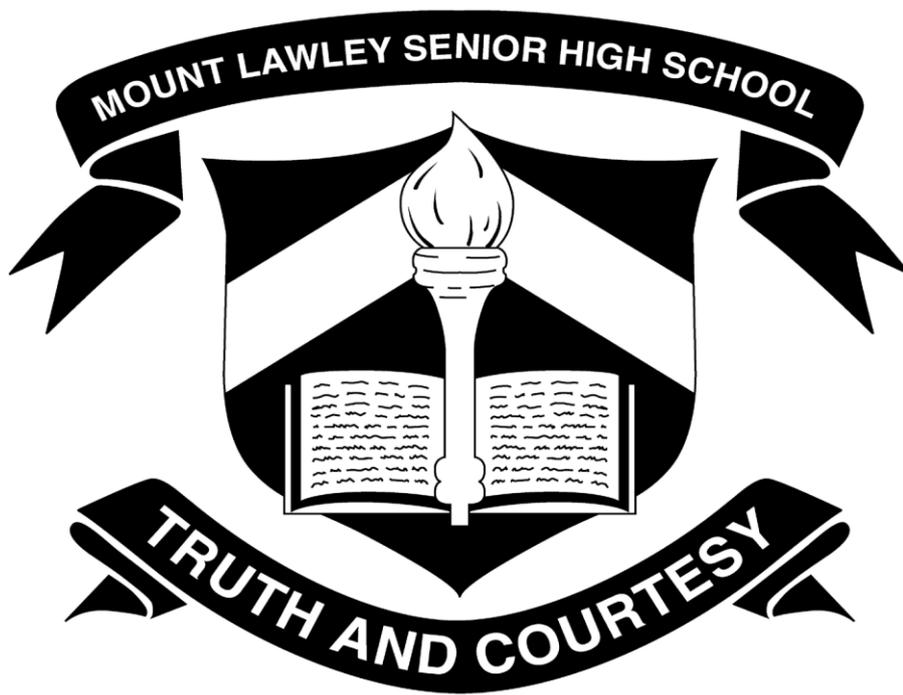


**Mount Lawley Senior High School  
SENIOR SCHOOL**



**Year 10  
Course Information Handbook  
2016**

# Introduction

This booklet provides information about all the courses available at Mount Lawley Senior High School for students in Year 10, 2016. Please read it carefully, so that the choices you are making for your elective subjects are informed ones. If you would like more detailed information about a particular course or subject, please do not hesitate to contact the relevant teacher or Head of Learning Area.

All Year 10 students at this school are timetabled for four hours each per week of English, Mathematics, Science, and Society and Environment, two hours of Physical Education and Languages and one hour of Health Education.

**The remaining time is devoted to elective subjects from a very wide selection.**

Students must choose **AT LEAST ONE** option from **The Arts** and **AT LEAST ONE** from **Technologies**.

## CLASS DETERMINATION

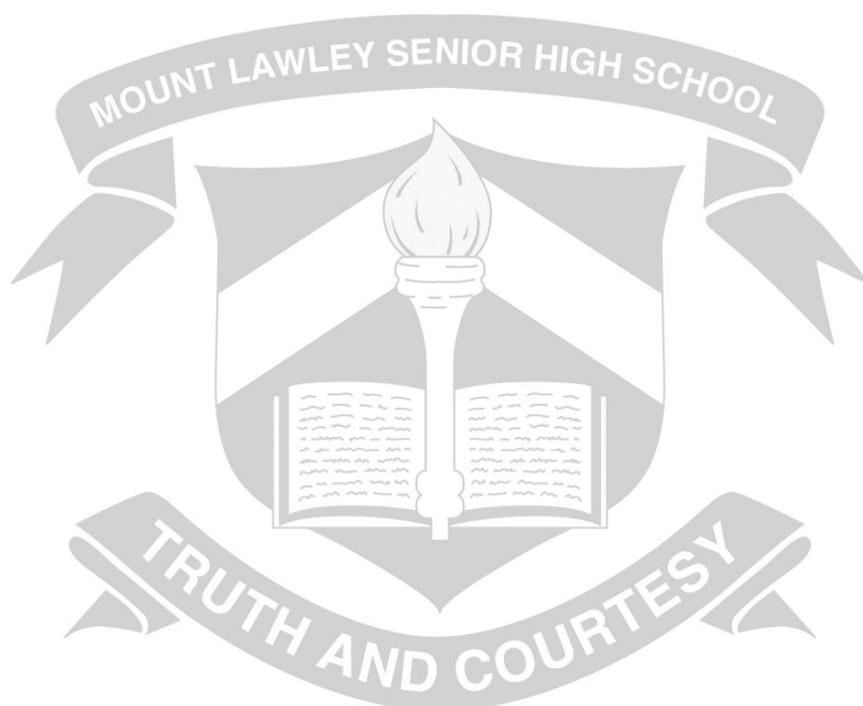
Year 10 AE Class	<ul style="list-style-type: none"> <li>➤ Determined by academic ability and ranking in Year 9</li> <li>➤ 1 Class only</li> <li>➤ Modified program to enhance depth and breadth of studies</li> </ul>
Year 10 Advanced Class	<ul style="list-style-type: none"> <li>➤ Determined by Year 9 ranking</li> <li>➤ Common program, expanding skills and knowledge</li> </ul>
Year 10 General Class	<ul style="list-style-type: none"> <li>➤ Multi levelled classes</li> <li>➤ Common program</li> <li>➤ Determined by Year 9 ranking</li> </ul>

## Contents

Introduction .....	2
Contents.....	2
English .....	4
Mathematics .....	6
Science.....	7
HASS-Humanities and Social Sciences .....	8
Psychology.....	9
Business.....	10
Arts .....	12
SVAPA Project .....	13
Drama.....	13
Media .....	14
Music .....	15
Visual Arts .....	16
Health & Physical Education.....	17
Languages .....	18
Technologies .....	20
Computing.....	20
Design and Technology.....	22
Home Economics .....	24
Academic Extension Program .....	26

Remember...

.....choose your subjects wisely.



# English

YEAR 10 - 2016	YEAR 11 - 2017	YEAR 12 - 2018
English: General	Literature General Unit 1 & 2 English General Unit 1 & 2 English ATAR Unit 1 & 2	Literature General Unit 3 & 4 English General Unit 3 & 4 English ATAR Unit 3 & 4
English: Advanced	English ATAR Unit 1 & 2 Literature ATAR Unit 1 & 2	English ATAR Unit 3 & 4 Literature ATAR Unit 3 & 4
English as an Additional Language or Dialect (EALD)	EALD ATAR Unit 1 & 2 EALD General Unit 1 & 2	EALD ATAR Unit 3 & 4 EALD General Unit 3 & 4

The Year 10 English courses are composed of a variety of tasks, most of which focus on five common areas. These areas are prose, drama, poetry, media and expository writing. Students will gain a general grounding in the key skills of reading, writing, speaking, listening and viewing. At the end of Year 10, a student's overall grade for English, their exam marks and teacher recommendation will determine which courses they are recommended to do in Year 11.

## 1. ENGLISH : GENERAL

Students will study one of a number of sub-genres of novels and short stories. They will also examine biography, documentary and feature films. Students will examine narrative techniques in novels and short stories and historical and contemporary perspectives in poetry with emphasis on language and form. The course also examines how the various media work as language systems and how they are linked to cultural experience. Students will analyse and write about feature films and will study how texts change in content and approach when transferred from one medium to another. Students will be exposed to a variety of creative writing strategies.

### Prerequisites for Year 11

Grade Achieved in Year 10 English General	Year 11 Course
A, B or C	With teacher recommendation will give students the choice of : English General Unit 1 & 2 English ATAR Unit 1 & 2 Literature ATAR Unit 1 & 2 (A grade only) + teacher recommendation
C or D	English General Unit 1 & 2

## 2. ENGLISH: ADVANCED

Representations of life and cultures are examined in this course along with traditional prose, poetry and drama. Students will study a number of genres of fiction. Students will examine narrative techniques in prose and drama as well as contemporary and historical perspectives in poetry with emphasis on poetic techniques and form. The course also examines how literary works change in content and approach when transferred from one medium to another. Students will be exposed to a variety of creative writing strategies.

### Prerequisites for Year 11

Grade Achieved in Year 10 English Advanced	Year 11 English Course
A or B	Literature ATAR Unit 1 & 2 English ATAR Unit 1 & 2 English General Unit 1 & 2
B or C	English ATAR Unit 1 & 2 Literature ATAR Unit 1 & 2 on teacher recommendation only English General Unit 1 & 2

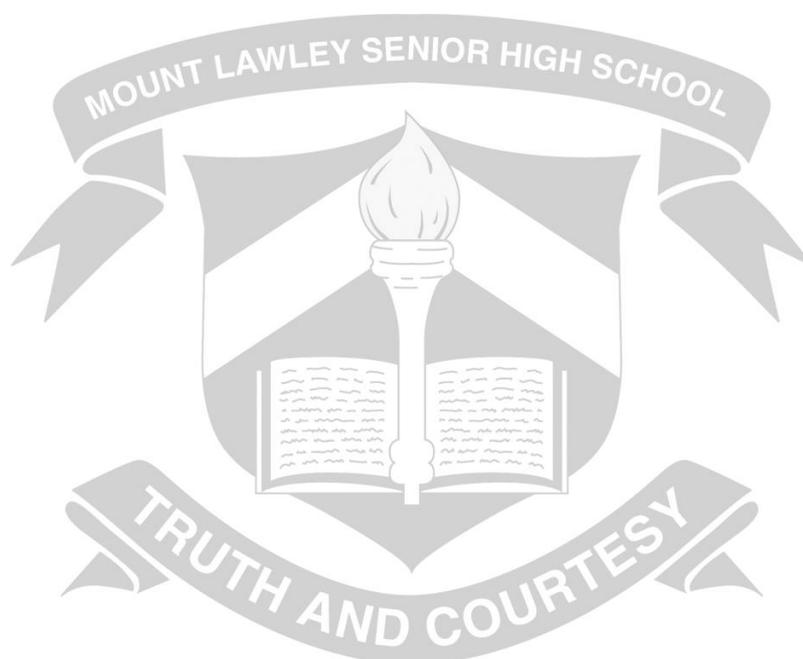
### 3. ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

This course of study is generally only available to students who were not born in Australia and focuses on students' achievement of four outcomes related to listening, speaking, reading and viewing, and writing in Standard Australian English (SAE). Students of this course come from diverse linguistic and cultural backgrounds; have varied life experiences and a wide range of aspirations. The course recognises, the workforce and values and society. Students will learn how to become competent, reflective, adaptable and critical cross-cultural users of language.

Students are recommended to take Stage 1 or Stage 2 EALD in Year 11 according to their level of achievement in Year 11 or their level of achievement in IELTS.

#### Prerequisites for Year 11

Grade Achieved in Year 10 EALD	Year 11 EALD Course of Study
A or B	EALD General Units 1 & 2 EALD ATAR Units 1 & 2
C or D	EALD General Units 1 & 2 (Teacher recommendation needed for ATAR)



# Mathematics

For Year 10 all students will be placed into one of three pathways. These placements are based on recommendations from their Middle School mathematics teacher in consultation with the Senior School Head of Learning Area of Mathematics.

The Year 10 pathways lead into the Year 11 and 12 Mathematics courses as outlined in the table below.

**Pathway 3** is for students with strong mathematical ability. These students will study the Year 10A Australian Curriculum. The Academic Extension class will also study the Year 10A curriculum which will be modified to enhance the students' depth of knowledge and problem solving ability.

**Pathway 2** is for students with mathematical ability. These students will study the Year 10 Australian Curriculum.

**Pathway 1** is for students who find mathematics difficult. These students will study aspects of the Year 10 Australian Curriculum. This course of study prepares the students for mathematics in a life beyond high school.

The table below shows the possible Year 11 and 12 courses each pathway may lead to:

YEAR 10 - 2016	YEAR 11 - 2017	YEAR 12 - 2018
Pathway 3 - Advanced	<u>Double Maths</u> Mathematics Specialist (ATAR) Mathematics Methods (ATAR) OR <u>Single Courses</u> Mathematics Methods (ATAR) OR Mathematics Applications (ATAR)	<u>Double Maths</u> Mathematics Specialist (ATAR) Mathematics Methods (ATAR) OR <u>Single Courses</u> Mathematics Methods (ATAR) OR Mathematics Applications (ATAR)
Pathway 2 - Intermediate	Mathematics Applications (ATAR) OR Mathematics Essentials (General)	Mathematics Applications (ATAR) OR Mathematics Essentials (General)
Pathway 1 – Essential Numeracy		

All ATAR courses have exit examinations at the end of Year 12.

## Changing Pathways

1. Students who are struggling in Pathway 3 or Pathway 2 may be recommended to change to the lower pathway at any time. This will occur through consultation with parents.
2. Students achieving very well in Pathway 1 and Pathway 2 and wishing to attempt the higher pathway will need to demonstrate that they have successfully completed any missed work from the above pathway. Students will need to discuss with their teacher and the Head of Learning Area of Mathematics what the requirements are.

## Science

All Year 10 students will do a common course in Semester 1 Year 10 2015. Before starting the 2015 academic year, students will be allocated to classes based on their performance in Year 9.

The classes will be:

<b>Year 10 Academic Extension (AE)</b>	1 class only. Consisting of students chosen on academic performance in Year 9. These students will do an enrichment program.
<b>Year 10 Advanced</b>	3 classes. Based on academic performance and ranking in Year 9. Students will do a common program with the AE class without the added enrichment.
<b>Year 10 General</b>	6 classes. Will do the same program as the above classes but at a slightly lower level.

The common course will be that outlined in the Australian Curriculum and will prepare students for slightly different pathways in Year 11.

In the Year 10 curriculum students explore biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

The **AE/ADVANCED** classes will be prepared for **ALL ATAR** courses offered in year 11. (ie students who achieve an A/B grade at the end of year 10 will be able to select **ANY ATAR** course in Yr 11 (Physics, Chemistry, Biology or Human Biology). Students who were in this cohort but did not achieve an A/B grade at the end of year 10 will be able to select the ATAR courses: Biology or Human Biology.

Students in the **GENERAL** classes who have who have achieved an A/B grade at the end of year 10 may select the ATAR subjects Biology or Human Biology.

All other students may select Integrated Science from the **GENERAL** pathway. Note: the **GENERAL** pathway will not generate an ATAR and as such will not provide entrance to university.

<b>YEAR 10</b>	<b>GRADE</b>	<b>YEAR 11</b>	<b>Year 12</b>
<b>YEAR 10 AE/ADV</b>	<b>A/B</b>	Biology (ATAR) Chemistry (ATAR) Physics (ATAR) Human Biology (ATAR) Integrated Science (GENERAL)	Biology (ATAR) Chemistry (ATAR) Physics (ATAR) Human Biology (ATAR) Integrated Science (GENERAL)
	<b>C</b>	Biology (ATAR) Human Biology (ATAR) Integrated Science (GENERAL)	Biology (ATAR) Human Biology (ATAR) Integrated Science (GENERAL)
<b>YEAR 10 GENERAL</b>	<b>A/B</b>	Biology (ATAR) Human Biology (ATAR) Integrated Science (GENERAL)	Biology (ATAR) Human Biology (ATAR) Integrated Science (GENERAL)
	<b>C</b>	Integrated Science (GENERAL)	Integrated Science (GENERAL)

**Students who have not been successful (D/E) in year 10 will need to have an interview with the Head of learning Area if wishing to continue with a science subject in year 11 and will only be considered for the GENERAL pathway.**

At the end of Semester 1 Year 10 all students will sit a **common examination**. This and the results of Semester 1 assessments will be used to make any adjustments to classes for Semester 2 and provide the basis for subject recommendations for Year 11. Students who have performed exceptionally well in a **GENERAL** class in Semester 1 may be considered for transfer to an **ADVANCED** class in Semester 2.

# Humanities and Social Sciences

All students will complete two courses in Year 10 HASS – *Australia and The World in the 20<sup>th</sup> Century* (this will cover history and Civics and Citizenship). Both courses are one semester long allowing students to display high level thinking and planning skills. Both courses provide opportunities to develop skills in research and exam techniques. The programmes will involve significant inquiry based work. These courses reflect the requirements of the Australian Curriculum, with the modifications required in WA.

Students will be extended through participation in State-wide and National Competitions Superior research, essay, oral and exam techniques will be a focus.

<i>Australia and The World in the 20<sup>th</sup> Century</i>	This is a general course covering Australian History and Civics and Citizenship and our place in the world from the 1920's and through the twentieth Century and Australia's involvement in our region in the 21 <sup>st</sup> Century.
<i>Our Region</i>	This is the second general course, covering Economics and Geography and considers Australia's place as part of Asia; our technical, economic, geographical and diplomatic relationships with our closest neighbours and the importance of such relationships.

All work allows the development of knowledge, skills and values in four areas of study which are deemed important in Year 10 and carried into Year 11 and Year 12 courses as shown below.

To continue into an ATAR pathway course in Year 11, students should achieve an “A” or “B” grade in Year 10 or seek approval from the HOLA (and pass the Year 10 literacy and numeracy test). Prior to students making year 11 subject choices (in Semester 2), students will be counselled as to their selections. A general course pathway is also available for two years in certain subject areas. These courses are continued and fully credited for WACE achievement in Year 12.

To appreciate the content of year 11 and 12 HASS courses, students and parents are advised to access the Mount Lawley HASS web pages prior to year 11 counselling.

Student counselling and recommendations will be based on:

- Student achievement in semester 1,
- Teacher recommendations after discussions,
- Student interest, determination and application.

Students will be locked into these courses for 2 years so a wise decision is paramount at this stage. Changes will be limited to few extraordinary cases.

Year 10 - 2016 General Courses	Year 11 - 2017	Year 12 - 2018
<b>(A)</b> <i>Australia and The World in the 20<sup>th</sup> Century</i>	Accounting (General) Ancient History (General) Economics (General) Psychology (General)	Accounting (General) Ancient History (General) Economics (General) Psychology (General)
<b>(B)</b> <i>Our Region</i>	Accounting and Finance (ATAR) Ancient History (ATAR) Business Management and Enterprise (ATAR) Economics (ATAR) Geography (ATAR) Modern History (ATAR) Politics and Law (ATAR) Psychology (ATAR)	Accounting and Finance (ATAR) Ancient History (ATAR) Business Management and Enterprise (ATAR) Economics (ATAR) Geography (ATAR) Modern History (ATAR) Politics and Law (ATAR) Psychology (ATAR)

Both year 10 courses will encourage students to participate in extra competitions/activities (as shown below) to expand both understanding and an appreciation of the wider community.

<i>Australia and The World 20<sup>th</sup> Century History Or Our Region</i>	Mock Trials; Sir Charles Leadership Program; Youth Constitution Conference; Youth CHOGM; UN Youth Association; UN Hammershojld Competition; History Challenge, Simpson Prize, Australian History Competition, Premiers ANZAC Prize.

## Psychology

### Prerequisites

There are no prerequisites for this course.

- Psychology is an elective subject that may prove to be worthwhile for assured WACE achievement in Year 12

In Year 10 Psychology we deal with understanding “self”, by looking at biological reasons for behaviour, how the brain works and how people change as they get older. Then we consider interaction with others and society. We look at friendship groups, culture and society’s values.

Do you often wonder why people behave the way they do? Do you think about why people are friends with each other? Why is it that sometimes you remember things well but at other times you simply forget? Why do some people enjoy participating in ‘risky’ sports, while others prefer a ‘quiet life?’ Psychology is concerned with the whole range of human thinking, emotion and behaviour.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships and to society as a whole. In this course students gain valuable insights into both themselves and their worlds.

This is a great introduction to Psychology in Year 11. It is not a prerequisite to Year 11.

Year 10 - 2016	Year 11 - 2017	Year 12 - 2018
Psychology (Intro.) 10PSY	Psychology (ATAR) Psychology (GENERAL)	Psychology (ATAR) Psychology (GENERAL)

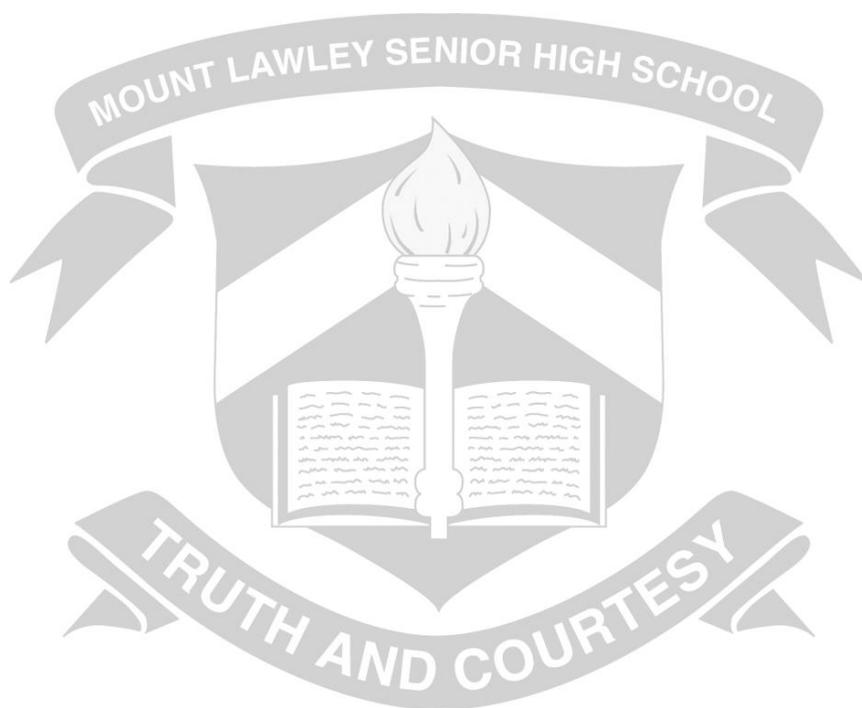
# Business

- All the Business and Computing courses provide students with practical transferable skills which will equip them to, not only work effectively in the “21<sup>st</sup> Century World of Work”, but also to meet the demands of our technological society.
- Students have an opportunity to develop specialised knowledge and practical skills that will assist them in many different aspects of both their personal and working lives.
- All classes will incorporate the use of industry standard hardware and software.
- The main aim of all our courses is to encourage students to become effective enterprising young people who are technologically and financially literate.

Year 10 - 2016	Year 11 - 2017	Year 12 - 2018
COMMERCE 10BCC	<u>VET Courses:</u> Certificate II in Business Certificate III in Business  <u>WACE Courses:</u> Accounting and Finance General and ATAR  Business Management & Enterprise ATAR	<u>VET Courses:</u> Certificate II in Business Certificate III in Business  <u>WACE Courses:</u> Accounting and Finance General and ATAR  Business Management & Enterprise ATAR
ACCOUNTING AND FINANCE 10BCACF	ACCOUNTING AND FINANCE  Accounting and Finance General ATAR	ACCOUNTING AND FINANCE  Accounting and Finance General ATAR

**COMMERCE:** Commerce provides the knowledge, skills, understanding and values that form the foundation on which people make sound decisions on consumer, financial and business issues. Through investigation students develop an understanding of the relationship between consumers, businesses and governments.

**ACCOUNTING AND FINANCE:** The course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems.



## Commerce – 10BCC

Prerequisites – Nil

Commerce leads students to further studies in Accounting, Business Management, ICT, Enterprise and Administration.

Students are challenged to meet the demands of:

- Participating as an active and responsible citizen in business and personal environments
- Managing resources for business sustainability
- MYOB Accounting Package course
- Introduction to accounting solutions for financial record-keeping.

Topics Include:	Skills Development:
<ul style="list-style-type: none"><li>• Business and Personal Finance</li><li>• Business Operations/Sustainability</li><li>• E-Commerce</li><li>• Legal Issues in Business</li></ul>	<ul style="list-style-type: none"><li>• Decision-making</li><li>• Problem-solving</li><li>• Research methods</li><li>• Literacy</li><li>• Note Taking</li><li>• Technological</li><li>• Essay (extended answer) Writing</li><li>• Communication</li><li>• Creating reports/documentation</li></ul>

## Accounting and Finance 10BCACF

The focus for this course is **personal finance** and **small cash entities**. Students are introduced to the concepts, principles and terminology used in financial decision-making and management on a personal basis. They learn about the main institutions that operate in financial markets and how governments and other community bodies can affect the way individuals and groups make financial decisions. Students learn about the main financial documents and reports used in personal financial transactions and decision making and the systems that facilitate individuals to carry out their financial transactions. Students learn about financial record-keeping on a cash basis for small entities, as well as the main financial documents and reports used in the financial transactions of small incorporated entities. They learn the main issues involved in business decision making and carry out simple analyses of given information to determine the financial performance and position of a business.

On completion of these units the student should be able to:

- Explain and apply the knowledge and skills necessary to set up a small cash entity and manage financial transactions.
- Identify, record, report and explain the financial data and information related to personal finance and for the owner of a small cash entity, using manual or computer based methods.
- Apply accounting skills to evaluate financial and non-financial information in order to make informed financial decisions.
- Identify government influences affecting the establishment of cash entities.
- Identify the beliefs and values affecting personal financial decision making.

# The Arts

Students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in drama, media, music, visual arts and combinations of arts forms.

The Arts develops students' sense of personal and cultural identity and equips them for lifelong involvement in and appreciation of the arts.

The following units are offered in The Arts learning area:

<b>SVAPA</b>	SVAPA Project	10SVP	Only Year 9 SVAPA students may choose this subject.
--------------	---------------	-------	---

<b>DRAMA</b>	Drama General	10DRA	Semester unit
	Drama Intensive	10DRAI	Semester unit

<b>MEDIA</b>	Media General	10MED	Semester unit
	Media Intensive	10MEDI	Semester unit

<b>MUSIC</b>	Music (on-grid)	10MUS	This is a year long course that includes: <ul style="list-style-type: none"> <li>• Class Music</li> <li>• Instrumental Music</li> <li>• Ensemble Music</li> </ul>
	Music (off-grid)	10MUSOG	

Class Music may be selected as on-timetable, or off-the-grid (sessions are held before school)

<b>VISUAL ARTS</b>	Visual Arts General	10VAR	Semester unit
	Visual Arts Intensive	10VARI	Semester unit

Students may elect to study one or more of the Arts courses as a part of their Year 10 studies.

# SVAPA PROJECT

This course is available **only** to students in the Special Visual and Performing Arts program.

SVAPA Project	10SVP	Semester unit	Enrichment Course
---------------	-------	---------------	-------------------

## SVAPA Project – 10SVP

The SVAPA project is an enrichment course providing students in the Special Visual and Performing Arts (SVAPA) program the unique opportunity to develop their artistic skills through collaboration and group work.

This course has a contemporary focus integrating skills from across the four art forms; Drama, Media, Music and Visual Arts. Students work under the guidance of respected artist-mentors to develop and perform artistic performance work. Students work in groups to develop and negotiate scheduled performance outcomes. Groups have regular meetings and are expected to keep a journal and other documentary evidence that records the development of their project. The project culminates in a public performance where students present their work to the school and wider community.

*In 2016 the SVAPA Project class will lead a special SVAPA performance project.*

We hope that all SVAPA students will take this semester-long course.

## SVAPA Course Pathways

YEAR 10	YEAR 11	YEAR 12
SVAPA Project	Pathway to any Arts course	

# Drama

There are two courses available for students interested in studying Year 10 Drama.

Drama General	10DRA	Semester unit	Performance
Drama Intensive	10DRAI	Semester unit	Acting & Stage Craft

It is strongly recommended that students who intend taking Drama in Year 11 take both courses of Drama offered in Year 10.

## Drama – Intensive – Acting & Stagecraft – 10DRAI

If you love the idea of performing, or would like the experience of acting in front of an audience, well here's your chance! In this course students develop the skills and confidence to bring a script to life.

If you are thinking of studying Drama in year 11 and taking your skills further, then this Drama intensive course is just for you!

In this course, students will undertake specialised study of acting methods and performance techniques.

Workshops in voice, movement, characterisation and performance prepare students to create and produce individual and group plays.

This is a practical course where students learn the basic acting and performance skills involved in mounting a small-scale theatre performance using an existing script. Actors will gain confidence in working with play scripts and learning lines to produce original performances. The focus is on taking text from the page to the stage.

This is a great preparation for the ATAR Drama course in Year 11.

## Drama – General – Performance – 10DRA

The focus of the course is on improvising, creating, devising and developing theatre inspired by personal themes. The aim is to reach audiences with issues that matter, in an entertaining way.

In this course, students will also learn the practical and technical skills of theatre, costume and makeup design; set design and construction; lighting, sound and backstage roles.

## Drama Course Pathways

The Year 10 Drama courses leads to the following ATAR, general and vocational pathways:

YEAR 10	YEAR 11	YEAR 12
Drama – General 10DRA	1. Certificate II Live Production, Theatre & Events	
Drama – Intensive 10DRAI	2. Drama – General	
	3. Drama – ATAR	

# Media

There are two courses available for students interested in studying Year 10 Media.

Media General 10MED	Semester unit	The Power of Persuasion
Media Intensive 10MEDI	Semester unit	Student Negotiated Project

Media courses run for a semester of 15 weeks, and students are welcome to take one, or two units per year. Selecting both units helps prepare students for WACE Media courses in Year's 11 and 12.

## Media – General – The Power of Persuasion – 10MED

This course focuses on the persuasive messages the media creates for audiences such as power and the technique of advertising. The course also examines different forms of media and the impact of changing technologies on society. It investigates how we use those technologies to communicate. Typical productions of this unit include commercials for television, radio and print, as well as, short documentaries.

## Media – Intensive – Student Negotiated Project – 10MEDI

This course is designed to extend students, who already have some, or willing to develop quickly, media production skills and who have a strong interest in the media.

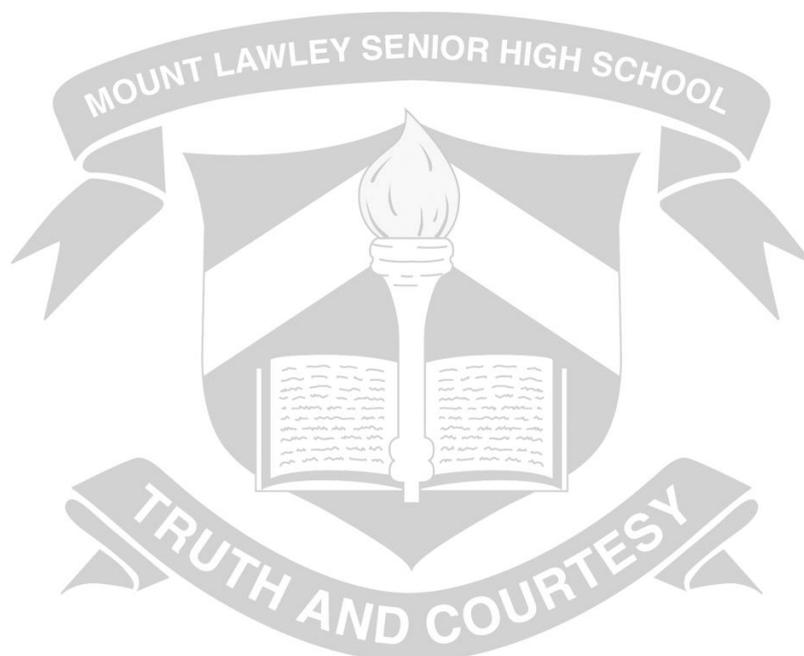
It is an intensive production unit that invites students to create high quality media products. Students will be required to complete some set tasks and will then have the opportunity to negotiate the medium and genre of their major production. As examples, students may create a studio T.V. show, short film, radio program, documentary or magazines. It is an opportunity for students to refine their media skills with maximum freedom to be creative.

This course is highly beneficial to those students considering Media Production and Analysis as Year 11 and 12 subjects.

## Media Course Pathways

The Year 10 Media courses leads to the following ATAR and general pathways:

YEAR 10	YEAR 11	YEAR 12
Media – General 10MED	1. Media General	
Media – Intensive 10DMEDI	2. Media ATAR	



# Music

Music is a year-long course.

Music	Year long	The music course includes three components: <ul style="list-style-type: none"> <li>• Class music</li> <li>• Instrumental sessions</li> <li>• Ensemble music</li> </ul>
-------	-----------	--

All three components of the music course are compulsory. Students must complete all components as a part of their Year 10 music studies.

## Class Music

Class Music may be completed as either:

Music	10MUS	On timetable	Scheduled on normal school times
Music	10MUSOG	Off-Grid	Before school twice a week

### OPTION 1: Class Music – On-grid– 10MUS

In class music students will develop their skills in aural perception, as well as, learn basic music theory. Students develop skill in expressing themselves through music composition and arrangement activities, whilst gaining appreciation of music from different eras, cultures and styles. Successful completion (minimum C grade achievement) of class and instrumental music programs during Years 8 and 9 are needed to enter this program in Year 10.

### OPTION 2: Class Music - Off-Grid – 10MUGOG

Students may choose to select Class Music as an ‘off-grid’ option. Classes are run before school twice a week. Attendance is compulsory as an ordinary class.

### Instrumental Sessions

Students may be granted permission to continue with private tuition but all other components of the unit, including playing in an ensemble, must be completed within the school. The instrumental teacher reports on the student’s instrumental progress, each semester. The instrumental teacher will decide on the appropriate program and repertoire for the student in preparation for their upper school courses.

### Ensemble Music

It is compulsory for students to perform in an ensemble as a part of their music studies program.

## Music Course Pathways

Class music prepares students in the fundamentals for continuing their Music studies including:

YEAR 10		YEAR 11	YEAR 12
Music – on-grid	10MUS	1. Music General - Contemporary	
Media – off-grid	10MUSOG	2. Music Jazz – ATAR	
		3. Music Western – Western	

# Visual Arts

There are two courses available for students interested in studying Year 10 Visual Arts.

Visual Arts - General	10VAR	Semester unit	Creative Arts
Visual Arts - Intensive	10VARI	Semester unit	Advanced Drawing & Painting

Students are welcome to choose one, or both of the units offered in Year 10.

## Visual Arts – General – Creative Arts – 10VAR

This is a highly practical course designed to provide students with a stimulating, engaging and hands-on learning experience. Students will use simple processes to develop artwork in a relaxed and enjoyable environment. Students will use collage and photography to combine unusual elements as the creative starting point for developing artworks using a range of basic studio techniques and processes. This course lays the foundation for student's life-long journey of creative awareness and artistic exploration. Students will develop artworks using a variety of studio techniques, materials and processes.

This course is fun and will get the chance to create both two and three-dimensional artworks. Students will get the opportunity to work with clay. No previous knowledge or special skills are required. At the end of the course students will have produced at least one work for display.

## Visual Arts – Intensive – Advanced Drawing & Painting – 10VARI

Take your drawing and painting skills to the next level in this intensive Visual Arts course.

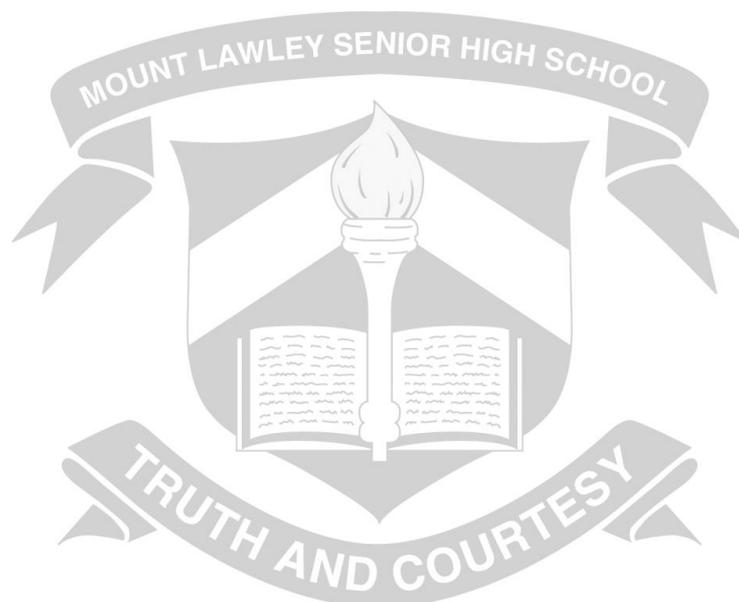
This intensive course is designed for students who wish to unlock their creative potential and is ideal for those who are keen to take their artistic skills to the next level. It is designed for students who have a strong or growing interest in the Visual Arts. This intensive course will help students learn the secrets to creating highly realistic drawings and paintings. Students will create detailed drawings using careful observation of complex subject matter. Students will learn about representation, spatial awareness and compositional design. Advanced drawing techniques will lead to resolved studio paintings for display.

This course will prepare you for the Year 11 ATAR course. It will give you the head start you need to develop strong drawing and painting skills to be successful right from the start!

## Visual Arts Course Pathways

The Year 10 Visual Arts courses leads to the following ATAR and general pathways:

YEAR 10	YEAR 11	YEAR 12
Visual Arts – General 10VAR	1. Visual Arts General	
Visual Arts – Intensive 10VARI	2. Visual Arts ATAR	



# Physical Education

YEAR 10	YEAR 11
General Physical Education (2 hours per week) 10PEB, 10PEG	Physical Education Studies – ATAR and GENERAL Outdoor Education – GENERAL Certificate II Sport and Recreation  <b><i>NB: Students wishing to select Outdoor Education OR Physical Education Studies in Year 11 are encouraged to select Outdoor Education OR Physical Activity options. The Year 10 content and assessment tasks will be linked to the Courses in Year 11.</i></b>
Health Education (1 hour per week) 10HEGNA, 10HEGNB	
Outdoor Education	
Physical Education Studies (A) Physical Education Studies (B)	

## YEAR 10

***All Year 10 students will complete General Physical Education and Health Education.***

### YEAR 10 ELECTIVE SUBJECTS

All units place emphasis on healthy living in a practical way. Each facilitates skill development while fostering an active lifestyle. These units will provide for students a more physically demanding and balanced education.

<b>OUTDOOR EDUCATION</b> 10PEOEA
Canoeing Bush Cooking Orienteering Survival Techniques

<b>PHYSICAL EDUCATION STUDIES A</b> 10PESA
Tennis Badminton Squash Table Tennis

<b>PHYSICAL EDUCATION STUDIES B</b> 10PESB
Touch, Golf, Volleyball, Softball

<b>OUTDOOR EDUCATION ARRANGEMENTS</b>
<b>CANOERING:</b> Students will need to be at school by 7.30am or finish school at 4.00pm for <b>ONE term</b> . The students may be able to arrive late to school or leave school early in another term to compensate the time. The Outdoor Education units require 2 hours to allow the students to be transported to outside venues.
<b>NOTE:</b> <i>Students must be <b>competent swimmers</b> to participate in OUTDOOR EDUCATION.</i>

# Health Education

In Year 10 students will complete the course on a one period per week basis over a full year.

### FOUNDATIONS FOR A HEALTHY FUTURE – 10HEGN

**Prerequisites:** Nil

This unit encourages individuals to take responsibility for their own health and wellbeing. The unit looks at drug problems in Australia, possible solutions, and the importance of choosing healthy alternatives to using drugs. It also provides a focus on health promotion, including researching the health agencies available for support. Additional topics of discussion include issues associated with unplanned pregnancies, contraception and sexually transmissible infections.

Some sessions in Term 2 will be used for subject selection preparation. There may be some other sessions during the year where other activities, such as guest speakers, are included.

# Languages

The Year 10 language courses will reinforce the learning concepts covered in Years 7, 8 and 9. While developing and extending the range of vocabulary and grammatical structures, students are able to use their language skills to communicate in both written and spoken language.

YEAR 10 2016	
Chinese	10LOC
French	10LOF
Italian	10LOIT

## Chinese 10LOC

**Year 10 (Prerequisite: Chinese (Mandarin) Year 9 or acceptable equivalent)**

The focus for this unit is *ke yu sheng hou (things to do)*. It is aimed at students who have basic knowledge of Chinese. While developing the skills to travel within Chinese-speaking communities, students learn more about the communities and their cultures and their sense of space and place.

## French 10LOF

**Year 10 (Prerequisite: French Year 9 or acceptable equivalent)**

The focus for this unit is *la Francophonie (the francophone world)*. It is aimed at students who have a basic knowledge of French. They extend their knowledge of the French-speaking world while at the same time sharing information about, and developing a sense of their own space and place.

## Italian 10LOIT

**Year 10 (Prerequisite: Italian Year 9 or acceptable equivalent)**

The focus for this unit is *cose da fare, luoghi da visitare* and *mondo do vivere (things to do, places to go)*. It is aimed at students who have a basic knowledge of Italian. Students build on their own developing language skills in order to share information about their personal, social and community environment. They begin to develop the skills to travel within Italy and learn more about Italian speaking communities.

Year 11 in 2017 / Year 12 in 2018		
WACE LANGUAGES COURSES	SECOND LANGUAGE (ATAR only)	FIRST LANGUAGE (ATAR only)
Chinese	✓	✓
French	✓	N/A
Italian	✓	N/A

# ALL STUDENTS WISHING TO STUDY A WACE LANGUAGE COURSE IN YEAR 11, 2017 WILL BE REQUIRED TO COMPLETE AN APPLICATION FOR PERMISSION TO ENROL IN A WACE LANGUAGE COURSE IN TERM 3 2016.

	Year 11 in 2017	Year 12 in 2018
Certificate Courses (this is a 2 year course)	Certificate II Applied Languages – Japanese	Continuation from Year 11 Certificate II Applied Languages – Japanese

### Second language courses

WACE Second language courses are aimed at Year 11-12 students for whom the language is a second (or subsequent) language. These students have not been exposed to or interacted in the language outside the language classroom. They have typically learnt everything they know about the language and its culture through classroom teaching in an Australian school or similar environment, where English is the language of school instruction. Students have typically studied the language for 200-400 hours at the commencement of Year 11. These students may have experienced some short stays or exchanges (less than two years in total) in a country where the language is a medium of communication.

### First language courses

WACE First language courses are for Year 11-12 students who have a cultural and linguistic background in the language. These students may have been born or have lived in a country where the language is spoken or have had more than five years formal education (from pre-primary or equivalent) in the language in a country and/or school where the language is the medium of communication and/or instruction. They speak or write the language at home or elsewhere outside the classroom, in a sustained manner with a person or persons who have a background in the language.

# TECHNOLOGIES

## Computing

- All the Computing courses provide students with practical transferable skills which will equip them to, not only work effectively in the “21<sup>st</sup> Century World of Work”, but also to meet the demands of our technological society.
- Students have an opportunity to develop specialised knowledge and practical skills that will assist them in many different aspects of both their personal and working lives.
- All classes will incorporate the use of industry standard hardware and software.
- The main aim of all our courses is to encourage students to become effective enterprising young people who are technologically literate.

Year 10 - 2016	Year 11 - 2017	Year 12 - 2018
INFORMATION TECHNOLOGY  10BCIT	<u>VET Courses:</u>  Certificate II in Information, Digital Media & Technology  <u>General Course:</u>  Applied Information Technology  <u>ATAR Course:</u>  Applied Information Technology	<u>VET Courses:</u>  Certificate II in Information, Digital Media & Technology  <u>General Course:</u>  Applied Information Technology  <u>ATAR Course:</u>  Applied Information Technology
PROGRAMMING PRINCIPLES  10BCPP	<u>General Courses:</u>  Applied Information Technology  <u>ATAR Courses:</u>  Computer Science  Applied Information Technology	<u>General Courses:</u>  Applied Information Technology  <u>ATAR Courses:</u>  Computer Science  Applied Information Technology

**INFORMATION TECHNOLOGY:** Information and communication technologies (ICT) are rapidly changing the way we live and work in Australia. Every school graduate needs to be capable of using ICT in his/her personal, community and future professional lives. This course aims to address that need, by providing students with creative opportunities through interesting practical experiences, using exciting and innovative software and equipment.

**PROGRAMMING PRINCIPLES:** This course teaches about principles related to the creation of computer systems, software and connectivity between computers. Students will develop conceptual and technical skills as they learn how to diagnose and solve problems in the course of understanding the basic building blocks of computing.

## Information Technology – 10BCIT

Prerequisites – Nil

The aim of Information Technology is to enable students to use technology successfully, responsibly and creatively. Students are encouraged to use technology to expand their capabilities as confident, creative and critical users of technology.

Information Technology and further studies in this learning area can lead to career pathways in ICT, Project Managers, Programmers, Web Designers, Computer Engineers, Computer Technicians, Network Administrators, Data Entry Operators and Multimedia Specialists.

Students are challenged to extend their technological literacy when they:

- Design technology solutions (*technology process*)
- Use resources (*investigation and use materials*)
- Manage technological processes (*produce effective and efficient IT materials*)
- Evaluate the appropriateness of solutions (*ethical, functional, social, environmental, cultural and social*)
- Operations and applications of software (*iMovie, Flash, Dream Weaver and Word Processing*)
- Document production (*universally – recognised rules and conventions*)

Topics Include:	Skills Development:
<ul style="list-style-type: none"><li>• What is Multi Media</li><li>• Impact of Technology</li><li>• Software Applications</li><li>• Document Production</li><li>• Storyboarding</li><li>• Creating animations and video</li></ul>	<ul style="list-style-type: none"><li>• Decision-making / Problem-solving</li><li>• Research methods</li><li>• Working independently and collaboratively</li><li>• Literacy</li><li>• Design</li><li>• Time Management</li><li>• Communication</li></ul>

## Programming Principals 10BCPP

This unit focuses on the important general principles of programming as a scientific discipline. Students will also investigate problem solving and expressing solutions in a variety of forms.

Students will use several programming languages such as Scratch and Visual Basic to learn principles in programming in the development of multimedia game design.

The unit is an ideal introduction for students wishing to undertake Computer Science in Year 11 and 12.

Topics Include:	Skills Development:
<ul style="list-style-type: none"><li>• Programming principles</li><li>• History of computer languages</li><li>• Game design</li><li>• Programming in Scratch</li><li>• Careers in computing</li></ul>	<ul style="list-style-type: none"><li>• Decision-making</li><li>• Problem solving</li><li>• Research methods</li><li>• Working independently and collaboratively</li><li>• Note taking</li><li>• Extended answer writing</li><li>• Time management</li><li>• Communication</li></ul>

# Design & Technology

## PATHWAYS

The courses listed are the recommended prerequisites and pathways into the Senior School ATAR, General and Certificate Courses for Design & Technology. Students enrolled in these courses in Year 10 are, depending on overall grades, eligible for either the Year 11 and 12 ATAR Course of Engineering Studies or the General Course of Materials Design & Technology (Wood).

Note: Engineering Studies and Materials Design & Technology courses are List B subjects. To obtain the breadth and depth required for Achievement of WACE a student must have studied at least one list A subject e.g. English (mandatory) and one List B subject in Years 11 & 12.

Year 10 - 2016		Year 11 - 2017	Year 12 - 2018
MECHATRONICS <i>Semester</i>	10DTMEC	<b><u>ATAR Courses:</u></b> Engineering Studies	<b><u>ATAR Courses:</u></b> Engineering Studies
PHOTOGRAPHY <i>Semester</i>	10DTPH	<b><u>General Courses</u></b> Materials Design & Technology (Wood)	<b><u>General Courses</u></b> Materials Design & Technology (Wood)
DRAFTING TECHNOLOGIES <i>Semester</i>	10DTDT	<b><u>VET Courses</u></b> Certificate II Engineering Pathways	<b><u>VET Courses</u></b> Certificate II Engineering Pathways
INDUSTRIAL TECHNOLOGIES <i>Semester</i>	10DTPT	Certificate II Visual Art <i>Photography</i>	Certificate II Visual Art <i>Photography</i>
WOODWORK <i>Semester</i>	10DTWW	Certificate II Visual Art <i>Technical Graphics</i>	Certificate II Visual Art <i>Technical Graphics</i>

NOTE: ALL DESIGN & TECHNOLOGY COURSES ARE SEMESTER LONG COURSES

## MECHATRONICS, 10DTMEC

Mechatronics is a practical course focusing on real life engineering solutions. It is designed to prepare students for a future in the technological world by providing the foundation for life-long learning about systems engineering. Mechatronics provides a focus on practical design through creative and industry relevant opportunities that enable students to investigate, research and construct systems based engineering products. This subject provides students with opportunities to apply engineering, programming and electronic processes; understand underpinning scientific and mathematical principles and develop engineering, electronic and robotic technology skills. Mechatronics caters for the learning needs of all students, from those seeking a career in the many varied engineering disciplines to others pursuing an avid interest in the subject. Students will be choosing a course that will allow them to achieve post-school destinations into a range of careers including engineering, automation, robotics, science, aviation, mechanics, fabrication and electrical trades, drafting, architecture and other practical and technology related work and professions in engineering.

## **PHOTOGRAPHY, 10DTPH**

Photography introduces students to camera controls and use, basic optics and digital photography basics. Projects may include: self-portraits, personal environment documentation and personal statements

Photography promotes a spirit of inquiry and self-dependence. There is an emphasis on freedom of expression and creativity, which students develop while working in co-operation with others. There is great scope within the course for experimentation and problem solving, which will help develop logical thinking, initiative and resourcefulness.

Photography involves the strategic development, planning and production of artefacts of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

Photography has its own set of theories and practices and also incorporates a wide range of principles, methods and techniques drawn from a variety of different disciplines including: psychology, communication studies, digital design, technical graphics, art, engineering, architecture, sociology, cultural studies, marketing and economics. The disciplined application of these elements forms a design process that guides the development of creative and functionally effective solutions to identified possibilities or problems.

## **DRAFTING TECHNOLOGIES, 10DTD (TECHNICAL GRAPHICS)**

Drafting Technologies develops and combines the use of Computer Aided Design (CAD), and hand drafting techniques. This course incorporates knowledge and skills to allow students to develop an understanding of the characteristics and elements of design: line; shape; value; 3D form; space; texture and their application; colour basics and mixtures of primary and secondary colours. It introduces the concepts from the basic stages in a design/creative process such as: problem identification; problem clarification and exploration of ideas; producing and reading of 2D and 3D plans and/or drawings and the visual development process from thumbnails through to development roughs and the finished product. Students will also have the ability to manifest their ideas into high quality manufactured products through the use of CNC and 3D Printing technology.

Drafting Technologies use standards and conventions of technical drawing and computer aided design to create designs that deal with mainly three-dimensional subjects, usually of an industrial nature. We live in a diverse and constantly changing information-rich society and culture, constantly immersed in design communication. Sometimes the intention of Drafting Technologies is to inform, express, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works can enhance an individual's ability to interact with their environment, to learn from it and to grow within it.

## **INDUSTRIAL TECHNOLOGIES, 10DTPT (METALWORK)**

Industrial Technologies introduces a student into the skills, techniques and practices required by industry and the manufacturing sector. Essentially a "Hands-on" practical based course, Industrial Technologies will develop the ability of students to identify the steps involved in planning the production of designed solutions. The development of metal fabrication skills such as Welding (Mig, Tig, Arc and Oxy-Acetylene) will be the focus of the course. Students will apply management plans, changing direction when necessary, to successfully complete design tasks. Students use creativity, innovation and practical skills with increasing confidence, independence and collaboration. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects. Students work independently and collaboratively. Through workshop activities, students will have the opportunity to design, produce and evaluate a range of manufactured solutions focusing on a range of materials and practical technologies. Students will have the opportunity to experience designing, producing and evaluating practical projects.

## **WOODWORK, 10DTWW**

The focus for this subject is design in practice. Students apply the fundamentals of design and concepts related to designing for self or others, considering factors such as social and environmental influences. They learn to communicate various aspects of the technology process within the context of making what they design. Throughout the process, students learn about the origins, classifications and suitability for purpose, of materials they are using. Students are introduced to a range of production techniques and equipment, and develop skills, generate plans and realise their design ideas through the production of their design project. Within the broad area of design in practice, students may choose one or more of the following projects as the main area of focus:

personal items; furniture; toys; household products or sheet construction projects. Students will have the flexibility to incorporate additional materials from outside the designated context. This will enhance and complement the development of knowledge and skills related to their understanding and use of materials.

# Home Economics

## Home Economics

Students in Year 10 courses complete these units in the specialist facilities. Two periods per week for one semester are allocated to each unit. While providing a wide range of life skills the units are practically based.

## Recommended

There are no prerequisite levels for Home Economics courses however it is advantageous that students be considering their Year 11 and 12 possibilities. The following flowchart shows the year 7-12 courses in the area of Home Economics

### Home Economics Mount Lawley Senior High School 2016



## CHILDCARE – 10HCCH

Through a range of practical activities and work with young children, students will learn how to provide for the needs of the child from conception to 3 years. They will prepare and serve foods suitable for babies and toddlers and practise skills for changing babies and dealing with crying and unsettled babies. The students will learn about SIDS and how to avoid this when caring for young babies. They will implement play activities and observe children through various stages of development. Practical activities may include organising activities for children, making toys and musical instruments and visits to childcare centres. This unit provides a solid background for the General Course, Children, Family and Community and Certificate II Community Services – Children.

## CLOTHING DESIGNS – 10HCCL

Making their own fashion garments provides students with a creative and practical lifelong skill. In this unit students are encouraged to be creative in making clothes and/or textile products for themselves or family members. They are encouraged to try a variety of designs for garments and fashion accessories and are expected to complete a minimum of two articles along with developing a working knowledge of using a commercial pattern. Students must supply fabric for the garment they construct. Technology skills developed in this unit provide useful background for any of the Home Economics pathways offered in Senior School.

### **CAFÉ STUDIES – 10HCCA**

This unit covers the purpose of a Café, the trading facilities, the food ordering system, presentation of food and menu planning principles. Students will become practised at preparing and serving a range of foods typically available in Cafes. They will respond to design briefs and produce:

- Biscuits, cookies and muffins
- Bread and yeast products
- Pasta based foods
- Typical café breakfasts, lunch and dinner meals
- Hot and cold beverages
- There is a written component to this course related to the above areas of study.

This unit provides a skills base for Years 11 and 12 Food Science and Technology Courses and provides a background for those students wishing to pursue Hospitality Studies or for those who have a personal interest in the area of food.

### **INTERNATIONAL FOODS – 10HCIFA**

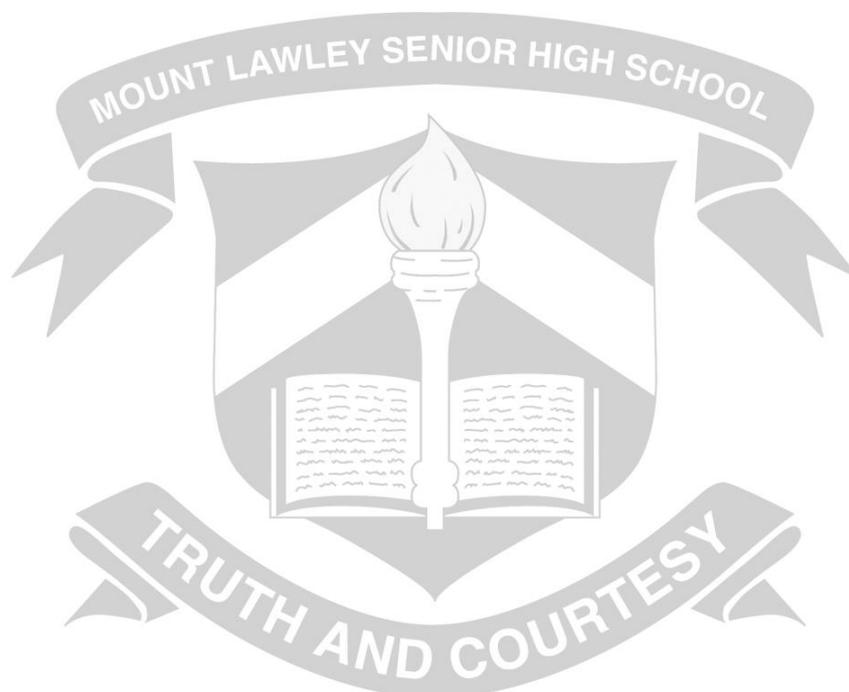
In this unit, students will investigate, devise, produce and evaluate foods in a range of cultures. They will complete a number of challenges which may include the following areas:

- The meal patterns of different countries including the influences of their food, celebrations and specialities
- The presentation and preparation of an Airline meal considering ethnic eating patterns and in-flight service
- Food Preparation and service of a variety of dishes from around the world.

Students are encouraged to be adventurous and try different foods while developing a tolerance and understanding for the ways of multicultural Australia.

There is a written component of the course related to the above areas of study.

This unit offers food preparation skills and social links and provides a strong background for Years 11 and 12 Foods Courses.



# Academic Extension Program (AEP)

In 2016 Mount Lawley Senior High School will be continuing pathways of academic extension for Year 10 students. This will provide greater opportunities for successes in the Senior School and hopefully lead to excellence in the outcomes in exiting Year 12. Students will be given the opportunity to enter and exit the program at different points but the initial entry will come from Middle School recommendations.

Mathematics Extension	English Extension
<p>The Mathematics in this course will comprise the Advanced Course content with extension into the following Mathematics Enrichment Themes</p> <p><b>Problem Solving and Investigations</b></p> <ul style="list-style-type: none"> <li>• Apply suitable mathematical techniques and problem solving strategies to both routine and non routine situations</li> <li>• Recognise and extend patterns from information and written forms, explore patterns and derive formula</li> <li>• Carry out systematic trial and error tests of assumptions. Monitor assumptions in the light of counter examples</li> <li>• Present results in an orderly and appropriate way</li> <li>• Justify results</li> </ul> <p><b>Networks and Network Theory</b></p> <ul style="list-style-type: none"> <li>• To include aspects like shortest path, shortest connection, maximum flow, critical paths, others.</li> </ul> <p><b>Competitions</b></p> <ul style="list-style-type: none"> <li>• To direct the students into State and National Competitions.</li> </ul>	<p>The Academic Extension English program is designed to encourage superior academic application from the students considered to be academically talented. The basic structure of the program is essentially similar to that undertaken by the general Year 10 cohort. However it differs in several key and significant aspects. Students are asked to engage with a wide range of more sophisticated texts. Through discussion and analysis of these texts, students' higher order analytical and inquiry skills will be developed. There will be a strong focus on developing student ability to write in a range of forms for a variety of audiences</p> <p>Students will be expected to participate in a range of competitions throughout the year including debating and creative writing. They will be encouraged in other writing activities for specific audiences and competitions. These will include:</p> <p>The MLSHS year book; Write for Fun; WA Young Writers; Debating; ICAS; Primo Lux; and Amnesty International</p>
Science Extension	Humanities and Social Sciences
<p>The Science in this course will comprise of:</p> <ul style="list-style-type: none"> <li>• The Biological Science strand involves examination of genetics, biotechnology, and biodiversity,</li> <li>• Chemical Science investigates exotic and baryonic matter,</li> <li>• Physical Science covers motion, 'modern' physics and gravitational theories,</li> <li>• Earth Science will involve telescope use at school and via internet/robotic telescopes,</li> <li>• Investigating will be a focus in all work, but especially when competing in the 'Chief Scientist's Investigating Science Awards'.</li> </ul> <p>Students undertaking this course will have the opportunity to work closely with their Mathematics teacher to incorporate integrated studies in Mathematics and Science.</p> <p><b>Competitions &amp; Opportunities</b></p> <p>All students will be competing in:</p> <ul style="list-style-type: none"> <li>• the National Science Quiz,</li> <li>• RACI's National Chemistry Quiz,</li> <li>• STAWA's Science IQ Quiz and</li> <li>• the Rio Tinto Big Science Quiz</li> </ul> <p>Selected and interested students will have access to other competitions such as:</p> <ul style="list-style-type: none"> <li>• the Sanofi-Avenus BioGENEious Competition,</li> <li>• the Australian Science Olympiads,</li> <li>• the Australian Museum Eureka Science Prizes competitions,</li> <li>• the WA Astro Challenge Day,</li> <li>• the RACI Crystal Growing Competition etc.</li> </ul> <p>Selected and interested students may have opportunities to work with UWA and CSIRO scientists on various research projects. There will be astronomy observation nights held at school throughout the year as well as excursions to the Gravity Discovery Centre in Gingin and Scitech and involvement in other activities as they are announced.</p>	<p>The Academic Extension Society and Environment program is designed to allow students with advanced research and analytical skills to expand in their understanding of significant societal concepts and understandings in different avenues of HASS-such as:- Politics &amp; Law; History; Economics; Geography and Psychology.</p> <p>The basis to their program will comprise of the same two courses as all general HASS classes, however there will be extension work conducted with all students expected to enter specific state and national competitions.</p> <p>The AE students will engage in extended analytical work leading to a more rounded understanding of the subject matter placing them in the position to effect reflective application. This will enhance the students position in UNYA and legal competitions such as the Mock Trials.</p> <p>Students will be encouraged to enter the state "Mock Trials" competition conducted through the Sir Francis Burt Law centre. This is a highly competitive process designed to encourage legal inquiry, team work and effective presentation. This will draw upon the students debating, research and analytical skills as well as team work and organization. Participation in this competition also opens the possibilities for direct entry into Law at Murdoch University with a full scholarship.</p> <p>These students will have an enhanced understanding of the expectations and be better equipped to meet the academic challenges of year 11 and 12 studies and potential career possibilities.</p> <p>Teachers of the HASS/English extension programs will liaise in their programs to ensure overlap/continuity of research assignments with a focus on organization, analysis and inquiry skills.</p>

