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GOLDFIELDS BAPTIST COLLEGE

SUBJECT SELECTION FORM

YEAR ELEVEN 2023

How to complete the Subject Selection Form

In making your subject selections for Year Eleven, 2023, please indicate your order of preference for each subject you would like to enrol into on each line. Please note that you may only complete one 'Supervised Study' period. If however, you are selecting the 'OLNA Preparation Course' to assist you in attaining your OLNA as quickly as possible, you may not also select a 'Supervised Study' period on another line. If there is a subject that you absolutely do not wish to enrol into under any circumstances, please do not number that subject at all.

Example selection:

Line 3

- 1** Business Management and Enterprise
- Materials Design and Technology Metal
- 2** Human Biology
- Supervised Study

This selection would indicate that I am most enthusiastic about enrolling into Business Management and Enterprise, but my second preference would be to enrol in Human Biology. I do not wish to enrol in Materials Design and Technology or Supervised Study.

While we will make every effort to meet your first subject selection preferences, we may need to enrol you in your second choice, should there be any subject clashes or if classes fill before your form is returned. All current GBC students are given subject selection preference over incoming students from other schools.

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All students must select at least one subject from each line, indicating your order of preference. Any subjects that you have no desire to enrol in should not be numbered. Be sure to number down each column from Line 1 to Line 6.

Endorsed Programmes are optional, but can assist in achieving the WACE, if you are struggling to attain the required points to successfully graduate in Year 12. These programmes are extra-curricular, meaning they are overwhelmingly completed outside of regular school contact time.

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Endorsed Programmes
English General <input type="checkbox"/>	Maths Essential <input type="checkbox"/>	Business Management and Enterprise <input type="checkbox"/>	Outdoor Education <input type="checkbox"/>	Certificate II in Cookery SIT20421 <input type="checkbox"/>	OLNA Preparation course <input type="checkbox"/>	Workplace Learning ADWPL <input type="checkbox"/>
English Foundation <input type="checkbox"/>	Maths Foundation <input type="checkbox"/>	Materials Design and Technology: Metal <input type="checkbox"/>	Modern History <input type="checkbox"/>	Certificate II in Engineering Pathways MEM20413 <input type="checkbox"/>	Psychology <input type="checkbox"/>	Year 11 Mission Trip <input type="checkbox"/>
	Accounting and Finance <input type="checkbox"/>	Human Biology <input type="checkbox"/>	Food Science and Technology <input type="checkbox"/>	Certificate II in Workplace Skills BSB20120 <input type="checkbox"/>	Drama <input type="checkbox"/>	
		Supervised Study <input type="checkbox"/>	Supervised Study <input type="checkbox"/>	Physical Education Studies <input type="checkbox"/>	Supervised Study <input type="checkbox"/>	
				Supervised Study <input type="checkbox"/>		



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By signing this form, you are acknowledging that you have indicated your preferred subjects for enrolment in 2023, and that you understand that you may not be able to be granted your first preference in all subjects, as all enrolments are subject to availability. You further acknowledge that subject selections may result in a meeting with the Secondary Team Leader, Deputy Principal or College Principal, if any concerns regarding subject selections, or your eligibility to participate in selected subjects, should arise.

Student Name: _____

Student signature: _____

Date: _____

Parent name: _____

Parent signature: _____

Date: _____

Notes/online subject requests: _____



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SUBJECT INFORMATION BOOKLET

The following booklet details information about each of the subjects you may select from, in order to support you in making choices that align with your interests and goals. The subject information is set by, and taken generally from, the School Curriculum and Standards Authority (SCSA).

After the College has received your subject selection form, you and/or your parents may be required to meet with the Secondary Team Leader, the College Deputy Principal or the College Principal to discuss your subject selections.

LINE 1 SUBJECTS (ENGLISH)

GENERAL

The English General course focusses 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.

Unit One (Semester One) focusses on students comprehending and responding to the ideas and information presented in texts.

Unit Two (Semester Two) focusses on interpreting ideas and arguments in a range of texts and contexts.

FOUNDATION

Students are only eligible to enrol into the Foundation English course if they have not yet attained their Literacy OLNAs (Reading and/or Writing). Students who have achieved a Category Three in their Reading and Writing OLNAs are not eligible to enrol into Foundation English.

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 OLNAs. 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

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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.

Unit One (Semester One) focusses on literacy for work.

Unit Two (Semester Two) focusses on literacy for community participation.

LINE 2 SUBJECTS (MATHEMATICS)

ESSENTIAL (GENERAL)

The Mathematics Essential General course focusses 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.

Unit One (Semester One) includes the following four topics: basic calculations, percentages and rates; using formulas for practical purposes; measurement; and graphs.

Unit Two (Semester Two) includes the following four topics: representing and comparing data; percentages; rates and ratios; and time and motion.

FOUNDATION

Students are only eligible to enrol into the Foundation Mathematics course if they have not yet attained their Numeracy OLN. Students who have achieved a Category Three in their Numeracy OLN are not eligible to enrol into this course.

The Mathematics Foundation course focusses 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 OLN. 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.

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

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

ACCOUNTING AND FINANCE (GENERAL)

The Accounting and Finance General course focusses 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.

The focus for Unit One (Semester One) is personal finance.

The focus for Unit Two (Semester Two) is accounting for small cash entities.

In each unit, the course content is divided into three areas: financial institutions and systems; recording, using and evaluating financial information; and government and the community.

LINE 3 SUBJECTS (MIXED)

BUSINESS MANAGEMENT AND ENTERPRISE (GENERAL)

The Business Management and Enterprise General course focusses 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.

The focus of Unit One (Semester One) is on establishing a small business in Australia.

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The focus of Unit Two (Semester Two) is on operating a small business in Australia.

MATERIALS DESIGN AND TECHNOLOGY: METAL (GENERAL)

The Materials Design and Technology General course is a practical course. Students will work with metal, 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.

In Unit One (Semester One), students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

In Unit Two, (Semester Two), students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

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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.

Unit One (Semester One) explores how the human body systems are interrelated to sustain life.

Unit Two (Semester Two) explores the role of males and females in the process of reproduction.

SUPERVISED STUDY

A supervised study period allows students an additional four periods per week to engage in private study to increase their opportunities for success in their Senior Secondary pathway. Students will have a staff member who is appointed to supervise them throughout this time, however, students are responsible for using their time wisely and productively during these sessions.

Students may only enrol in one Supervised Study line.

LINE 4 SUBJECTS (MIXED)

OUTDOOR EDUCATION (GENERAL)

In order to complete the practical components of the Outdoor Education course, students must participate in a minimum of two multiple-night camps. These camps will incur a cost to participate. Students who enrol in the Outdoor Education course who do not attend the camps will not be able to satisfactorily meet the requirements of the subject, in order to pass. Should these camps be required to take place during school time, it is the responsibility of the student to catch up on any missed work in their other subjects.

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 focusses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering. It provides

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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.

In Unit One (Semester One) students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

Unit Two (Semester Two) offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Some classes in this subject will be combined with younger year levels, in order to allow students the capacity to meet all of the necessary learning outcomes (e.g. students may need to be combined with younger Outdoor Education students in order to allow for larger group camping and cooking routines to be learned and followed, etc.).

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

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versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Unit One (Semester One) allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

In Unit Two (Semester Two) students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

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.

Unit One (Semester One) focusses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities. Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

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Unit Two (Semester Two) focusses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods. Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

SUPERVISED STUDY

A supervised study period allows students an additional four periods per week to engage in private study to increase their opportunities for success in their Senior Secondary pathway. Students will have a staff member who is appointed to supervise them throughout this time, however, students are responsible for using their time wisely and productively during these sessions.

Students may only enrol in one Supervised Study line.

LINE 5 CERTIFICATE COURSES AND MIXED SUBJECTS

CERTIFICATE II IN COOKERY (SIT20421)

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items.

They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not meet the requirements for trade recognition as a cook, but can provide a pathway towards achieving that.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

Completion of this Certificate course may require students to cater functions outside of school time.

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CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20413)

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for delivery in learning institutions.

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

CERTIFICATE II IN WORKPLACE SKILLS (BSB20120) *BUSINESS CERTIFICATE

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

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.

The focus of Unit One (Semester One) is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

The focus of Unit Two (Semester Two) is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Some classes in this subject will be combined with younger year levels, in order to allow students the capacity to meet all of the necessary learning outcomes (e.g.

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students may be called upon to coach younger year levels in different activities, etc.).

SUPERVISED STUDY

A supervised study period allows students an additional four periods per week to engage in private study to increase their opportunities for success in their Senior Secondary pathway. Students will have a staff member who is appointed to supervise them throughout this time, however, students are responsible for using their time wisely and productively during these sessions.

Students may only enrol in one Supervised Study line.

LINE 6 SUBJECTS (MIXED)

OLNA PREPARATION COURSE (STUDY LINE)

The OLNA Preparation Course can be selected to replace students' only study line. If enrolling into this course, students will be given four periods per week of intensive directed study to prepare for the OLNA, thereby significantly increasing students' likelihood of achievement.

Students are only eligible to enrol in this subject if they have not achieved a Category Three in any of their OLNAs. When students achieve a Category Three in their outstanding OLNAs, they will be able to revert this course to a study line, or enrol into another subject (if eligible).

Some students may be either required or strongly encouraged to enrol in the OLNA Preparation Course, particularly if they are currently achieving at Category One in any of their OLNAs.

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.

Unit One (Semester One) provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships.

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Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

Unit Two (Semester Two) introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

DRAMA (GENERAL)

The Drama General course focusses 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 team work.

Unit One (Semester One) engages students with the skills, techniques and conventions of dramatic storytelling.

Unit Two (Semester Two) focusses on drama performance events for an audience other than their class members.

Students will work to a suggested text list, and will study both performance-based and design-based roles.

So that students may be exposed to professional theatre, and thereby support them in meeting their educational goals, a Perth camp is planned to take place as part of this course, allowing students to attend the Perth International Arts Festival early in the year. Attendance on this camp will incur a cost.

In order to meet the ensemble requirements of this course, some classes will be combined with the Year 9/10 Drama class, in order to increase student numbers adequately.

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SUPERVISED STUDY

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Students may only enrol in one Supervised Study line.

ENDORSED PROGRAMMES

An endorsed programme is a significant learning programme that has been developed for senior secondary students. The programme may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider or a school and subsequently endorsed by the Authority.

Each endorsed programme consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programmes can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programmes successfully completed and reported to the Authority by the school are listed on the student's Western Australian Statement of Student Achievement, may contribute towards the depth requirement of the WACE, and may contribute towards the C grade requirement of the WACE.

Each endorsed programme is allocated one, two, three or four unit equivalents.

A student is able to count a maximum of 4 unit equivalents from endorsed programs for WACE purposes, two in Year 11 and two in Year 12.

WORKPLACE LEARNING (ADWPL)

Workplace Learning is an Authority-developed endorsed programme, consisting of blocks of workplace learning to be carried out by the student, and assessed by both the College and the student's workplace supervisor. It is the prerogative of the employer whether they wish to pay students for their work placement.

In 2023, Workplace Learning is to be carried out during non-school contact periods (e.g. students may elect to carry out their WPL for one-two weeks during school holidays, and complete their written components during Supervised Study periods), so that it does not impact students' ability to meet their performance requirements in their school-based subjects. Each block of 55 hours of Workplace Learning can be counted as a full unit to count towards students' WACE attainment, so can be a

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highly beneficial extra-curricular activity that additionally helps students to start accessing the industry they seek to pursue a career in.

MISSION TRIP

The College is currently working to establish an overseas Mission Trip for students to participate in, as an Endorsed Programme. We are working with a community member who is highly experienced in organising and overseeing school mission trips, to make this long-held dream a reality for GBC.

Although we are actively working towards a very low, or no-cost trip, it is likely that there will be some cost associated with participating in the Mission Trip. It is recommended that students begin processing passport applications promptly if they wish to participate in this trip, as these can take several months to process.

Currently, the Mission Trip is scheduled to take place during one of the student holiday periods. Further information regarding the Mission Trip will be provided based on students expressing interest in this trip via their Subject Selection Form.