.1 Eligibility for ATAR EAL/D at Goldfields Baptist College
Students must apply for enrolment in to the ATAR EAL/D before the deadline published in the Activities Schedule. Students will be considered eligible for ATAR EAL/D if:
- English is not their first language, they will not have resided in Australia or another predominantly English speaking country for a total period of more than seven years prior to the 1st January of the year they will be in Year 12 and they have been enrolled at schools where English has not been the main medium of course delivery for a total period of more than seven years, prior to the year the student will be in Year 12; or
- They are Aboriginal or Torres Strait Islander, from Cocos Island or Christmas Island, for whom Standard Australian English has been the medium of delivery, but for whom Standard Australian

English is an additional language/dialect, and whose exposure to Standard Australian English is primarily within school, or

- They are deaf or hard-of-hearing and communicate using signing (such as Auslan) as their first language.

### 2.2.7.2 Eligibility for General and Foundation EAL/D at Goldfields Baptist College

For students to be eligible to enrol in General or Foundation EAL/D units, they must:

- Have been born outside Australia and/or have a first language that is not English, or
- Be Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas island, and be acquiring Standard Australian English as an additional language or dialect, or
- Be deaf or hard-of-hearing and communicate using signing, such as Auslan, as their first language.

Students will be required to provide evidence of their eligibility criteria for General or Foundation EAL/D, which the College will retain for submission to SCSA, on request.

Students who are granted EAL/D enrolment are also automatically assigned additional time on their OLNA tests.

### 2.3 Teaching time allocations

All Senior Secondary units offered at Goldfields Baptist College will be organised to allow time allocations to at least meet the notional time allocation guidelines provided by SCSA.

While timetables may be reviewed and time allocations change from time-to-time, under a five-period day, each Senior Secondary unit is allocated a minimum of four hours and twenty minutes of teaching time per week.

### 2.4 Homework and study

Homework and study are most beneficial when students, parents/carers and the College are working in positive partnership.  Most success with homework and study is seen by students whose parents/carers engage with them to support them in their learning.  In Senior Secondary studies, tasks are assigned as an additional support of classroom activities, and to assist in the consolidation of topics and concepts.

Homework/study time should involve time spent completing work set by teachers, as well as time for revising concepts, practising skills, and completing any further research.  Please note that the ability to study is not inherent in most students, and therefore must be explicitly taught before students can be expected to carry out independent study.

It is the responsibility of students to ensure they are completing their assigned homework and study.  Subject teachers will contact parents/carers if there is an ongoing issue, however Senior Secondary students are expected to take ownership of their learning, accepting responsibility for all tasks assigned.  In accordance with the Behaviour Management System, students who fail to submit homework and/or assessment tasks will have a negative incident recorded against them on Compass, and may be required to complete the assigned work during a lunchtime detention.  Any special circumstances that prevent students from completing their homework/take-home tasks must be taken into consideration on a case-by-case basis.  It may be necessary for teachers to provide alternative methods for students to either complete or submit homework (e.g., if students do not have computer access at home for a digital/online task, a printed version of the task must be provided for them to complete).

### 3        Students with Diverse Learning Needs

At Goldfields Baptist College, we believe that each student is able to learn, and that the needs of every student are important.  Teachers differentiate every lesson to address the diverse learning needs of students.

Although the lesson objectives and Senior Secondary syllabus may be the same for all students enrolled in a particular unit, adjustments can be made to the complexity of content, the resources provided (such as manipulatives for Mathematics), and/or the means through which students demonstrate their knowledge, skills and understanding, in order to ensure students' accessibility to skills and content.  This can include language adjustments for students whose first language is not English.  For some learners, making adjustments to instructional processes and assessment strategies enables students to achieve educational

standards commensurate with their peers.  It should be noted however, that some Senior Secondary units and pathways have limited options for adjustments to be made without formal diagnosis, as well as specific eligibility requirements.

Details on how students access Group Education Plans, Individual Education Plans and additional support, can be found in the Grow, Enrich, Thrive Additional Needs Policy.

### 3.1 Pregnant and parenting students

Goldfields Baptist College is a place where pregnant or parenting students are welcome, even if their attendance is interrupted due to issues associated with pregnancy or parenting, and the College must act to prevent direct or indirect discrimination, including harassment or exclusion, on the basis of being pregnant or a parent.  It is the collective responsibility of all staff members to make reasonable adjustments to ensure that students who are pregnant or parenting can access a full education, insofar as possible. This may include the student being given an Individual Education Plan and Support Plan, to allow for reduced contact time in order to breastfeed or manage childcare, coupled with extensions on take-home work, to allow for the additional demands of parenting a child/coping with illness and/or lack of sleep in pregnancy.

If staff members become aware of any bullying, harassment or other forms of discrimination against students who are pregnant or parenting, they are obligated to report and/or act upon these concerns, as appropriate.

## 4      Planning

All planning in Senior Secondary is to be done by units/pairs of units.  Planning must be completed according to the guidelines outlined in the syllabus and support documents provided by SCSA, and is to be uploaded to SharePoint, per deadlines set by the Secondary Team Leader.  The planning document should also be used for teachers to reflect on the effectiveness of lessons/units, and to note down any adjustments/improvements they identify for future use, which would enhance student learning.

The SharePoint planning documents can be found organised to year level on the following pathway: Staff Documents>Whole College>Planning Documents>Senior Secondary.  From there, select the appropriate calendar year and unit.

In all Senior Secondary units, it is a requirement that students are provided with a unit outline, assessment outline and the SCSA syllabus documents.  The first lesson/s of each unit should be spent explaining these documents, to ensure that students have a thorough understanding of the specific requirements in each unit at a very early stage, as the opportunity to make changes to unit or pathway selections is very brief.

## 5      Assessment

This section of the Curriculum Policy is intended for internal use however, as part of the College's commitment to equipping students for success, this section of the Curriculum Policy has been replicated to form the standalone 'Senior Secondary Assessment Policy', to be provided to Senior Secondary students and their families.  This allows these stakeholders to be fully informed of these processes and protocols, whilst avoiding the rigours of the entire Senior Secondary Curriculum Policy.

### 5.1 Assessment Principles

#### 5.1.1 Assessment should be an integral part of Teaching and Learning

Assessments should arise naturally out of the teaching and intended learning of the curriculum and syllabus. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

To do this, assessments should provide information about fine changes in student learning related to specific aspects of that learning. They should help teachers understand where students are in their learning, what they need to learn next as well as identify any misunderstandings or misconceptions that the students have. It is this fine-grained information that enables teachers to plan programs that challenge students to go beyond what they already know, understand or can do in order to build new knowledge, understandings and skills.

### 5.1.2 Assessment should be educative

Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists students in learning and informs teachers' planning. Thirdly, where appropriate, assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress. Students need to be included in the assessment process.

### 5.1.3 Assessment should be fair

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning. Assessments should also provide reliable indications of students' knowledge, understandings and skills and should be based on the integration of a range of types and sources of evidence.

### 5.1.4 Assessments should be designed to meet their specific purposes

Information collected to establish where students are in their learning can be used for summative purposes (assessment *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the achievement standards, after completion of a unit of work or at the end of a term or semester. The aim of the assessment is to identify students' achievement at that point in time and it is particularly important that the assessments are fair and that teacher judgements are reliable.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student attainment and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers that focuses on the details of specific knowledge and skills that are being learnt. Therefore it is essential that the assessments provide fine-grained information about student performance that supports teachers to plan learning that challenges students to go beyond what they already know, understand or can do in order to build new knowledge, understandings and skills.

### 5.1.5 Assessment should lead to informative reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable.

### 5.1.6 Assessment should lead to school-wide evaluation processes

Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data. Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should plan for how they will reflect on and evaluate their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or program.

## 5.2 Assessment policy

This policy is provided to all Senior Secondary students at Goldfields Baptist College and is based on the School Curriculum and Standards Authority (the Authority) requirements as outlined in the *WACE Manual 2020*.

All Year 11 and Year 12 students are enrolled in a combination of ATAR, General, Foundation, Preliminary and VET industry specific courses. Some students are also gaining unit equivalence for the Western Australian Certificate of Education (WACE) by undertaking one of the Vocational Education and Training (VET) qualifications (Automotive or Hospitality) and/or one or more of the endorsed programmes which are available at, or external to, the College. The VET qualifications are delivered and assessed in partnership with local registered training organisations (RTOs).

This policy applies to the assessment of all WACE courses.

### 5.2.1 Student responsibilities

It is the responsibility of the student to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be 'at risk' of not achieving the best possible result)

- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date

- maintain an assessment portfolio for each pair of units studied, which contains all completed written assessment tasks. To assist students, the College will store students' assessment portfolios for each student for each course/programme (See Section 9 for details).  Further, all assessments , their results, and written feedback must be recorded against the individual Learning Task in Compass.

### 5.2.2 Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning programme that appropriately delivers the current Authority syllabus for the particular pair of units

- provide students with access to a course outline and an assessment outline (see Section 3 for details)

- ensure that all assessment tasks are fair, valid and reliable

- provide students with timely assessment feedback and with guidance about how best to undertake future tasks

- maintain accurate records of student achievement

- meet College and external timelines for assessment and reporting

- inform students and parents of academic progress, as appropriate, via Semester Reports, Compass, parent-teacher interviews and/or telephone calls.

### 5.2.3 Information provided to students

Before teaching starts, the teacher will provide access to the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions

- a course outline for the pair of units that shows:
  - o all the content from the syllabus in the sequence in which it will be taught
  - o the approximate time allocated to teach each section of content from the syllabus

- an assessment outline for the pair of units that includes:
  - o the number of tasks to be assessed
  - o a general description of each assessment task
  - o the assessment type, as prescribed in the syllabus

- o   an indication of the syllabus content on which each task is based

- o   the approximate timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)

- o   the weighting for each assessment task

- o   the weighting for each assessment type, as prescribed in the assessment table of the syllabus.

Note: these documents must be made available to students both electronically (via Compass/College website) and in hard copies.

### 5.2.4 Assessing student achievement

At Goldfields Baptist College, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year, including end of semester examinations in all ATAR courses and an externally set task (EST) for Year 12 General and Foundation courses (see Sections 5 and 6 for details).

Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). The criteria against which the task will be marked will be provided with the task, except in cases where the marking key is an answer or solutions key which will be shared with students after the assessment task has been marked.

Most tasks are completed in class. Some courses may include tasks that are completed out of class (in which case, student achievement will be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases, teachers will use strategies to enable them to assess the performance of each individual in the group. Typically, this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the task in consultation with the relevant Team Leader responsible for the course. (See Section 11 for further information on students with a disability).

### 5.2.5 Year 11 and 12 ATAR course school examinations

School examinations are included in the assessment outline for the pair of units. The weighting for these school-based examinations varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

In Year 11, written examinations are typically 2 or 2.5 hours in duration.

In Year 12, all written examinations are 3 hours' duration, except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students prior to the start of the examination period. The examination rules listed below, are available on Compass. These rules are based on those that are used by the Authority for ATAR course examinations.

- •   Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.

- Students will not be allowed to leave the examination during the first hour of the working time of the examination, or during the final 15 minutes of the examination.

- Collusion between candidates will lead to cancellation of the practical and/or written examination marks for each of the students involved.

- Possession or knowledge of examination questions before an examination will lead to cancellation of the student's practical and/or written examination mark(s).

- Possession of unauthorised materials or technologies during an examination will lead to cancellation of part or all of the student's practical and/or written examination mark(s).

- Markings on authorised materials (e.g. notes/formulas written on stationery) in the examination room will lead to cancellation of part or all of the practical and/or written examination mark(s).

- Unauthorised removal of examination materials from the examination room will lead to cancellation of part or all of the student's practical and/or written mark(s).

- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error, or questions are based on content that is outside the syllabus or there is a breach of security, the College will:

- remove the question containing the error or based on content outside the syllabus, **or**

- set a new examination if there is a breach of security that affects all students, **or**

- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, the student must submit a College Sickness/Misadventure Form to the Deputy Principal. The College will determine whether the reason is acceptable (see Section 13 for details).

If the reason is acceptable to the College, an alternate date will be set or, where this is not possible, the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

If the reason is not acceptable to the College, the student will be given a mark of zero

### 5.2.6 Year 12 General and Foundation course externally set tasks

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task, developed by the Authority, and based on content from Unit 3.  It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the College to submit the EST marks, then the College will determine if the reason for non-completion is acceptable (see Section 13 for details).

If the reason is acceptable to the College, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**

- allocate a predicted EST score based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

If the reason is not acceptable to the College, the student will be allocated a mark of zero

### 5.2.7 Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, i.e. as original, any work which:

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)

- is copied or downloaded from the internet without acknowledging the source

- paraphrases or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Team Leader responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**

- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The student and parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

### 5.2.8 Security of assessment tasks

Where there is more than one class studying the same pair of units at the College, all the assessment tasks will be the same to ensure student marks are on the same scale. In cases where there is more than one class, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes.  Insofar as possible, the College will make every effort to ensure classes sit identical tasks at the same time.  In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the College works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all schools.

### 5.2.9 Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. To assist students, they should provide a display folder for each subject at the commencement of the pair of units.  Students will use these display folders as a portfolio of assessment, which will be stored at the College for each student for each course/program. The portfolio holds all the student's marked written assessment tasks. The College will retain all non-written assessment tasks (typically as audio or video recordings or digital products).  All tasks should also be uploaded to Compass, with full grading and written feedback made visible to staff, the student and their parents.  All assessment material is required by the teacher when assigning grades at the completion of the pair of units. The Authority may request access to these assessment files for moderation purposes so students must retain their files until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study in the week prior to the Semester 1 and Semester 2 examination periods. The files will be available to students for

collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

The College will not use the materials for any other purposes without the written permission of the student.

### 5.2.10 Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be informed and provided with a copy of the amended assessment outline.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/guardian.

### 5.2.11 Students with a disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant Team Leader responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments,* which can be accessed from the Authority website ([www.scsa.wa.edu.au](www.scsa.wa.edu.au)). Adjustments, depending on the individual student's education needs, can include special equipment, modified papers, provision of a scribe, or additional time to complete the task.

Note: for Year 12 students with a diagnosed disability which has functional impact on their performance, the College will apply to the Authority for consideration of special examination arrangements. The granting of special examination arrangements by the Authority is not automatic. Where the Authority approves arrangements for the ATAR course examinations, these arrangements may differ from those the College has used for school-based assessment. Students who have been granted special examination arrangements should be aware that their ATAR course examinations will be held at alternative venues.

### 5.2.12 Completion of a pair of units

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date.

If an assessment task cannot be submitted directly to the teacher, it is to be submitted to the relevant Team Leader who will mark the task as submitted, along with the time and date of submission, in Compass.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student or the parent/guardian must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The College will determine whether the reason is acceptable (see Section 13 for details).

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the College (see Section 13 for details), the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task without providing an acceptable reason, the teacher will advise the student and the parent/guardian/carer of the possible impact of the penalty on the student's grade.

Where an out-of-class assessment task is submitted after the due date, or is not submitted, and the student **does not** provide a reason which is acceptable to the College (see Section 13 for details), the following penalties apply:

- 10% reduction in the mark (if submitted one school day late), **or**
- 50% reduction in the mark (if submitted two school days late), **or**

- a mark of zero (if submitted more than two school days late or not submitted).

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the College (see Section 13 for details), the student will receive a mark of zero.

### 5.2.13 Acceptable reasons for non-completion or non-submission of an assessment task

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:

- where sickness, injury or significant personal circumstances prevent a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled

- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must:

- contact the College before 10:00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**

- provide either a medical certificate or a letter of explanation immediately following the student's return to school.

Where the student provides a reason, which **is acceptable** to the College for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**

- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**

- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, preparation for social events).

In exceptional circumstances, the parent/guardian may negotiate the development of an individual education plan with the Deputy Principal. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

### 5.2.14 Transfer between courses and/or units
If a student commences a pair of units late, they may be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting will be held with the student and their parents/guardians to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Goldfields Baptist College, the deadline for student transfers in Years 11 and 12 is Friday of Week five in Term One. A student transferring by the due date will be withdrawn from the original pair of units and no grade will be assigned. The student will then be enrolled in the pair of units into which they are transferring and the College will develop an assessment program to ensure the student meets the syllabus requirements for the course. Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

In Year 11, students can also transfer at the end of Semester One, where class numbers enable this to occur. In such cases, the student will receive a mark and a grade for the unit completed in Semester One.

Year 11 students studying a Foundation course will be required to transfer to a General and/or ATAR course for Semester Two, if they meet the literacy and/or numeracy standards in the March round of the Online Literacy and Numeracy Assessment (OLNA), as per instructions in the Authority's *WACE Manual*.

### 5.2.15 Transfer from another school

It is the responsibility of any Year 11 student who transfers into a class from the same course at another school, prior to the Authority's recommended last date for student transfers between pairs of Year 11 units, to provide the College with evidence of all completed assessment tasks from the previous school.

This information will be used by the College to determine what additional content and assessment tasks the student needs to complete to be assigned a mark and a grade in the pair of units for the course.

If a Year 11 student transfers from another school into the same course, and it is mid-year, the previous school should provide a grade and mark for the unit to the Authority. The student would then be enrolled in a single unit for Semester 2.

Where a transferring student is being enrolled in a course they did not study at their previous school, the student will be enrolled in a single unit for Semester 2.

If a student transfers from another school in Year 12, they may only be enrolled in Year 12 courses if the transfer occurs prior to the Authority's Year 12 course enrolment deadline (usually the first week of April). After that date, Year 12 students will not be permitted to enrol in Year 12 courses.

Where a transferring student has an assessment program that differs from other students, the student will be provided with an individual assessment outline showing how a school mark for the pair of units will be determined.

A meeting will be held with the student and parent/guardian to discuss the student's progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

### 5.2.16 Reporting student achievement

The College reports student achievement at the end of Semester 1 and at the end of Semester 2 to the Authority. The report provides for each course:
- a comment by the teacher
- a grade[1]
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark[1] (calculated from the weighted total mark).

At the end of the year, students will be provided with a College Statement of Achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. Successful completion of VET qualifications and endorsed programmes are also listed on the Statement of Achievement.

All final grades are subject to approval by the Authority at the end of the year. Students will be notified of any changes from the Authority's review of the students' results submitted by the College.

### 5.2.17 Reviewing marks and grades

If a student considers that there is an issue about the delivery of a course, the marking of one or more assessment tasks or the grade assigned for a pair of units, then they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student or the parent/guardian should approach the relevant Team Leader responsible for the course.

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[1] The Semester One mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year.

Senior Secondary Curriculum Policy v2022.1

The student or their parent/guardian can request, in writing, that the College conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not conform to the syllabus requirements

- the assessment procedures used do not conform with the College's senior secondary assessment policy

- procedural errors have occurred in the determination of the course mark and/or grade

- computational errors have occurred in the determination of the course mark.

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student or parent/guardian may appeal to the Authority using an appeal form which is available from the Deputy Principal or the Authority website. The Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal, the College will make any required adjustments to the student's mark and/or grade and, where required, the mark and/or grade of other students and re-issue reports and/or the Statement of Achievement, as necessary.

## 6        Reporting

Teachers provide formal academic reports each semester to parents/carers of students in Senior Secondary.  These reports will include a College grade (A to E) and a College mark (out of 100) for each unit completed.

Semester reports make clear that:
- grades released on semester reports are not finalised until approved by SCSA, and
- marks for each pair of Year 12 ATAR units will be moderated by SCSA to reflect students' ATAR course examination performance, if the College's marks differ significantly to the examination marks.

### 6.1 Assigning grades

Grades are assigned when a pair of units is completed (or when a single unit is studied in Year 11).  In order to achieve this, teachers:
- generate a ranked list of all students, based on the weighted mark out of 100, using the College's assessment outline
- identify the points where a change of standard is evident from the ranked list
- examine the work of the students either side of the point of change, to assign a grade with reference to the grade descriptions

When carrying out this process, the College must have internally consistent grades (e.g., a student with a higher mark cannot have a lower grade), and grades that are consistent with the small group moderation partner school.  Teachers may not use pre-established or automatically generated grade cut-offs.

If the College offers more than one class in the same subject, teachers must collaborate (as they would with small group moderation partners) to carry out this process and ensure consistency.

### 6.2 Assessment record

Teachers are required to maintain an assessment record for all ATAR, General and Foundation units.  This assessment record should be maintained in Compass Learning Tasks, and include tasks/information that matches the assessment outline; clearly shows the titles/numbers of tasks; shows the weighting of each assessment; and records the raw mark for each assessment task (though can also include the weighted mark and/or percentage).

## 7        Review of Student Learning

Review of student learning emphasises a focus on the learning of all students through analysis of their needs, engagement and progress, while implementing school-wide approaches to raising achievement in partnership with parents and the wider community.

The review of student learning will be an ongoing process that continually provides direction for goals in the College's School Improvement Plan. Review of student achievement and progress is based on information gathered from a range of sources, such as standardised test results, moderated school assessment of student achievement and other information. A variety of staff are responsible for the administration, and analysis, of assessment tools. It is intended to apply to all teaching and learning for which Goldfields Baptist College is responsible, including teaching and learning undertaken by partner organisations where the College is responsible for quality assurance. In such cases, the Review of Student Learning serves as a guide for the expectations of the College.

## 7.1 Review of Student Learning Guidelines

### 7.1.1 Analysis of Student Learning

At various points in the year, the College will analyse data on student learning that will include consideration of the achievement, progress and engagement of individual students and targeted groups of students e.g., Aboriginal, ESL, special needs, gifted and talented and at-risk students.

The College's two focus questions in analysing data will be 'how well are we doing?' and 'how can we do better?' Such judgements are to be made against individual, College, state and national expectations. This information will provide the basis for decision-making regarding improvement planning and changes to teaching and learning at the classroom and school levels.

The College's analysis of student learning will be featured in reports to the College Board, to enable it to carry out its responsibility for maintaining a satisfactory standard of education. These reports will also contribute to evidence that an effective school self-assessment and quality improvement process is in place.

### 7.1.2 School Improvement Plan

The College's School Improvement Plan will describe the priorities identified through analysis of student learning (achievement, progress and engagement) and the strategies to improve teaching and learning.

### 7.1.3 Reflection

As part of the ongoing review process, the following should be analysed for any patterns/information regarding the level of a student's engagement in learning:
- Student learning (achievement, progress and engagement);
- Student attendance records;
- Behaviour Management records.

### 7.1.4 Responsibilities

### 7.1.4.1 College Board

The Board has a responsibility to:
- provide support through advice and provision of training and materials;
- support the sharing of good practice;
- work with the Principal to ensure that reviews of student learning are regularly implemented and monitored.

### 7.1.4.2 College Executive

The Principal and Deputy Principal have a responsibility to:
- manage the implementation of reviews of student learning;
- allocate responsibility for development and implementation to College Leadership positions;
- ensure that information about reviews of student learning and College action is accessible to, and acted upon by, all members of the College community;
- ensure that teachers are supported to implement reviews of student learning effectively;
- show leadership in identifying and developing good practice;
- ensure that reviews of student learning are regularly monitored, reviewed and evaluated;
- manage and preserve accurate records of student learning;
- communicate aggregated data to the College community and the Board.

### 7.1.4.3 The Leadership Team

The Goldfields Baptist College Leadership team consists of the Team Leaders of each Department of the College, The Early Childhood Co-ordinator, The G.E.T Co-ordinator, The Secondary Progressions Co-ordinator and the Sport Co-ordinator, and they have a responsibility to:

- support and facilitate the implementation of reviews of student learning within their areas;
- ensure that teachers are supported to implement reviews effectively;
- show leadership in identifying and developing good practice amongst staff;
- ensure that reviews of student learning are regularly monitored, reviewed and evaluated in Team Meetings;
- support transition of students between levels of schooling and different schools.

### 7.1.4.4 Teachers

Teachers have a responsibility to:

- assess, provide feedback and report on student learning;
- work with colleagues to contribute to a co-ordinated whole College approach to reviews of student learning (achievement, progress and engagement);
- facilitate the implementation of reviews within their area;
- ensure that their review practices are valid and reliable;
- monitor student learning, as well as the effectiveness of their own programmes, teaching methods, record keeping and assessment tasks;
- negotiate with students the assessment, recording and reporting protocols that meet the learning needs of individuals and groups of students;
- encourage students to review their own knowledge, skills and understanding;
- build up a complete profile of each student;
- maintain and share relevant records of student progress;
- plan tasks and activities, based on reviews of student learning;
- report student progress and achievement to parents and/or caregivers as outlined here;
- report student achievement as required to State and Commonwealth government bodies;
- undertake professional learning programmes designed to address identified student learning needs.

### 7.1.4.5 Students

Students have a responsibility to:

- contribute to discussions about their own learning;
- assess their learning;
- respond to assessments made by peers, teachers and others.

### 7.1.4.6 Parents

Parents have a responsibility to:

- communicate relevant information that may affect their child's learning;
- take advantage of opportunities to be informed, or to learn about how they may be involved;
- provide feedback about their child's learning;
- respond to issues raised by the student or the College during the reporting process;
- contribute to reviews of College processes.

NOTE: For up-to-date information regarding the syllabus please see:
https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english

### 8.1 English ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

### 8.2 English GENERAL

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

### 8.3 English FOUNDATION

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

### 8.4 English PRELIMINARY

The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language through the use of receptive and expressive communication. Receptive skills can include reading, comprehending, listening and/or viewing. Expressive skills can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts. The course recognises the diversity of the student population and builds on students' knowledge of how language works and how to use language in a variety of forms and situations. An understanding of how to use language empowers students: it gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

### 8.5 Literature ATAR

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

### 8.6 Literature GENERAL

In the Literature General course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation.

Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

## 9 Learning Area – Mathematics

NOTE: For up to date information regarding the syllabus please see:
https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics

### 9.1 Mathematics Specialist ATAR

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

### 9.2 Mathematics Methods ATAR

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

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

### 9.3 Mathematics Applications ATAR

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

### 9.4 Mathematics Essential GENERAL

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

### 9.5 Mathematics FOUNDATION

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. 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.

### 9.6 Mathematics PRELIMINARY

The Mathematics Preliminary course focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special education needs. Grades are not assigned for these units. Student achievement is recorded as 'completed' or 'not

completed'. This course provides the opportunity for students to prepare for post-school options of employment and further training.

## 10 Learning Area – Humanities and Social Sciences
NOTE: For up to date information regarding the syllabus please see:
https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences

### 10.1 Aboriginal and Intercultural Studies

#### 10.1.1 Aboriginal and Intercultural Studies ATAR
Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society and as such are a focus for this course. In Year 11, students explore the relationship of First Nations peoples with the environment and also cultural interaction and resilience. In Year 12, students investigate the concept of media representation within and between cultures in Australia and other countries, and also the concepts of heritage and cultural identity in an Australian context. In both years students critically explore a wide range of political, social, historical, legal and environmental issues from an intercultural perspective.

#### 10.1.2 Aboriginal and Intercultural Studies GENERAL
Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society and as such are a focus of this course. In Year 11, students explore the concept of leadership through the arts, sports and the struggle for civil rights in Australia and in other countries. Students also investigate how culture is expressed through the arts and how this cultural expression has changed over time. In Year 12, students investigate the relationship of First Nations peoples with the environment, and cultural interaction and resilience.

### 10.2 Accounting and Finance

#### 10.2.1 Accounting and Finance ATAR
The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

#### 10.2.2 Accounting and Finance GENERAL
The Accounting and Finance General course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to engage in sound financial decision making. Students develop an understanding that financial decisions have far reaching consequences. Through the preparation, examination and analysis of financial documents and procedures, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding of these principles and practices enables students to analyse their own financial data and that of small businesses, and make informed decisions based on that analysis.

### 10.3 Ancient History

#### 10.3.1 Ancient History ATAR
The Ancient History ATAR course enables students to evaluate life in early civilisations, based on the analysis and interpretation of physical and written remains which provide evidence for ancient sites, events and individuals. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation, systems of law and religion. Students also examine the possible motivations and actions of individuals, and evaluate how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the skills and complexities

of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the historical skills associated with the analysis and evaluation of sources.

### 10.3.2 Ancient History GENERAL

The Ancient History General course enables students to study life in early civilisations, based on the interpretation of the physical and written remains of different ancient societies. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation and religion. The course also explores the possible motivations and actions of individuals, and how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the process of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the skills associated with the analysis of historical sources.

## 10.4 Business Management and Enterprise

### 10.4.1 Business Management and Enterprise ATAR

The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

### 10.4.2 Business Management and Enterprise GENERAL

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

### 10.4.3 Business Management and Enterprise PRELIMINARY

The Business Management and Enterprise Preliminary course focuses on students recognising the knowledge, concepts and principles underpinning how a business operates within a cycle of establishment, day-to-day running, and continuing viability of business. Through engaging in business activities, students are encouraged to recognise business opportunities, ways of creating products and providing services, and the marketing of these items. Students also have the opportunity to develop interpersonal and business skills, and to learn how to behave responsibly and demonstrate integrity in business.

## 10.5 Career and Enterprise

### 10.5.1 Career and Enterprise ATAR

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise ATAR course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. Key components of the course include: the study of different career development theories and the application of these theories to an individual's career development; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that globally affect work, workplaces and careers.

### 10.5.2 Career and Enterprise GENERAL

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an

understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

### 10.5.3 Career and Enterprise FOUNDATION

Career education involves learning to manage and take responsibility for personal career development. This course is for students who have not demonstrated the literacy standard in the OLNA. The Career and Enterprise Foundation course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work are significant aspects of this course. Literacy and numeracy enriching strategies are heavily embedded in the Career and Enterprise Foundation course.

## 10.6 Economics

### 10.6.1 Economics ATAR

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

### 10.6.2 Economics GENERAL

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics General course aims to develop students' understanding of the process of economic decision making in relation to the allocation, utilisation and distribution of scarce resources. A key focus is on wealth and wellbeing. The study of Economics provides a framework for examining economic events and issues at the individual, business and societal level.

## 10.7 Geography

### 10.7.1 Geography ATAR

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

### 10.7.2 Geography GENERAL

In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

## 10.8 Modern History

### 10.8.1 Modern History ATAR

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

### 10.8.2 Modern History GENERAL

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

## 10.9 Philosophy and Ethics

### 10.9.1 Philosophy and Ethics ATAR

The Philosophy and Ethics ATAR course engages students with three classical questions of the human condition: 'What is real?'; 'How do we know?' and 'How should we live?' Within this context, the course gives students the opportunity to explore the world of concepts from both contemporary and historical perspectives. Students are taught clarification, evaluation and argument. They develop the specific skills to inquire, reason and make judgements.

### 10.9.2 Philosophy and Ethics GENERAL

The Philosophy and Ethics General course requires students to ask the questions: What is real?'; 'How do we know?' and 'How should we live?' They examine some elements of reasoning and the basic components of argument. Students are taught clarification, evaluation and argument. They develop the specific skills to inquire, reason and make judgements.

## 10.10 Politics and Law

### 10.10.1 Politics and Law ATAR

The Politics and Law ATAR course provides a study of the processes of decision-making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

### 10.10.2 Politics and Law GENERAL

The Politics and Law General course provides an examination of the processes of decision-making concerning society's collective future. It aims to develop an understanding of the principles, structures, institutions and processes of Australia's political and legal system and the complexities of government, making comparisons with alternative political and legal systems.

## 10.11 Religion and Life

### 10.11.1 Religion and Life ATAR

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

### 10.11.2 Religion and Life GENERAL

The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals. Using a range of inquiry skills students develop an understanding of ways in which people discover, understand and express their religious beliefs. They also use these skills to explore one or more religions in detail, to analyse the role religion plays in human affairs and to explore issues of concern to religion.

### 10.11.3 Religion and Life PRELIMINARY

The Religion and Life Preliminary course provides students with opportunities to learn about one or more religions. Students learn to use information about religion and follow suitable steps that assist with, and

help them to engage with, their own learning. Students also develop skills that help them to learn about religion and the role it plays in the lives of people and in society.

## 11    Learning Area – Science

NOTE: For up to date information regarding the syllabus please see:
https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science

### 11.1 Animal Production Systems

#### 11.1.1 Animal Production Systems ATAR

In the Animal Production Systems ATAR course students learn about the sustainable operation and management of selected animal enterprises. Students explore, analyse and understand the ways that people manage natural resources, such as plants, animals, climate, soil and water to meet personal and community needs. They analyse and evaluate food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics, agricultural ethics and product marketing.

#### 11.1.2 Animal Production Systems GENERAL

In the Animal Production Systems General course students learn about and apply operational practices to selected animal enterprises. Students apply natural resources, such as plants, animals, soil and water to the objective of meeting personal and community needs. They work with food and fibre production systems, applying sustainable farming practices and using appropriate agricultural technologies. This course provides the opportunity for students to prepare for post-school options of employment and further training.

### 11.2 Aviation

#### 11.2.1 Aviation ATAR

The Aviation ATAR course draws from the disciplines of science, engineering, environmental science, mathematics and information technology to develop a broad variety of skills, processes, understandings that promote the safe and effective operations of the aviation industry. The course provides students with the opportunity to investigate the importance of aviation to our society, and to learn the skills and knowledge required to make informed decisions on issues relating to aviation. Students taking the Aviation ATAR course can learn to fly and manage aircraft.

#### 11.2.2 Aviation GENERAL

The Aviation General course draws from a range of disciplines to develop in students a broad variety of skills, processes and understandings related to aspects of the aviation industry. The Aviation General course covers the same five content areas as the Aviation ATAR course—aerodynamics, performance and operation, human factors, aviation skills, and aviation development—but in more general contexts. Students investigate the importance of aviation to our society and learn skills and knowledge required to make informed decisions on issues relating to aviation. This practical Aviation course provides the opportunity for students to prepare for post-school options of employment and further training.

### 11.3 Biology

#### 11.3.1 Biology ATAR

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

#### 11.3.2 Biology GENERAL

The Biology General course provides opportunities for students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in the context of the living world. They conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt to real world situations.

Students explore the diversity of organisms and how scientists make sense of the natural world. A local area study will be conducted to understand the dynamics of ecosystems. They study cells and cell processes, adaptations of organisms and the transition of genetic material to the next generation.

### 11.4 Chemistry

#### 11.4.1 Chemistry ATAR

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

#### 11.4.2 Chemistry GENERAL

The Chemistry General course provides students with the opportunity to develop their understanding of the chemistry of materials encountered in their lives and everyday chemical reactions. Students apply chemical language by using symbols and formulae for common substances. The role of chemistry in contributing to a sustainable future, and in assisting in the protection of the natural environment, is considered; and students explore the chemistry of a range of materials, including crude oil, vegetable oils, biofuels and polymers. An appreciation of the experimental nature of chemistry is developed through laboratory activities.

### 11.5 Earth and Environmental Science

#### 11.5.1 Earth and Environmental Science ATAR

This ATAR course explores our planet as a dynamic global system involving interactions between the geosphere, hydrosphere, atmosphere and the biosphere. A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Management of environmental issues is explored, with students having opportunities to discuss issues and draw evidence-based conclusions. Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

#### 11.5.2 Earth and Environmental Science GENERAL

This General course encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in the context of the dynamic planet Earth. A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Sustainable management of resource use and its effects on the environment are a focus.

Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations and ecosystems. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

### 11.6 Human Biology

#### 11.6.1 Human Biology ATAR

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human

species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

### 11.6.2 Human Biology GENERAL

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

## 11.7 Integrated Science

### 11.7.1 Integrated Science ATAR

The Integrated Science ATAR course enables students to investigate science issues in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics, and can also include less traditional areas, such as forensic science and biotechnology. Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. Students apply their scientific knowledge in areas such as vehicle safety and driving, personal lifestyle choices, the management of water resources, environmental issues associated with biodiversity and conservation, and sustainable use of energy. Students develop a range of practical skills and techniques through investigations and fieldwork in context, and use scientific evidence to make informed decisions about scientific issues.

### 11.7.2 Integrated Science GENERAL

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

## 11.8 Physics

### 11.8.1 Physics ATAR

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.

### 11.8.2 Physics GENERAL

This General course enables students to apply physics principles to understand practical situations in the world around them. In this practical-based course, students conduct investigations in the areas of light, sound, heat, movement and electricity. Students develop their skills of observation, measurement, analysis of data and scientific communication. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

### 11.9 Plant Production Systems

#### 11.9.1 Plant Production Systems ATAR

In the Plant Production Systems ATAR course students learn about the sustainable operation and management of selected plant enterprises. Students explore, analyse and understand the ways that people manage natural resources, such as plants, climate, soil and water, to meet personal and community needs. They analyse and evaluate food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics, agricultural ethics, and product marketing.

#### 11.9.2 Plant Production Systems GENERAL

In the Plant Production Systems General course students learn about and apply operational practices to selected plant enterprises. Students apply natural resources, such as plant varieties, climate, soil and water, to the objective of meeting personal and community needs. They work with food and fibre production systems, applying sustainable farming practices, and using appropriate agricultural technologies. This course provides the opportunity for students to prepare for post-school options of employment and further training.

### 11.10 Psychology

#### 11.10.1 Psychology ATAR

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

#### 11.10.2 Psychology GENERAL

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

## 12    Learning Area – Health and Physical Education

NOTE: For up to date information regarding the syllabus please see:
https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education

### 12.1 Health Studies

#### 12.1.1 Health Studies ATAR

In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

#### 12.1.2 Health Studies GENERAL

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

### 12.1.3 Health Studies FOUNDATION

The course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. This course is for students who have not demonstrated the numeracy standard in the OLNA. Through the development of health literacy, students are better equipped to make appropriate and well informed health related decisions and to develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others.

Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan. The course supports the development of students' literacy and numeracy skills and provides them with opportunities to study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

### 12.1.4 Health Studies PRELIMINARY

The course focuses on providing students with opportunities to enhance their health, safety, wellbeing and physical activity participation. Throughout the course, students are encouraged to strengthen their sense of self as well as build and maintain satisfying relationships. The course assists with their development of resilience, decision making and taking actions to promote their health, safety and physical activity participation. Opportunities are provided for students to use resources for themselves and the communities with which they identify and to which they belong.

Students may acquire movement skills that enable them to participate in a range of physical activities as a foundation for lifelong participation. Through this, they have opportunities to develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society. Movement is a powerful medium for learning through which students can acquire, practise and refine personal, interpersonal, behavioural and social skills.

## 12.2 Outdoor Education

### 12.2.1 Outdoor Education ATAR

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves, and ultimately contribute towards a sustainable world. The integrated approach within this course allows for practical activities, theoretical concepts, and relationship with the environment to be incorporated into a meaningful program of learning. It provides students with an opportunity to develop essential life skills and physical activity skills, an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course aims to develop self-awareness and leadership through opportunities to plan for, and facilitate, outdoor experiences. The course will prepare students for career and employment pathways in areas such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

### 12.2.2 Outdoor Education GENERAL

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

### 12.2.3 Outdoor Education FOUNDATION

The course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. This course is for students who have not demonstrated the numeracy standard in the OLNA. Through the development of health literacy, students are better equipped to make appropriate and well informed health related decisions and to develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others.

Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan. The course supports the development of students' literacy and numeracy skills and provides them with opportunities to study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

### 12.3 Physical Education Studies

### 12.3.1 Physical Education Studies ATAR

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course 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.

### 12.3.2 Physical Education Studies GENERAL

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

### 12.3.3 Physical Education Studies FOUNDATION

The course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. This course is for students who have not demonstrated the numeracy standard in the OLNA. Through the development of health literacy, students are better equipped to make appropriate and well informed health related decisions and to develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others.

Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan. The course supports the development of students' literacy and numeracy skills and provides them with opportunities to study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

### 12.3.4 Physical Education Studies PRELIMINARY

The course focuses on providing students with opportunities to enhance their health, safety, wellbeing and physical activity participation. Throughout the course, students are encouraged to strengthen their sense of self as well as build and maintain satisfying relationships. The course assists with their development of resilience, decision making and taking actions to promote their health, safety and physical activity participation. Opportunities are provided for students to use resources for themselves and the communities with which they identify and to which they belong.

Students may acquire movement skills that enable them to participate in a range of physical activities as a foundation for lifelong participation. Through this, they have opportunities to develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society. Movement is a powerful medium for learning through which students can acquire, practise and refine personal, interpersonal, behavioural and social skills.

### 13 Learning Area – The Technologies

NOTE: For up to date information regarding the syllabus please see:
https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies

### 13.1 Applied Information Technology

### 13.1.1 Applied Information Technology ATAR

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an

effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

### 13.1.2 Applied Information Technology GENERAL

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

### 13.1.3 Applied Information Technology FOUNDATION

A key focus of the Applied Information Technology Foundation course is the development of literacy and numeracy skills within an information and communication technology (ICT) context. This course is for students who have not demonstrated the numeracy standard in the OLNA. The course develops the ability to use ICT in a personal context, including skills that enable the use of a range of digital and multimedia tools to produce personal digital products and digital solutions. It also develops knowledge and skills associated with computer systems, the personal management of data, personal time management, and being responsible, ethical and informed digital citizens.

## 13.2 Automotive Engineering and Technology

### 13.2.1 Automotive Engineering and Technology GENERAL

In the Automotive Engineering and Technology general course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

## 13.3 Food Science and Technology

### 13.3.1 Food Science and Technology ATAR

The Food Science and Technology ATAR course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments, and understand systems that regulate food availability, safety and quality. The effect of under-consumption and over-consumption of nutrients on health, and diet-related health conditions that affect individuals and families, are examined. Recipes and processing techniques are trialled and adapted to develop food products which are assessed for suitability and end use. Students examine influences on the supply of food, and issues associated with food safety, security and sustainability. Biotechnology, genetic modification processes, food consumption patterns, and issues of food diversity and equity in Australian society are reviewed. The food and allied health sectors represent a robust and expanding area of Australian and global employment markets.

### 13.3.2 Food Science and Technology GENERAL

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing

techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

### 13.3.3 Food Science and Technology PRELIMINARY

In the Food Science and Technology Preliminary course students develop their interests and skills through the production of food-related tasks, and consider various reasons for eating food. They experience a variety of new foods, and explore the diversity of food available at local markets to guide meal planning. Students develop knowledge of the sensory and physical properties of food and apply these when selecting and preparing raw and processed foods to prepare quality, palatable home-made meals. They develop a range of practical food-related skills, such as being able to follow recipe instructions, accurately measure ingredients, select suitable preparation equipment and appliances, use simple cooking techniques, and appropriate clean-up procedures. Students demonstrate an awareness of personal hygiene, personal safety and food safety when handling food in a kitchen setting.

## 13.4 Materials Design and Technology

### 13.4.1 Materials Design and Technology ATAR

Materials Design and Technology ATAR is a practical course where students can choose to work with metal, textiles or wood in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test the different characteristics of materials, and use strategies to develop innovative and creative ideas. They develop a clear understanding of the elements and fundamentals of design, and apply a learned design process to successfully develop a product. Students apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

### 13.4.2 Materials Design and Technology GENERAL

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

### 13.4.3 Materials Design and Technology PRELIMINARY

This course is designed to allow students to work with materials so that they may develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they may have opportunities to solve problems, generate ideas and communicate what they do. This enables them to make more informed decisions about the use of materials and technology in a real-life context.

## 14      Learning Area – The Arts
NOTE: For up-to-date information regarding the syllabus please see:
https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts

## 14.1 Dance

### 14.1.1 Dance ATAR

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

### 14.1.2 Dance GENERAL

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

## 14.2 Design

### 14.2.1 Design ATAR

In the Design ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

### 14.2.2 Design GENERAL

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students are able to focus on particular contexts from a choice of photography, graphics, dimensional design and technical graphics. The Design General course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways.

## 14.3 Drama

### 14.3.1 Drama ATAR

The Drama ATAR course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

### 14.3.2 Drama GENERAL

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.

## 14.4 Media Production and Analysis

### 14.4.1 Media Production and Analysis ATAR

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints.  Students, as users and creators of media products, consider the important role of

audiences and their context. This course focuses on the application of media theory in the practical process.

### 14.4.2 Media Production and Analysis GENERAL

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

## 14.5 Music

### 14.5.1 Music ATAR

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

### 14.5.2 Music GENERAL

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. The Aural and Theory content in the written component is generic, and can be adapted and extended to suit any selected context. The practical component consists of three different options and can be delivered in a different context, independent of the written component. Students select only one option, and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

## 14.6 Visual Arts

### 14.6.1 Visual Arts ATAR

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

### 14.6.2 Visual Arts GENERAL

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

### 14.6.3 Visual Arts PRELIMINARY

In the Visual Arts Preliminary course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes an exploration of materials and techniques. Students are encouraged to explore and represent their ideas and gain an appreciation of visual arts. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

## 15    Senior Secondary post-school education, employment and training

### 15.1 Connecting students to post-school options

The Goldfields offers students a variety of options for post-school engagement with education, employment and training.  Goldfields Baptist College is committed to equipping and empowering each person for life, which includes the implementation of systems and strategies to support students in their success after school.

### 15.1.1 Connecting students to post-school University options

Despite its remoteness, Goldfields Baptist College maintains relationships with both Curtin Kalgoorlie and the universities located in Perth.  Each year, students in Years 10-12 are given the opportunity to engage in the Combined Universities presentation at GBC, where they can gain information and foster connections with the universities of their choice.  Students are supported in attending university and tertiary education provider open days and information sessions – both in person and online – and students attending the Years 10, 11 and 12 camps also engage with universities on-campus to explore course and entrance options, ask questions and increase their knowledge and familiarity of the education providers.

Goldfields Baptist College intends to establish formal relationships with higher education providers through offering Enabling Programmes to students in the future, however the minimum student numbers for engagement in these programmes currently limits GBC's options, as the College continues to establish itself as a Senior Secondary service provider in the Goldfields.

### 15.1.2 Connecting students to post-school training and employment options

Goldfields Baptist College is committed to maintaining strong networks and relationships with local businesses and training providers throughout the Goldfields region.  The networks and relationships that have been established create excellent opportunities for the College to advocate for and support Senior Secondary students in finding, improving their attractiveness to, and engaging with, training and employment providers.  The College's willingness to support and advocate for students' engagement with local businesses through the Year 10 Work Experience programme and Workplace Learning in Years 11 and 12 also work to assist students with improving their attractiveness to local training and employment providers post-school.

### 15.1.3 Reflecting on College efficacy in post-school options

The College collects contact details from alumni, in order to offer continued support and engagement to former students as they adjust to life beyond GBC, but also to track alumni engagement with post-school education, employment and training.  This provides another source of data for the College to monitor and assess the collective efficacy of the College in empowering and equipping students for life through their schooling.