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Introduction (This information is correct as of June 2013)

There are many exciting opportunities awaiting students who are about to enter upper secondary education. This booklet is written to provide students and their parents with an understanding of the upper school system, courses and restrictions on choice. The options are many and the need for discussions with parents, counsellors and others is very important. These discussions will help students make decisions concerning their future lifestyle and career.

Upper School Studies
Within some restrictions and the requirements of Secondary Graduation and tertiary entrance, most students should be able to match their personal educational goals with the following functions of upper secondary education:

- To broaden a person’s education.
- To increase knowledge and skill in a variety of academic and practical areas.
- To enable a student to continue developing in preparation to enter the world outside school.
- To gain personal, academic and/or practical skills needed to enter the workforce.
- To gain entrance to further education, including TAFE and tertiary institutions.
- To shorten the time required to complete a TAFE course.

Although the system is designed to be flexible, there are still restrictions on changing courses. In many courses, it may be possible for a student to take a Year 12 course without doing this course in Year 11. For some courses it is desirable or essential that the Year 11 course be taken first. This information will be indicated in each course descriptor in the Year 12 Selection Book.

Note: The viability of running a course will depend on the number of students selecting it and other whole school issues. For example, a student may not be placed into a course because the classes are full or two of your choices occur at the same time on the timetable. The fact that the course appears in this booklet does not mean that it will definitely be running.

Upper School Courses
The School Curriculum and Standards Authority of Western Australia develops and accredits courses for Year 11 and Year 12. The School Curriculum and Standards Authority also provides for the certification of student achievement.

Woodvale Secondary College offers a range of courses including:

- Courses – Courses will define standards of student performance. Courses at Stage 1 are the easiest and courses at Stage 3 are the hardest. Students studying a pair of Stage 3 course units will be required to sit an external exam at the end of Year 12. These courses are divided into two unit combinations to complete a year of study. Courses may contribute to University or TAFE entrance requirements and are suitable for direct entrance into the workforce.

- Certificate I, II or III courses. These are generally run as ‘stand-alone’ certificates. These courses provide students with practical recognition of their skills and are recognised by TAFE and employers. They have a “unit equivalence” and count towards the achievement of the Western Australian Certificate of Education (WACE).

Courses – A Further Explanation
The courses:

- can be used for the calculation of an Australian Tertiary Admissions Ranking (ATAR) in Year 12 if sufficient pairs of units are undertaken at the Stage 2 or 3 level and can all count towards selection for TAFE and other training providers;
- provide students with more choice, as in other Australian states;
- introduce new areas of study e.g. Earth and Environmental Science, Psychology;
- have course content that is relevant, challenging and engaging for a range of students.

Each course unit has a syllabus with essential content. Students select units appropriate to their Stage of development. University bound students will typically study a program of Stage 2 and 3 units over two years with most of the units at Stage 3 in Year 12. Other students may take all Stage 1 units or a mixture of Stage 1 and 2 units.
**VET Information - Certificates**

WSC offers a number of Certificate courses in Year 11 and 12. These Certificates are delivered in a similar manner to all other courses. We have strong partnerships with Registered Training Organisations who oversee the delivery and assessment of these Certificates. Certificate courses not only provide students with a nationally recognised qualification, they also enhance applications to post school training organisations such as TAFE and employment and provide a broad range of post-school options and pathways.

For each Certificate, students complete a required set of Units of Competency. Each of these competencies is allocated a number of nominal hours. For every 55 nominal hours students complete, they will be credited with one unit towards their WACE. Students have to achieve all the set competencies to be awarded the Certificate. If they do not achieve all of the Units of Competency, they will not be awarded the Certificate but will be given credit for what they have achieved.

For each Certificate, students complete a required set of Units of Competency. Each of these competencies is allocated a number of nominal hours. For every 55 nominal hours students complete, they will be credited with one unit towards their WACE. Students have to achieve all the set competencies to be awarded the Certificate. If they do not achieve all of the Units of Competency, they will not be awarded the Certificate but will be given credit for what they have achieved. If a student completes Certificate I Hospitality they will be awarded 2 out of the 20 units required for graduation.

<table>
<thead>
<tr>
<th>Nominal Hours</th>
<th>Unit equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-54</td>
<td>0</td>
</tr>
<tr>
<td>55-109</td>
<td>1</td>
</tr>
<tr>
<td>110 – 164</td>
<td>2</td>
</tr>
<tr>
<td>165-219</td>
<td>3</td>
</tr>
<tr>
<td>220 – 274</td>
<td>4</td>
</tr>
<tr>
<td>275-329</td>
<td>5</td>
</tr>
<tr>
<td>330 – 384</td>
<td>6</td>
</tr>
<tr>
<td>385 – 439</td>
<td>7</td>
</tr>
<tr>
<td>440 – 494</td>
<td>8</td>
</tr>
<tr>
<td>495-549</td>
<td>9</td>
</tr>
<tr>
<td>550 and above</td>
<td>10</td>
</tr>
</tbody>
</table>

Certificate courses are not graded and therefore do not contribute to the calculation of the ‘C’ grade average required for achievement of the WACE. However, unit equivalence may reduce the number of courses over which the average is calculated. (See School Curriculum and Standards Authority website for more details)

Full-time Year 12 students can apply for an exemption from sitting external exams if they are enrolled to complete, in the current year, at least 220 nominal hours of VET (which must lead to the completion of at least one qualification) and are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units

### Our Certificate Courses on offer in 2014

<table>
<thead>
<tr>
<th>CODE</th>
<th>Nominal Hours</th>
<th>Year Group</th>
<th>Unit Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM20110</td>
<td>175</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>ACM20110</td>
<td>130+</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>BSB20107</td>
<td>345</td>
<td>11/12</td>
<td>6</td>
</tr>
<tr>
<td>BSB30110</td>
<td>375</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>CPC10111</td>
<td>228</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>CPC20211</td>
<td>228</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>MEM10105</td>
<td>250</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>MEM20105</td>
<td>307</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>LMF10108</td>
<td>306</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>SIT10207</td>
<td>115</td>
<td>11/12</td>
<td>2</td>
</tr>
<tr>
<td>SIT20307</td>
<td>151</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>VIC22150</td>
<td></td>
<td>11</td>
<td>2+</td>
</tr>
<tr>
<td>S2299</td>
<td>310</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>CUS20109</td>
<td>260</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>CUS30109</td>
<td>378</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>SIS10110</td>
<td>145</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>SIS20510</td>
<td>145</td>
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<td>2</td>
</tr>
<tr>
<td>SIT10107</td>
<td>190</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>CUV20111</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>CUS30109</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Graduation/WACE
For each course unit the college will award a letter grade of A, B, C, D or E (or U in special circumstances if the course requirements were not finished in the given time due to extenuating circumstances). Achievement of a grade entitles a student credit towards Secondary Graduation for the Western Australian Certificate of Education (WACE).

To quality for the Western Australian Certificate of Education in 2015, a student must meet the following conditions:

Breadth and Depth
1. Complete at least twenty School Curriculum and Standards Authority units.
   - Up to 50% (10 out of 20 units) may comprise stand-alone certificate courses or endorsed units.
   - Complete 4 units from an English course, 2 in Year 11 and 2 in Year 12.
   - Must include at least one pair of List A units (arts/languages/social science) in the final year and one pair of List B units (mathematics/science/technology) in the final year.

Achievement Standard
2. Achieve an average of at least ‘C’ across 16 course units of which at least 8 must have been completed in Year 12.

The calculation of the grade average for semester units could be done by converting each grade of A, B, C, D or E to a grade value of 5, 4, 3, 2 or 1 respectively. Grade values for the sixteen best units (bearing in mind that at least eight must be from Year 12) are then added together. An average of ‘C’ or better is achieved if the sum of the sixteen grade values is 48 or more (16 x 3 = 48).

- Endorsed programs and/or certificate courses can reduce the required number of course units by up to 6 units. See School Curriculum and Standards Authority website for further details of this.
- Repeated units can only count once in the WACE calculations. For any repeated units, only the best grade is used.
- Students must make a genuine attempt at any compulsory exams otherwise the grades WILL NOT CONTRIBUTE to the calculation of the ‘C’ grade average.

English Language Competence
3. Achieve School Curriculum and Standards Authority English Language Competence

- Achieve a ‘C’ grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language/Dialect.
- If a grade is not achieved, work samples are compared against a standard to verify the student has demonstrated the required standard.

Note: This requirement is different from the competence in English and satisfactory performance requirements for university admission.

LIST A and LIST B Courses offered for Year 12, 2014. (This should be similar in 2015)

Choose at least one course from each lists:

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIA Ancient History</td>
<td>HEA Health Studies</td>
</tr>
<tr>
<td>CFC Child, Fam &amp; Com</td>
<td>JSL Japanese: Sec Lang</td>
</tr>
<tr>
<td>CSL Chinese: Sec Lang</td>
<td>LIT Literature</td>
</tr>
<tr>
<td>ENG English</td>
<td>MPA Media Prod/Ana</td>
</tr>
<tr>
<td>ELD English/Addn Lang</td>
<td>HIM Modern History</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>MUS Music</td>
</tr>
<tr>
<td>HAC History</td>
<td>PAL. Politics and Law</td>
</tr>
<tr>
<td>PAL Politics and Law</td>
<td>WPL Workplace Lear</td>
</tr>
</tbody>
</table>

Compulsory Examinations
4. In Year 12 sit the WACE examination (and make a genuine attempt) for each Stage 3 pair of units unless exempt.

- Full-time Year 12 students who are enrolled to complete, in the current year, at least 220 nominal hours of VET/certificate courses (which must lead to the completion of at least one qualification or skill set that meets a licensing, regulatory or defined industry need) and are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the WACE examinations.
Statement of Results
A School Curriculum and Standards Authority Statement of Results is given to all students who complete at least one course unit, endorsed program or unit of competence. The Statement of Results will include:

- English language competence, if achieved;
- completion of requirements for Secondary Graduation for the awarding of the WACE;
- exhibitions and awards granted;
- WACE course scores;
- grades achieved in course units;
- VET qualifications and units of competency successfully completed;
- endorsed programs achieved;
- a WACE Course Report is also issued to all students who sit the external examination in that course. It provides information on college raw & moderated marks, raw & standardised exam marks, WACE course score, state wide distribution of WACE course scores, the candidature of the course and a description of knowledge, skills and understandings.

Detailed information about Secondary Graduation may be obtained from the School Curriculum and Standards Authority, 27 Walters Drive, Herdsman Business Park, Osborne Park, 6017, telephone 9273 6300, www.scsa.wa.edu.au.

Accumulating Results
Under the provisions of the WACE, students may achieve the requirements over their lifetime. However, for university entrance, accumulation may only occur over a 5 year period.

Enrolment Process
The enrolment process used to help students select appropriate courses will consist of a number of stages:

1. Semester 1 Reports issued.
2. Individual teachers will speak to classes about specific courses. English teachers will lead students through the course handbook & selection process.
3. Year 10 Parent Information Evening.
4. Course recommendation letters will be sent to parents.
6. Review of changes based on reports if required.
7. Parent Reporting & Information Day.
8. Student Course Selection Sheets to the college.

Before entering Year 11, students will be given guidance about which one of the following pathways most suits their needs and abilities – TAFE/Workforce, University or Instep. Each of these pathways requires students to make different enrolment selections. The following selections are made on college recommendations:

- If you wish to attend TAFE or enter the workforce you will need to select six courses preferably no more than three 2A/2B course unit combinations. Certificate courses would be beneficial.
- If you wish to attend university directly from the college you will need to select six courses with a minimum of four 2A/2B course unit combinations. Certificate courses may be beneficial. You cannot select INSTEP.
- If you wish to enrol in the INSTEP program then you will need to select six courses including Workplace Learning an English Unit plus one Certificate.

NB each of these pathways is explained in more detail further in this document. In all cases, the selection sheet will require you to select 3 extra courses as “reserves” in case one of your selected courses doesn’t end up running.

Course Charges
All Year 11 and 12 courses attract Compulsory Charges.

Many courses cost significant amounts of money to run for our students and require the full payment of the compulsory charges by all parents/guardians. Consequently, a screening process will take place for 2014 course selection. Courses costing $100 or more can only be selected if all 2013 charges have been paid (or negotiated payment plans are up to date) by Friday 26 July 2013. Further, courses costing $100 or more will require a minimum 50% deposit by 29 November 2013 with the balance to be paid by 1 March 2014. Students who don’t meet these requirements will be allocated a lower cost preference.

Financial Assistance
Please note, you may be eligible for some sort of government financial assistance whilst your child is at school. Further details on schemes are available through Centrelink Ph: 131021 or the web: www.centrelink.gov.au - search for publications, customer publications, planning to study.

Contact
For further assistance with either the counselling process or any of the above information please contact either the Associate Principal (Year 10), Associate Principal (Year 11–12), the Student Services Coordinator or the VET Coordinator at Woodvale Secondary College on 9309 0808.
INSTEP

Innovative Skills Training & Education Program

INSTEP is an integrated, work-based learning program. It is designed to offer students the opportunity of gaining entry level skills for industry while continuing with their Upper School studies.

Year 10 students are able to apply to do INSTEP in Year 11. They can continue in Year 12. Selection for INSTEP students is a formal process including an application letter, submission of a Portfolio and attendance at an interview.

Successful students will choose six courses including Workplace Learning 1A/1B and English 1A/1B. A Certificate course is highly recommended. They will attend school for four days. One day per week they will be placed in their chosen industry area. Students complete two placements per year.

Placements are available in but not limited to the areas of:
- Retail
- Office and Commerce
- Hospitality
- Trades
- Welfare and related services

On completion of the course students will receive:
- A Certificate of Completion,
- A "Skills Profile" of their achievements,
- A Student Portfolio &
- TAFE entry points.

Employers involved with INSTEP recognise its value and appreciate the skills and workplace understandings students display as a result. Students need to indicate their interest in this course on the subject selection form. Students and parents are encouraged to contact the VET coordinator for further information.
UNIVERSITY ADMISSION 2016

Admission Requirements
for School Leavers

ABBREVIATIONS

The following abbreviations have been used in this brochure:

- AQF Australian Qualifications Framework
- ATAR Australian Tertiary Admission Rank
- EALD English as an Additional Language/Dialect
- ECU Edith Cowan University
- ESL English as a Second Language
- IELTS International English Language Testing System
- LOTE Language Other Than English
- RTO Registered Training Organisation
- TEA Tertiary Entrance Aggregate
- TEE Tertiary Entrance Examination
- TER Tertiary Entrance Rank
- TISC Tertiary Institutions Service Centre
- UWA The University of Western Australia
- WAAPA Western Australian Academy of Performing Arts
- WACE Western Australian Certificate of Education

FOREWORD

The following information is issued on behalf of the four Western Australian public universities. Its aim is to help Year 10 students to decide on their senior school courses, so that they meet university admission requirements. Remember to choose courses which will allow entry to a wide range of university courses.

There are separate external examinations for stage 2 and stage 3 units in all WACE courses. To ensure the best possible chance of success in university studies, students are strongly recommended to attempt stage 3 units (and in the case of mathematics courses, units 3C/3D) in Year 12, if they are capable of doing so.

Stage 2 examinations will be optional in 2015. However, if students wish to use any stage 2 courses as part of their ATAR calculation (ie as one or more of their best four courses), or if students taking stage 2 courses wish to use their stage 2 results to fulfil English competency requirements and/or prerequisites for some university courses, these students must sit examinations for their stage 2 courses in order to obtain the scaled scores required.

For the remainder of this publication, in the context of Year 12 study, the term course(s) means both WACE course(s) and past TEE subject(s).

This information is correct as at 6 June 2013. It applies to applicants who will be under 20 years of age on 29 February 2016 (ie students born on or after 1 March 1996). It is relevant only for admission in 2016 and is subject to change without notice.

STEVE HOATH
TISC Executive Officer

PARTICIPATING UNIVERSITIES

Curtin University
Edith Cowan University
Murdoch University
The University of Western Australia

DISCLAIMER

The universities reserve the right to change the content and/or method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or program which they offer, to impose limitations on enrolment in any unit or program, and/or vary arrangements for any program. Enquiries regarding university admission requirements should be directed to the individual university(ies) concerned.

TISC and the participating universities cannot accept liability for any incorrect advice received from sources other than TISC, the universities or the universities’ officially appointed agents.

UNIVERSITY APPLICATION PROCEDURES

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2015. Application will be via TISC’s website.

The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies, postgraduate studies, timetables and particular course requirements should be directed to the university concerned.

You need to apply for admission through TISC if you:

- are an Australian citizen,
- are a New Zealand citizen,
- have been approved/granted Australian permanent resident status.

If you are not one of the above, you are an international student and you need to apply direct to the International Centre at the relevant university.
REQUIREMENTS FOR UNIVERSITY ADMISSION

To be considered for university admission as a school leaver applicant, normally you must:
• meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority, and
• achieve competence in English as prescribed by the individual universities, and
• obtain a sufficiently high ATAR for entry to a particular course (Edith Cowan University may not require an ATAR for some pathways), and
• satisfy any prerequisites or special requirements for entry to particular courses.

PORTFOLIO ENTRY PATHWAY TO ECU
Edith Cowan University offers an additional pathway for entry by school leaver students. To be considered for admission by Portfolio Entry Pathway, school leavers must meet WACE, English competency requirements, satisfy any prerequisites or special requirements for entry to particular courses and have studied a minimum of four WACE courses in Year 12 (two of which must be at a minimum stage 2). Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY
In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in Communication and Media Studies, Games Art and Design, Interactive Digital Design, Journalism, Photography, Public Relations, Radio, Screen Production, Sound, Web Communication. Students must satisfy Murdoch's English requirement, as outlined below, and should apply through TISC but submit their portfolios directly to the Student Centre at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline. For more information see www.murdoch.edu.au.

ADMISSION OF STUDENTS FROM NON-STANDARD SCHOOLS
Normally all school leaver applicants for university are required to meet the admission requirements outlined in this brochure. You may not meet these admission requirements if you are attending a school that does not follow the standard Western Australian school system. If so, apply for admission to a university course through TISC, but include with your application a statement giving full details of your upper secondary school studies. Your application will be considered on an individual basis. For some courses at The University of Western Australia you may be in direct competition with non-school leavers. The WACE, awarded by the School Curriculum and Standards Authority, is not required by any of the universities for students from non-standard schools.

SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS
Curtin University
Curtin University will expect, as a minimum, school leaver age applicants who seek entry via this pathway, to have:
• successfully completed an AQF/TAFE Certificate IV; and
• achieved WACE; and
• met Curtin University's competence in English requirement.

For further information, contact the University’s Admissions Centre at admissions@curtin.edu.au or telephone 08 9266 7805.

Edith Cowan University
Students who have:
• successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
• achieved WACE; and
• met Edith Cowan University’s competence in English requirement; and
• met course prerequisite requirements
may apply direct to ECU using the Portfolio Entry Pathway.

Murdoch University
Murdoch University will accept an AQF/TAFE Certificate IV as a basis for admission to most courses; however, school leavers using a Certificate IV achieved during their Years 11 and 12 must also have:
• achieved WACE; and
• met Murdoch’s competence in English requirement.

The University of Western Australia
The University of Western Australia will accept an AQF/TAFE qualification at Diploma level as a basis of admission for a limited number of courses; however, school leavers using a diploma achieved during their Years 11 and 12 must also have:
• achieved WACE; and
• met UWA's competence in English requirement; and
• met course prerequisite requirements.

Selection is based on academic merit and entry via this route is very competitive.

1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)
You must satisfy the requirements of the WACE to enter all four universities, unless you are an applicant from a non-standard WA school. You can obtain detailed information about the WACE from the School Curriculum and Standards Authority, 27 Walters Drive, Osborne Park, 6017, phone (08) 9273 6300, www.scss.wa.edu.au.

2. COMPETENCE IN ENGLISH
For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in one of the WACE courses: English, Literature or English as an Additional Language/Dialect (EALD).

You can meet the competence in English requirement with Year 12 results obtained in any calendar year.

English as an Additional Language/Dialect can only be taken by students who meet eligibility criteria set by the School Curriculum and Standards Authority. If English as an Additional Language/Dialect is not available at your school, you should take English course and also contact the universities for details about alternative acceptable English tests.

ENGLISH; LITERATURE; ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

Curtin University
The University of Western Australia
You must achieve a scaled score of at least 50, in stage 2 or stage 3.

Edith Cowan University
You must achieve
• a scaled score of at least 50, in stage 2 or stage 3, studied in Year 12, or
• a letter grade of A, B or C in two units of English or English as an Additional Language/Dialect or Literature in stage 2 or stage 3 studied in Year 12.

All Universities
English, Literature or English as an Additional Language/Dialect sat on a private basis (if available) can be used to meet all universities' competency in English requirement (see Courses Studied on a Private Basis below). In this case, you must achieve a scaled score of at least 50, in stage 2 or stage 3.
CONCESSIONS
Curtin University
Edith Cowan University
Murdoch University

(a) If you have not met the requirement for one of these three universities, that university will concede competence in English to you if you have:
achieved a standardised moderated numeric school assessment or standardised numerical examination assessment of at least 55 in stage 2 or stage 3 English or Literature. For English as an Additional Language or Dialect, a standardised moderated written school assessment or standardised written exam mark of at least 55 is required.

(b) If you have not met requirement (a) above for one of the above three universities, but you have:
• achieved an ATAR above the minimum specified annually by the universities, and
• achieved a scaled score less than 50 in stage 2 or stage 3 English, Literature or English as an Additional Language/Dialect,
then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or the Academic International English Language Testing System (IELTS) early in January.

The University of Western Australia

(a) If you have not met the requirement for The University of Western Australia, The University of Western Australia will concede competence in English to you if you have:
achieved a standardised moderated numeric school assessment or standardised numerical examination assessment of at least 60 in stage 2 or stage 3 English or Literature. For English as an Additional Language or Dialect a standardised moderated written school assessment or standardised written exam mark of at least 60 is required.

(b) If you have not met requirement (a) above for The University of Western Australia, but you have:
• achieved an ATAR above the minimum specified annually by the universities, and
• achieved a scaled score less than 50 in stage 2 or stage 3 English, Literature or English as an Additional Language/Dialect,
then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or the International English Language Testing System (IELTS) early in January.

3. THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on yourATAR. The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR is calculated using scaled scores in courses.

SCALING AND INCREMENTS
All course results will be scaled to ensure fairness to all students.
A scaled score for a WACE course can only be calculated if a student sits the WACE examination for a course stage examination for that course.

Unless otherwise specified, references to scaled scores in this brochure mean the final scaled score obtained in either stage 2 or stage 3 of a WACE course. The Average Marks Scaling process is used to scale marks obtained in stage 2 or stage 3 of a course. For a full explanation and diagram of the process, see Marks Adjustment Process for University Admission at www.tisc.edu.au.

WACE courses except Mathematics and Mathematics: Specialist
As an incentive for students to study courses at the more demanding stage 3 if they are capable of doing so, an increment will be applied to stage 3 marks. After standardisation and statistical moderation have occurred, the combined unscaled marks at stage 3 of a course and the combined unscaled marks at stage 2 of the course are placed on a common scale of adjusted combined marks for the course. The adjusted combined marks at stage 3 will be increased by 15 marks per course relative to the adjusted combined marks at stage 2. After this, the marks in both stages are merged and scaled using Average Marks Scaling. No increment will be applied if a course is only examined at stage 3.

Mathematics and Mathematics: Specialist
Mathematics (with four unit pairs 2A/2B; 2C/2D; 3A/3B and 3C/3D) and Mathematics: Specialist (with two unit pairs 3A/3B and 3C/3D) have six possible examinations. To encourage students to attempt the highest level of mathematics they are capable of, the following increments will be applied before scaling:
Mathematics Adjusted combined marks for 2A/2B – no increment
Adjusted combined marks for 2C/2D + 10
Adjusted combined marks for 3A/3B + 20
Mathematics: Specialist
Adjusted combined marks for 3C/3D + 15

CALCULATION OF THE TEA
The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA will be calculated by adding a student’s best four scaled scores plus 10% of the best LOTE scaled score, based on the following rules:

• Courses which can be used in the ATAR are listed below.

For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no subject or course counting more than once. NOTE: Stage 2 and stage 3 of the same WACE course cannot both count. You may use previous scaled scores back to 2011.

• There are unacceptable course combinations whereby scores in both courses cannot both be used (see explanation under Unacceptable Course Combinations below).

A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2011 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course was counted as one of the best four.

• In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis (see explanation under Courses Studied on a Private Basis below).

• Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2015 and will be used directly in the calculation of an ATAR, if applicable.

• The maximum TEA is 410.

TEA TO ATAR
TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.
PRIOR YEAR ATAR
If you have an ATAR from a previous year, you will be given the benefit of the higher of your previous ATAR and your current ATAR. If you have not previously satisfied the WACE requirement or a university’s competence in English requirement, you must satisfy current requirements.

COURSES WHICH ARE USED TO FORM THE ATAR

NOTE: You are strongly recommended to attempt stage 3 units in Year 12, if you are capable of doing so.

Courses
Aboriginal and Intercultural Studies
Aboriginal Languages of WA
Accounting and Finance
Ancient History
Animal Production Systems
Applied Information Technology
Arabic
Automotive Engineering and Technology
Aviation
Biological Sciences
Building and Construction
Business Management and Enterprise
Career and Enterprise
Chemistry
Children, Family and the Community
Chinese: Background Speakers
Chinese: Second Language
Computer Science
Dance
Design
Drama
Earth and Environmental Science
Economics
Engineering Studies
English
English as an Additional Language/Dialect (EALD)
Food Science and Technology

French*
Geography
German*
Health Studies
Hebrew*
Human Biological Science
Indonesian: Background Speakers
Indonesian: Second Language
Integrated Science
Italian*
Japanese: Background Speakers
Japanese: Second Language
Literature
Malay: Background Speakers
Marine and Maritime Studies
Materials Design and Technology
Mathematics
Mathematics: Specialist
Media Production and Analysis
Modern Greek*
Modern History
Music
Outdoor Education
Philosophy and Ethics
Physical Education Studies
Physics
Plant Production Systems
Politics and Law
Psychology
Religion and Life
Visual Arts

NOTE:
1. There may be some additional interstate language courses* and examinations available in WA in 2015, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.

2. * indicates a Language Other Than English (LOTE) course.

UNACCEPTABLE COURSE COMBINATIONS

You cannot use the following course combinations in calculating your ATAR. It may be possible to take both courses but the result in only one may be used to calculate your ATAR.

- Biological Sciences with Human Biological Science
- Chemistry with Integrated Science
- Chinese: Background Speakers with Chinese: Second Language
- Chinese: Background Speakers with Heritage Chinese Mandarin
- Chinese: Second Language with Heritage Chinese Mandarin
- English with English as an Additional Language/Dialect
- English with Literature
- English as an Additional Language/Dialect with Literature
- Indonesian: Background Speakers with Indonesian: Second Language
- Indonesian: Background Speakers with Malay: Background Speakers
- Japanese: Background Speakers with Heritage Japanese
- Japanese: Second Language with Heritage Japanese
- Korean First Language with Heritage Korean
- Malay: Background Speakers with Indonesian: Second Language
- Physics with Integrated Science

Results from study prior to 2011 cannot be used in the ATAR.

COURSES STUDIED ON A PRIVATE BASIS

* You may use results in courses sat privately in the calculation of your ATAR.

If you wish to sit WACE courses on a private basis you must enrol with the School Curriculum and Standards Authority. It is possible that not all courses will be available to private candidates. Your scaled score in courses you sit privately will be based on your course examination mark only.

You will not be able to use results from courses sat privately to meet the WACE requirement.

4. PREREQUISITES

Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.

Generally a scaled score of 50 or more in stage 3 of a WACE course is required for prerequisites purposes, however mathematics prerequisites differ across university courses.

See individual university course entries which follow for details. Note that where a prerequisite is listed as 'at least Mathematics 2C/2D', Mathematics 3A/3B or Mathematics 3C/3D will also be accepted.

Prerequisites may be satisfied by results from the current year or previous four years.

Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

Acknowledgement of source:
2016 Admission Requirements for School Leavers
TSC, Perth Western Australia.
(TISC is a registered trademark of Tertiary Institutions Service Centre.)
BENTLEY CAMPUS  
Kent Street  
BENTLEY WA 6102  
Telephone: (08) 9266 7805  
Fax: (08) 9266 4108  
Web: www.curtin.edu.au  
Email: admissions@curtin.edu.au

KALGOORLIE CAMPUS  
For mining courses:  
Western Australian School of Mines (WASM)  
Egan Street  
KALGOORLIE WA 6430  
Telephone: 1800 688 377  
Fax: (08) 9088 6100  
Web: www.wasm.curtin.edu.au

COUNTRY CENTRES  
Limited assistance will be available at  
country centres listed below, please  
contact 1800 469 164.  
Albany  
Armadale  
Esperance  
Geraldton  
Kalgoorlie  
Karratha  
Margaret River  
Midland  
Port Hedland

EDITH COWAN UNIVERSITY  
(including Joondalup, Mt Lawley, South West  
Campus (Bunbury), and Margaret River  
Education Centre)  
ADMISSIONS CENTRE  
270 Joondalup Drive  
JOONDALUP WA 6027  
Telephone: 134 328  
Overseas: (61 8) 6304 0000  
Email: futurestudy@ecu.edu.au  
Web: www.reachyourpotential.com.au

MURDOCH UNIVERSITY  
Peel Campus (Mandurah)  
THE STUDENT CENTRE  
Education Drive  
Mandurah WA 6210  
Telephone: 1300 MURDOCH (1300 687 3624)  
Fax: (08) 9360 6491  
Web: www.murdoch.edu.au  
Online enquiries: ask.murdoch.edu.au

Rockingham Campus  
THE STUDENT CENTRE  
Dixon Road  
Rockingham WA 6168  
Telephone: 1300 MURDOCH (1300 687 3624)  
Fax: (08) 9360 6491  
Web: www.murdoch.edu.au  
Online enquiries: ask.murdoch.edu.au

THE UNIVERSITY OF WESTERN AUSTRALIA  
ALBANY CENTRE  
Mail Bag M353  
35 Stirling Highway  
CRAWLEY WA 6009  
Telephone: (08) 6488 2477  
Country Callers 1800 653 050  
Fax: (08) 6488 1226  
Online enquiries: ask.uwa.edu.au  
Web: www.studyat.uwa.edu.au

ALBANY WA 6330  
Telephone: (08) 9842 0888  
Fax: (08) 9842 0877  
Email: albany.centre@uwa.edu.au  
Web: www.albany.uwa.edu.au

TERTIARY INSTITUTIONS SERVICE CENTRE  
100 Royal Street  
EAST PERTH WA 6004  
Telephone: (08) 9318 8000  
Fax: (08) 9225 7050  
Web: www.tisc.edu.au

UNIVERSITY OF NOTRE DAME  
19 Mouat Street  
FREMANTLE WA 6160  
Telephone: (08) 9433 0555  
Fax: (08) 9433 0544  
Web: www.nd.edu.au  
Email: enquiries@nd.edu.au
Technical & Further Education (TAFE)  
(Currently known as State Training Authorities)

TAFE is Western Australia’s largest provider of vocational education and training. It offers a broad range of courses ranging from para-professional to trades. Students can select from more than 400 full time courses.

TAFE currently has 18 different areas of study:

1. Arts, Entertainment
2. Automotive
3. Banking, Finance, Insurance and Property Services
4. Building and Construction
5. Business and Management
6. Clothing, Textiles, Footwear and Furnishing
7. Community Services, Health and Education
8. Computing and Information Technology
9. Electrical, Electronic, Refrigeration and Air-conditioning
10. Engineering and Mining
11. Food Processing
12. Hospitality, Travel and Tourism
13. Languages
14. Primary Industry
15. Sales and Personal Services
17. Sport and Recreation
18. Transport and Logistics

There are four levels of awards granted by TAFE and students may enter these with varying levels of schooling. The following chart is a guide only. Some courses may vary.

Entry into TAFE courses requires minimum entry requirements and, for competitive courses, selection criteria will be applied. This means that while year 10 students may meet the entry requirements, when selection criteria are applied students with higher levels of schooling are more successful in gaining entry.

Many TAFE courses articulate with University courses. Students can gain entry into many University courses upon successful completion of a Certificate IV, Diploma or Advanced Diploma course and be given advanced standing (i.e. the University course will be shortened. On many occasions the student enters second year.).

TAFE has become a very popular choice for Year 12 leavers with increasing numbers enrolling in recent years.

There is a Second Semester intake into TAFE at the start of Term 3 with applications due to TAFE Admissions in May/June. Applications are made online. Check with TAFE for details at www.trainingwa.wa.gov.au
# TAFE Entrance Requirements

## How do I get into TAFEWA?
To get into TAFEWA you need to meet the ENTRANCE REQUIREMENTS for your chosen course.

For courses that are considered to be competitive, you will also need to address SELECTION CRITERIA.

Courses that require selection criteria to be addressed will be clearly indicated.

## What are the entrance requirements?
Entry requirements are designed to ensure all those who gain entry to a course have the competencies or skills and abilities required to effectively participate in the program.

Entrance requirements will be either

- A prerequisite qualification e.g. Cert III Music to get into Cert IV Music
- Communication and/or Mathematics skills at a certain benchmark.

The level of communication and maths skill required for entry will be measured according to this scale.

<table>
<thead>
<tr>
<th>Basic skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed skills</td>
<td>••</td>
</tr>
<tr>
<td>Well developed skills</td>
<td>•••</td>
</tr>
<tr>
<td>Highly developed skills</td>
<td>••••</td>
</tr>
</tbody>
</table>

## How to meet the entry requirements for a full time TAFEWA course

For example the entrance requirements for Diploma of Marine Studies are:

- •• Communication skills
- ••• Maths skills

Table 1 shows how to calculate if you meet the required entry requirements based on school achievement.

<table>
<thead>
<tr>
<th>Communication skills</th>
<th>BENCHMARK</th>
<th>•</th>
<th>••</th>
<th>•••</th>
<th>••••</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Grades</td>
<td>YEAR AND GRADE</td>
<td>Y10C</td>
<td>Y10C</td>
<td>Y10A/B</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>YEAR AND GRADE</td>
<td>C/B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English – Stage 1</td>
<td>YEAR AND GRADE</td>
<td>C</td>
<td>B/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English – Stage 2</td>
<td>YEAR AND GRADE</td>
<td>C/B/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as and Additional Language/ Dialect – Stage 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths Skills</td>
<td>BENCHMARK</td>
<td>•</td>
<td>••</td>
<td>•••</td>
<td>••••</td>
</tr>
<tr>
<td>Year 10 Grades</td>
<td>YEAR AND GRADE</td>
<td>Y10C</td>
<td>Y10C</td>
<td>Y10A/B</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>YEAR AND GRADE</td>
<td>C/B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths – Stage 1</td>
<td>YEAR AND GRADE</td>
<td>C</td>
<td>B/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths – Stage 2</td>
<td>YEAR AND GRADE</td>
<td>C/B/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths – Stage 3</td>
<td>YEAR AND GRADE</td>
<td>C/B/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Year 11/12 courses will also contribute to meeting entry skills benchmarks. For example a B grade in 2A Media will gain •••• in the communication benchmark. To calculate your level of achievement to date, visit [http://tasonline.tafe.wa.edu.au/Reckoner/Default.aspx](http://tasonline.tafe.wa.edu.au/Reckoner/Default.aspx). To meet the benchmark for your course you may be able to provide other types of evidence. This will be explained on the TAFE website.
IMPORTANT
All applicants must meet entry requirements BUT note that TAFE courses have been split into competitive and non-competitive for entry purposes. About 30% of courses are competitive and applicants for these courses will also need to meet selection criteria.

SELECTION CRITERIA
A course is competitive when there are more applications than available places. Where a course is deemed to be competitive, TAFE will apply selection criteria to determine which eligible applicants will gain entry. The following diagram and notes explain how applicants can achieve points toward their course.

SELECTION CRITERIA MODEL

<table>
<thead>
<tr>
<th>Qualification Pathway</th>
<th>= Maximum 29 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Experience and Employment</td>
<td>+</td>
</tr>
<tr>
<td>Voluntary Work</td>
<td>= Maximum 29 points</td>
</tr>
</tbody>
</table>

| Secondary Education / Skills Development | General Academic Achievement or Portfolio | = Maximum 42 points |

Qualification Pathway
Where an applicant has achieved a qualification either in part or complete, they can be awarded points up to a maximum of 29 pts.

Work Experience/Employment
One hour = 0.002pts and includes paid/unpaid, fulltime/part-time work, work experience, voluntary work, community service. Proof required.

Education/Skill Development
Scoring is based on the best three 2 course/unit combination. One of these must be English, English Literature or EAL/D or portfolio demonstrating evidence of skill development.

The closing date for TAFE applications for courses requiring a folio is usually October. No late applications allowed. Closing date for all other TAFE applications is in November. A late fee will apply after this date.

TAFE offers are issued mid January 2014.

Further information is available on the TAFEWA website www.trainingwa.wa.gov.au.

What does this mean for students selecting their learning program for Year 12? Students should select a broad range of courses and experiences for which they have satisfied the minimum recommended requirements. A student wanting to be prepared for the broadest range of TAFEWA courses would typically include in their program of study, English and Maths courses, combined with other courses in their area of interest as well as part time work and/or workplace learning and/or volunteer experience or other workplace experience. Completion of a certificate course at school will enhance a TAFE application.

Students must achieve the highest level of which they are capable. Participating in all classes and learning experiences is the first and most important step to doing this. In this way, students will put themselves in the best position to be competitive for entry to TAFEWA courses.

Academic results for Year 12 school leavers will be provided from the School Curriculum and Standards Authority to TAFEWA Admissions.

More specific information on the contents of qualifications delivered by TAFEWA and other vocational education and training providers can be obtained from: www.trainingwa.wa.gov.au.
Useful Web Sites


Australia’s Career Information Service www.myfuture.edu.au


Australia wide job search www.jobsearch.gov.au

Career Advice www.deewr.gov.au/Youth/Pages/default.aspx

Career Employment, Training Information in WA Career advice, employment assistance www.youth.gov.au

Central Institute of Technology (ex Central TAFE) www.central.wa.edu.au

Centrelink www.centrelink.gov.au

Challenger Institute www.challenger.wa.edu.au

Curtin University www.curtin.edu.au

DEEWR Job Guide www.jobguide.deewr.gov.au

Dept of Training and Workforce Development (WA) info on apprenticeships, traineeships. www.dtwd.wa.gov.au


Edith Cowan University www.ecugreatcareers.com or www.ecu.edu.au

Good Universities guide www.gooduniguide.com.au

Job search – Career One www.careerone.com.au

Job search www.seek.com.au

Murdoch University http://choose.murdoch.edu.au

People and their jobs www.abc.net.au/acedayjobs

Polytechnic West (ex Swan TAFE) www.polytechnic.wa.edu.au/

Register of private training providers www.grouptraining.com.au

School Curriculum and Standards Authority www.scsa.wa.edu.au

Skills shortages and training opportunities www.skillsinfo.gov.au


University of Notre Dame Australia www.nd.edu.au

University of Western Australia www.studyat.uwa.edu.au

West Coast Institute of Technology (ex West Coast TAFE) www.wcit.wa.edu.au
Career Information

Students should plan ahead and determine the career that best suits their interests, abilities and personality. It is best to actively seek information about careers and job availability.

Information can be obtained from:

1. **CAREER & VET COORDINATOR**
   Your Career & VET coordinator manages the INSTEP program and works with VET teachers in the delivery of certificate courses. She also assists with work experience as well as career and post school training counselling and information. She is available for discussions on employment and liaises between the community and the college so has up-to-date information on what is happening in the local area with regard to work.

2. **COLLEGE LIBRARY**
   The library has a selection of pamphlets, job guides, TAFE and tertiary handbooks, DVDs and general resources on a range of different career and educational opportunities. Please consult the teacher-librarians.

3. **TECHNICAL & FURTHER EDUCATION**
   TAFE WA offers a variety of short and long courses in skills training. For information see the VET Coordinator or contact the nearest TAFE campus.

   Central Institute of Technology  Phone: 1300 300822
   Challenger Institute:  Phone: 9239 8189
   Polytechnic Institute:  Phone: 9267 7777
   West Coast Institute of Technology  Phone: 9233 1062

4. **SCHOOL LIAISON OFFICERS ATTACHED TO UNIVERSITIES**
   They are available to discuss courses with high school students. They can be contacted at the various universities.

   (i) **CURTIN UNIVERSITY OF TECHNOLOGY** - Bentley Campus
       Prospective Students' Office - Ph: 9266 3399

   (ii) **MURDOCH UNIVERSITY**
       Prospective Students' Service - Ph: 9360 6538

   (iii) **UNIVERSITY OF WA**
       Admissions Centre - M353,
       35 Stirling Highway, Crawley
       Ph: 6488 3050
       Email: admissions@uwa.edu.au
       Ph: 6488 3050

   (iv) **EDITH COWAN UNIVERSITY**
       Student Recruitment Office – Ph: 6304 6304
       Email: futurestudy@ecu.edu.au

   (v) **UNIVERSITY OF NOTRE DAME**
       Email: future@nd.edu.au
       Ph: 9433 0533

16
School Curriculum and Standards Authority Exhibitions & Awards

The following Exhibitions and Awards are available to Year 12 students in Western Australian schools.

General Criteria for Eligibility for Exhibitions and Awards
In order to be eligible to receive the Beazley Medal WACE and Beazley Medal – VET Award, a General Exhibition, a Course Exhibition, a Certificate of Distinction or a Certificate of Excellence, a student must:

- be an Australian citizen or a permanent resident of Australia;
- be enrolled as a full-time student in a registered secondary school;
- not have previously completed the course external assessment used in the determination of the award; and
- have satisfied the requirements for a WACE at the time of the determination of the awards.

Beazley Medal: WACE
The Beazley Medal WACE is awarded for excellence in School Curriculum and Standards Authority courses. It is awarded to the highest ranked eligible student with a General Exhibition.

Beazley Medal: VET
The Beazley Medal VET is for excellence in studies that include training qualifications and Workplace Learning. It is awarded to the eligible student who has demonstrated the best results in a vocational educational and training program, subject to certain conditions.

General Exhibitions
Forty awards known as General Exhibitions are awarded to the eligible student who obtain the highest School Curriculum and Standards Authority WACE Award Scores based on the average of five scaled marks, calculated to two decimal places, with at least two from each of List A and List B. At least 2 units in each course must have been studied and completed during the last two years of senior secondary schooling.

Course Exhibitions
A Course Exhibition may be awarded to the eligible student obtaining the highest combined mark for each WACE course, subject to certain conditions.

VET Exhibitions
A VET exhibition may be awarded to the eligible student who is the top student in each industry area for the award of certificate of distinction (VET).

Certificates of Distinction (WACE Courses)
Certificates of Distinction are awarded to eligible students who are in the top 0.5 percent of candidates, based on the WACE course score, or the top two candidates (whichever is the greater) in courses where there are at least 100 students.

Certificates of Distinction (VET)
Certificates of distinction may be awarded to eligible students who will complete an AQF VET Certificate II or higher in one of the national industry areas in their final WACE year. Industry areas are:

<table>
<thead>
<tr>
<th>Industry area</th>
<th>Training package code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>AUR05</td>
</tr>
<tr>
<td>Business Services</td>
<td>BSB07</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC08</td>
</tr>
<tr>
<td>Services</td>
<td></td>
</tr>
<tr>
<td>General Construction</td>
<td>CPC08</td>
</tr>
<tr>
<td>Visual Arts, Craft and Design</td>
<td>CUV03</td>
</tr>
<tr>
<td>Screen and Media</td>
<td>CUF07</td>
</tr>
<tr>
<td>Tourism, Hospitality and Events</td>
<td>SIT07</td>
</tr>
<tr>
<td>Information and Communications</td>
<td>ICA05/ICA11</td>
</tr>
<tr>
<td>Rural Production</td>
<td>RTE03/AHC10</td>
</tr>
<tr>
<td>Music</td>
<td>CUS09</td>
</tr>
<tr>
<td>Sport</td>
<td>SIS10/SRC04/SRO03/SRS03</td>
</tr>
</tbody>
</table>

- The number of certificates that could be awarded will be 0.5 percent of Year 12 students completing a Certificate II or higher in the Industry area
- A maximum of two for industry areas with less than 400 students completing a Certificate II or higher
- Eligibility criteria can be obtained from the School Curriculum and Standards Authority website.

Certificates of Commendation
A Certificate of Excellence is awarded to each eligible student who, in their last 3 consecutive years of senior secondary school enrolment, obtains at least 20 A grade course units or equivalents (including at least three two-unit combinations). Up to 6 unit equivalents can be from endorsed programs (including VET units of competence).

General
Certificates and Medallions
The winners of both the Beazley Medal WACE and VET Awards receive a medallion and cheque for $2000.
- Winners of General Exhibitions and Course Exhibitions receive a medallion, certificate and a prize.
- All other award winners receive a certificate.
Selection of Courses: Information for Students

When selecting your courses for Year 11 there are many factors to consider. Remember that if you are aiming for university you will need to select 4, 5 or 6 2A/2B course unit combinations (maybe different for Mathematics). If you are aiming for TAFE it would be advantageous to select courses that are relevant to an area of study where you can achieve at a high level rather than selecting a more difficult course and achieving poor results. Also if you are aiming for TAFE it would be better to select courses that fall into a relevant pathway. Completion of a Certificate course at school will not only count toward WACE but will also gain credit for TAFE entry. The mix of courses should be determined by your abilities, achievements, interests and future directions.

Some of the things students should consider are:

1. Which subjects are you best at now?
2. Which subjects do you enjoy the most?
3. Are there any courses necessary for the university or TAFE course or job that you are aiming at?
   a) Have you checked the university course prerequisites?
   b) Have you checked the TAFE selection criteria?
4. What are your chances of being successful in those courses? Try to avoid choosing courses which are too hard for you. There is little point in tackling difficult courses if you only end up with poor results or fail. Teachers can give you good advice on this in their own learning area.
5. Have you met the pre-requisites? Some courses will require lower school studies. You have to have particular results in specific achieved.
6. Have you discussed your course selection with:
   the VET Coordinator;
   your parents;
   your Contact teacher;
   your course adviser (English teacher) and friends?
7. Try to pick a broad range of courses rather than concentrate all your efforts on courses that are very similar to each other.
8. Once you have handed in your course choices it may be difficult to change them. Please be very sure about what you have selected to avoid this problem.
9. Ensure that your 2013 compulsory charges have been fully paid up (or payment plans adhered to) by the relevant date if wanting to select any course costing $100 or more.
# Subjects/Courses Offered in Year 11 2014

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<td>Biological Science 2A/2B</td>
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<td></td>
<td>Media Production &amp; Analysis 1A/1B</td>
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<td>Visual Arts 1A/1B</td>
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<td></td>
<td>Workplace Learning 1A/1B (as part of INSTEP)</td>
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</tbody>
</table>

**NOTE CAREFULLY**

- All accredited courses and certificates contribute to Secondary Graduation (WACE).
- Students with CLEAR University intentions should take at least 4 Tertiary Stream courses according to their INTERESTS and ABILITY.
- Students with NO university intentions should take mainly TAFE/Apprenticeship/Employment Stream courses.
- Students cannot select both English and Literature or both Human Biology and Biology.
- All students must select 6 courses and 3 “reserve” choices.
- Stage 3 courses which are studied in Year 12 will require the sitting of external examinations at the end of that year unless exempt.
- Students must not select more than three certificate courses.
The Arts

**COURSES**

**DRAMA**
Drama (1ADRA/1BDRA)

**MEDIA**
Media Production and Analysis (1AMPA/1BMPA)
Media Production and Analysis (2AMPA/2BMPA)

**MUSIC**
Music Industry (Foundation) Certificate III A – (CT2M)
Music Industry (Foundation) Certificate III B – (CT2M)

**VISUAL ART**
Visual Arts (1AVAR/1BVAR)
Visual Arts (2AVAR/2BVAR)

**PHOTOGRAPHY**
Photography Design (1ADESP/1BDESP)

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**Drama**

**DRAMA (1ADRA/1BDRA)**

**Pre-requisites**
An interest in Drama and minimum ‘C’ grade in Year 10 English.

**Description**
Stage 1 units provide bridging support and a practical and applied focus to help students develop skills required to be successful for Stage 2 units. No background in Drama necessary.

In 1ADRA, the focus for this unit is **exploring drama**. Students are introduced to the skills, techniques and conventions of story and story telling enactment, improvisation and play building. Through small-scale drama performance projects, students develop their voice and movement skills, interacting in and with the performance space, using technologies such as sets, lighting and sound. In this unit, students are to focus on acting and at least one other role from the following: directing, designing, managing, playwriting, and dramaturgy.

In 1BDRA, the focus for this unit is **drama events**. Students participate in a public performance for an audience other than their class members. They extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension. Students studying Stage 1 in Year 12 will not have to sit an exam at the end of the year.

**Career Pathways**
Drama teaching, acting or music theatre at WAAPA, NIDA or VCA, design (all) or management (all) at WAAPA, directing or dramaturgy at NIDA, any field where communications and your ability to work with others are valued.

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**Media**

**MEDIA PRODUCTION & ANALYSIS (1AMPA/1BMPA)**

**Pre-requisites**
There are no formal pre-requisites for enrolment in these courses however a interest in the media and media production would be beneficial.

**Description**
This course is designed for students who are not seeking Media as a tertiary entrance requirement. The focus for 1AMPA is **personal experience**. Within this broad focus, students investigate media experiences in their own lives, progressing from representation of self to the examination of characters, stars and stereotypes.

Students are introduced to the language of the media, learning how particular forms, codes and conventions are used to construct fictional characters within stories. They examine the media that surrounds them. Students consider how different audiences interpret media representations of people.

Students view, listen to and analyse common media texts from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their teacher directed productions.

The focus for 1BMPA is **introduction to point of view**, a concept that underpins the construction of all media texts. In this unit, students will be introduced to the concept and learn how a point of view can be constructed in non-fiction texts. They will analyse familiar non-fiction texts and construct a point of view in their own productions.

Within this broad focus students have the opportunity to choose from a range of non-fiction media styles and genre and examine ways in which information, and specific codes, conventions and techniques are selected and used to present a particular point of view.

In contexts related to point of view students view, listen to and discuss media texts in commercial and non-commercial forms. They learn about production processes and some of the controls that influence decision making in media production. Students develop
ideas and production skills when creating their non-fiction media works either individually or in collaboration with others.

How will this course help students in the future?
Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications. Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

MEDIA PRODUCTION & ANALYSIS
(2AMPA/2BMPA)
Pre-requisites
Students should have achieved a minimum ‘B’ grade in Year 10 English.

Description
This course is designed for students who are planning on using Media as a tertiary entrance subject.

The recommended focus for unit 2AMPA is popular culture. This involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences around which popular culture evolves. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

The recommended focus for unit 2BMPA is press and broadcasting through which they further their understanding of non-fiction media and genre. The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students’ interests, such as television, press, radio or photojournalism.

In contexts related to press and broadcasting students view, listen to and analyse a range of journalistic or documentary forms and genre. They undertake more extensive research into the representation and reporting of cultural groups and issues. They draw on their knowledge when developing their ideas for their own productions.

How will this course help students in the future?
Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications.

Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

Music
CERTIFICATE III (A) MUSIC IND (CT3MA)
Pre-requisites
This course is for students with an extensive and comprehensive musical knowledge and performance skill. Students must have achieved a minimum ‘B’ grade in Year 10 Class and Instrumental Music or the equivalent grade 3-4 in the AMEB courses of theory and instrumental performance.

Pathway
This course is designed for students who aspire to further their music studies to the highest possible level and is pathway to music studies at a tertiary level.

Course Description
- 6 zones per week for 2 semesters
- 1 private instrumental lesson out of class time
- Inclusion in one or more senior ensembles

Assessment
Students will be assessed to industry standards in order to receive certification. Students will be assessed on a number of competencies and marked either “competent” or “non-competent” for each of the competencies in order to be awarded this certificate. Students will not receive a “grade” for certificate courses but will gain credits towards their WACE. Upon completion of this certificate students will gain credit of approximately 5 units towards their WACE.

CERTIFICATE III (B) MUSIC IND (CT3MB)
Pre-requisites
This course is for students with an extensive and comprehensive musical knowledge and performance skill. Students must have successfully completed Certificate II - Music Industry.

Pathway
This course is typically for students who want to continue musical studies in upper school but not to university level. This is a nationally recognised VET course which will give students an advantage when applying for courses offered by TAFE and other training institutions. Achieving competency in this course also counts towards their WACE requirements.

Description
- Six zones per week
- One private instrumental lesson per week.
- Inclusion in one or more of the senior ensembles.
- Based on 10 units of study such as recording and mixing sound, using midi devises, stage craft and developing music knowledge and listening skills.

Assessment
Students will be assessed to industry standards in order to receive certification. Students will be assessed on a number of competencies and marked either “competent” or “non-competent” for each of the competencies in order to be awarded this certificate. Students will not receive a “grade” for certificate courses but will gain credits towards their WACE as course equivalents. Upon completion of this certificate students will gain credit for approximately 5 units towards their WACE.
Visual Arts

The Visual Arts course of study encompasses the practical making of artworks and the theory and history of the broad areas of art, craft and design. Students explore and develop Studio Projects through discussing, designing and producing an artwork. Personal imagery and the development of skills and techniques provides the students with the knowledge and aesthetic understanding to critically analyse social, cultural and political contexts in contemporary society.

VISUAL ARTS – 1AVAR/1BVAR

Pre-requisites
A strong interest, commitment and ability in Art is needed. Students who have studied Art in Years 9 or 10 should have achieved a minimum ‘C’ grade. A ‘C’ grade in English is also required.

Description
The course of study allows students to discover and record their experiences in a range of art activities. Free, imaginative interpretation and experimentation with materials and media will develop the students’ skills to complete a body of work. The body of work will comprise a folio of ideas and final studio production.

Through personal research and appreciation students explore the themes of Experiences and Explorations as they apply to contemporary society.

Assessment
The course is college based and no examinations are held. The unit content is divided into three teaching and learning areas:

1. Production – Students produce a final major artwork based on a folio of work that displays drawing skills, media techniques and processes related to investigations of artists and art styles.
2. Analysis – Students learn the language of art as they analyse, appreciate and understand the production of artworks.
3. Investigation – Students record, observe and research artists, styles and techniques related to their studio practice.

VISUAL ARTS – 2AVAR/2BVAR

Pre-requisites
Students should have achieved a minimum ‘B’ grade in either Year 9 or 10 Art and also a minimum ‘B’ grade in Year 10 English. This course is exam based and demands commitment to study.

Description
The course provides an in-depth study of modern and contemporary society focusing on the production of a major Studio Project. Students will present a body of work containing a folio of drawings and media studies, documenting personal thoughts and planning. Students will be required to keep a separate file for history of art, investigation and analysis of artists and styles in order to prepare for Semester Exams.

Through personal research and investigation students explore the themes of human Differences and personal Identities.

Assessment
The course assessment involves college based work and semester exams. The unit content is divided into three teaching and learning areas:

1. Production – Students present a body of work that displays:
   - A folio of planned drawing, design and media techniques.
   - A final major artwork for external marking.
2. Analysis – Students respond to, analyse and evaluate artworks from a variety of forms, periods, times and cultures:
   - Contemporary interpretation of artworks.
   - Knowledge and understanding of the language of art.
3. Investigation – Case studies, research and visual analysis focused on Australian and/or International visual arts practices.
   - Researching selected artists and art styles.
   - Study of historical, social, cultural and political issues in society.
Photography

PHOTOGRAPHY DESIGN
(1ADESP/BDESP)

Pre-Requisites
The course is best suited to students who have completed a photography course in Years 9 and/or 10 with a minimum ‘C’ grade is recommended. A high interest in Photography is essential.

Description
Design is the human power to conceive, plan and realise products that serve human beings. The goals of the design course are to facilitate a deeper understanding of how design works; and how beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes through the medium of Photography.

The course has four major outcomes;
1. Design understandings;
2. Design process;
3. Application of design;
4. Design in society.

1ADESP
The focus of this unit is Design Basics. Students learn in order to produce good images they need to know the basic fundamentals of cameras and the principles and elements of design.

1BDESP
The focus of this unit is Applied Design. Students will understand that design can be used to solve problems and to satisfy user needs.

Assessment
Students will be assessed according to three major types of assessment tools with the following weightings:

A  Investigation  Visual Diary  15%
B  Response  Visual diary/display folio  15%
C  Production  Display folio  70%

Career Possibilities
For most students the course provides a future hobby/leisure activity, as well as skills leading into further areas of study in Photography, graphic arts industry, television and journalism.
English

COURSES
English (1AENG/1BENG)
English (1CENG/1DENG)
English (2AENG/2BENG)
Literature (2ALIT/2BLIT)

ENGLISH (1AENG/1BENG)
Pre-requisites
There are no formal pre-requisites for enrolment in these units. This course is suited to students who achieved a ‘D’ or ‘E’ grade in Year 10 English.

Description
Unit 1AENG
This course is designed for students who are not seeking English as a tertiary entry requirement. This course is recognised by TAFE and employers as providing the necessary literacy standards to satisfy their requirements. The course focus is Transitions. Students develop language skills and concepts in the context of transitions they are engaged with or will engage with in the near future, connecting strongly to areas of interest. Students will work with a variety of engaging, familiar print, visual, oral and multimodal texts, identifying purpose and audience, developing confidence in accessing and sharing ideas and information and working with others.

Unit 1BENG
This course is designed to follow the 1A unit. The focus for this unit is a continuation of the focus on Transitions in Unit 1A. Students continue to develop language skills and concepts in the context of transitions they are undergoing or will face in the near future and in familiar areas that have a high interest level. Students will continue to work with a variety of relevant, engaging texts, expanding their ability to understand the conventions of written, visual and oral texts, taking into account audience, values and expectations. It is anticipated that students who complete 1B in Year 11 will enrol in 1C/1D in Year 12.

Career Possibilities
These units provide English competence required for entry into TAFE courses or the workplace. Students will be given opportunities to develop skills tailored to meet the needs of employers.

ENGLISH (1CENG/1DENG)
Pre-requisites
This is the standard English course for students who are not seeking English as a tertiary entry requirement. Students taking this course are expected to have achieved a ‘C’ grade or higher in Year 10.

Description
Unit 1CENG
This course is designed for students who are not seeking English as a tertiary entrance requirement. The course is recognised by TAFE and employers as providing the necessary literacy standard to satisfy their requirements. The focus of this unit is language and self. Students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively. They have the opportunity to develop the skills and knowledge needed to expand the range of texts and uses of language from which they gain pleasure.

Unit 1DENG
1D English is designed to follow on from 1C English. The focus for this unit is language and society and the development of students’ competence in the language skills needed to operate effectively in modern society as well as to achieve purposes related to students’ social, vocational/academic or cultural interests and needs. Students explore and develop the language skills relevant to activities associated with their current and future membership of society.

ENGLISH (2AENG/2BENG)
Pre-requisites
This is the standard English course for students wanting to go to University. Students tackling this demanding English course will need to have achieved an ‘A’ or ‘B’ grade in Year 10 English. Please consult your English teacher for advice on your ability to succeed in this course.

Description
Unit 2AENG
The Year 11 2A/2B English course is designed for those students who may wish to continue their education at tertiary level. Successful students should gain the confident and precise use of language that further studies will demand.

The focus for this unit is language and action. Students develop their language skills by exploring issues of concern or controversy, past or present, and by examining how language is used in relation to these topics. Through such studies, students should develop their critical skills and show their competence in using standard Australian English for a variety of purposes. Students will be assessed across the four English outcomes through both production and analysis.

Unit 2BENG
This unit is designed to follow on from 2A. Students examine the relationship between language and the world by exploring the way in which language offers particular ideas and information about topics, events or people. They explore the reasons why different people might interpret the same information and ideas differently and the effect different representations and
uses of language have on the way in which they and others view the world.

Students who complete this unit will generally be expected to move onto 3A/3B English in Year 12.

Career Possibilities
The necessity for English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently whether it be in written or spoken forms.

LITERATURE (2ALIT/2BLIT)
Pre-requisites
Students who have achieved an ‘A’ grade in Year 10 English are best prepared to be successful in Year 11 Literature. Students enrolling in this course require a strong background in writing and analytical skills.

Description
The Literature course will focus on the development of skills and understandings of textual production and reception through close analysis. The course is also concerned with cultural histories and differences.

Close knowledge of the literary text and its language is central to this subject and students will be given the opportunity to read a wide range of specific literary works. Through this reading the students will develop concepts and skills appropriate to the study of the subject, refine their expressive abilities in both oral and written forms, and broaden their understanding of self and others through the imaginative experience of diverse literary works.

The Year 11 Literature course is designed for those students who may wish to continue their education at tertiary level. Successful students should gain the confident and precise use of language that further studies will demand.

Career Possibilities
The necessity for English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently whether it be in written or spoken forms.

English Course Pathways
The following indicate likely pathways for students including prerequisites. They may be subject to change pending further information from the School Curriculum and Standards Authority.
Languages

COURSES
Chinese Second Language (2ACSL/2BCSL)
Japanese Second Language (2AJSL/2BJSL) / Certificate III Applied Languages (CT3LJ)

CHINESE: SECOND LANGUAGE (2ACSL/2BCSL)

Pre-requisites
Students should be non-background speakers of the language. It is expected that students have a keen interest in Languages and cultures. Students need to have studied Chinese in Year 10. Each student must submit an application form to the School Curriculum and Standards Authority to be eligible to sit this course. (The teacher will arrange this for all students.)

Description
Chinese is one of the five official languages of the United Nations and has been recognised as one of the languages of greatest economic, political and social significance to Australia. Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and with those South-east Asian countries. Through the study of Chinese, students can gain access to the rich cultural tradition of China and an understanding of different attitudes and values within the wider Australian community and beyond. In the Chinese: Second Language course students develop the necessary skills, understandings and values to communicate effectively with Chinese speakers in both social and workplace contexts in Western Australia and elsewhere.

The course content includes four areas:

- Text types
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies

Unit 2ACSL
The focus for this unit is 中国特色 (the Chinese way). It is for students who have sound basic skills in Chinese and are ready to explore and compare their own culture and identity with that of their peers in Chinese-speaking communities. They explore popular or traditional culture, the culture of everyday life, notions of national or regional identity in Chinese-speaking communities.

Unit 2BCSL
The focus for this unit is 我去旅行吧! (travel—let's go). It is aimed at students who are ready to develop their skills to a higher level. They interact with Chinese speakers in either Australia or other Chinese-speaking communities at a deeper level, and begin to view their own culture from the perspective of a Chinese speaker. This unit also focuses on ways in which learning Chinese may be of benefit to them.

Assessment table
Oral communication 25–45%
Response (Listening, Viewing and reading) 30–40%
Written communication 30–40%

Career Possibilities
The study of Chinese can lead to careers in tourism, industry, commerce, translating, teaching, as well as offering a distinct advantage in the public service and many other areas of future.

JAPANESE: SECOND LANGUAGE
Pre-requisites
This course is only available to students who are deemed to be second language candidates by the School Curriculum and Standards Authority. This course is designed to meet the needs of students who have undertaken studies of Japanese in Year 10.

Description
Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between the two countries. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond. In the Japanese: Second Language course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, in Japan and elsewhere.

The course content includes four areas:
- text types
- linguistic resources
- intercultural understandings
- language learning and communication strategies

Unit 2AJSL
The focus for this unit is ホームステイしよう！(home-stay). Students make arrangements to have an overseas student visit their home or visit a Japanese family. This unit explores aspects such as typical rules and routines of home and school life, celebrations and gift giving.

Unit 2BJSL
The focus for this unit is ようこそ、私の国へ！(welcome to my country). Students explore situations and events associated with welcoming visitors to Australia. They compare and contrast their own lifestyles with other cultures specifically in the areas of food etiquette, maintaining a healthy lifestyle and leisure activities.

Assessment table
- Oral communication 25–30%
- Response (Listening) 20–30%
- Response (Viewing and reading) 20–30%
- Written communication 20–25%

Career Possibilities
The study of Japanese can lead to careers in tourism, industry, commerce, translating, teaching, forces as well as offering a distinct advantage in the public service and many other areas of future employment.

APPLIED LANGUAGES (CT3LJ)

Students in this course have the opportunity to achieve VET Units of Competency typically embedded into the Year 11 2A and 2B Japanese course. Vocational Education Training (VET) is nationally recognised training that provides practical work skills and credit towards, or attainment of, a vocational education and training qualification. The Certificate III course is started in Year 11, with students completing two units of competency, and then two more units of competency typically embedded into the Year 12 3A and 3B Japanese course.

Students complete the Nationally Accredited Course of Applied Language (Japanese) called: 22150VIC, Certificate III Applied Language (Japanese)

In order for students to meet the requirements for TAFE competency they must complete the elements of VET units VU20604 & VU20606 across Semester One & Two.

VU20604  Conduct routine oral communication for social purposes in a language other than English.
VU20606  Read and write routine documents for social purposes in a language other than English.

(The Certificate III course will run as a separate class to the WACE 2A and 2B and 3A and 3B Japanese course IF enough students select it, otherwise it will be embedded.)

JAPANESE: CERTIFICATE III IN
Mathematics

COURSES
Mathematics (1BMAT/1CMAT)
Mathematics (2AMAT/2BMAT)
Mathematics (2CMAT/2DMAT)
Mathematics (3AMAT/3BMAT)
Mathematics: Specialist (3AMAS/3BMAS)

Notes for Courses
For the purposes of this document, a course is defined as two units studied over one school year. Students may take two or four Mathematics courses during Years 11 and 12. This will depend on their mathematical ability and background, their interests and their career goals, especially at the level of tertiary study.

It is essential that at least 3AMAT/3BMAT is studied if the student is contemplating taking any university level mathematics course.

Notes for TAFE Courses
In most cases, it doesn’t matter which unit of Mathematics is studied at school, as long as it has been studied at the required level or year group. However, there is sometimes an advantage in studying a desired pair of Maths units rather than just the minimum requirement. It should be noted that for entry to apprenticeships, most employers prefer a reasonable pass at Year 10 level, as a minimum requirement. In training courses such as Engineering, Electrical and Information Technology, it would be advantageous to study higher level Maths units. Students are advised to research course requirements and select accordingly.

Options for course selection
Two Course Options (tertiary entrance courses only)
For students intending to study one course in Year 11 & one in Year 12, the following combinations are available.

1. 2AMAT/2BMAT
   2CMAT/2DMAT
   Suitable for general university entry, but it does not provide adequate preparation for courses in which knowledge of calculus or statistical inference is useful.

2. 2CMAT/2DMAT
   3AMAT/3BMAT
   This is the ‘middle’ option for students choosing a two course option and seeking university entry where further mathematics is likely to be needed. Also for higher level training in technical areas.

3. 3AMAT/3BMAT
   3CMAT/3DMAT
   This is the strongest two course option. It is suitable for prospective students in the biological, social and management sciences.

Two Course Option (non-tertiary entrance courses only)
For students intending to study one course in Year 11 & one in Year 12, the following combination is available.

1. 1BMAT/1CMAT
   1DMAT/1EMAT
   Suitable for employment or general TAFE entry.

Four Course Option (tertiary entrance courses only)
For students intending to study four mathematics courses in Years 11 and 12, the following combination is available.

1. 3AMAT/3BMAT
   3AMAS/3BMAS
   Suitable for students who require the strongest mathematical preparation for university studies in courses such as mathematics, computing, engineering and the physical sciences. Students with a liking for Mathematics and intending to study biological, social or management science at tertiary level would also gain great benefit from this option.
<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Extension</td>
<td>Academic Extension</td>
<td>Academic Extension</td>
<td>3A/B MAS and 3A/B MAT</td>
<td>3C/D MAS and 3C/D MAT</td>
<td>University studies in courses such as mathematics, computing, engineering and physical sciences.</td>
</tr>
<tr>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Leads to 3A/B MAS and 3A/B MAT</td>
<td>In this course units 3A MAS and 3B MAS are run as a combined course in Year 11, and are studied in conjunction with units 3A MAT and 3B MAT, which are also run as a combined course in Year 11. The course assumes knowledge of the content covered in the Year 10 academic extension course. This course leads to 3C/D MAT and MAS in Year 12.</td>
<td>Units 3C MAS and 3D MAS are run as a combined course in Year 12 and are studied in conjunction with 3C MAT and 3D MAT. The course is aimed at students who have successfully completed 3A/B MAS and 3A/B MAT in Year 11 Mathematics achieving an A or B grade.</td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>Extension</td>
<td>Extension</td>
<td>3A/B MAT</td>
<td>3A/B MAT</td>
<td>University studies in biological, social and management sciences.</td>
</tr>
<tr>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Leads to 3A/B MAT</td>
<td>Units 3A MAT and Unit 3B MAT are run as a combined course in Year 11. This course assumes knowledge of the content covered in the Year 10 extension course.</td>
<td>Units 3A MAT and 3B MAT are run as a combined course in Year 12. The course is aimed at students who have successfully completed 3A/B MAT in Year 11 Mathematics achieving at least a high C grade.</td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>Extension</td>
<td>Extension</td>
<td>2C/D MAT</td>
<td>3A/B MAT</td>
<td>University studies where further mathematics is likely to be needed. Also for higher level training in technical areas.</td>
</tr>
<tr>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Leads to 2C/D MAT</td>
<td>Units 2C MAT and 2D MAT are run as a combined course in Year 11. The course is aimed at students who have successfully completed the Year 10 extension course.</td>
<td>Units 3A MAT and 3B MAT are run as a combined course in Year 12. This course is aimed at students who have successfully completed 2C/D MAT in Year 11 with at least a B grade.</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>2A/B MAT</td>
<td>2C/D MAT</td>
<td>University entry but does not provide adequate preparation in which knowledge of calculus or statistical inference is useful.</td>
</tr>
<tr>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Leads to 2A/B MAT</td>
<td>Units 2A MAT and 2B MAT are run as a combined course in Year 11. This course is aimed at students who have successfully completed the Year 10 core course achieving at least a high C grade.</td>
<td>Units 2C MAT and 2D MAT are run as a combined course in Year 12. The course is aimed at students who have successfully completed 2A/B MAT achieving at least a high C grade.</td>
<td></td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>1B/C MAT</td>
<td>1D/E MAT</td>
<td>Suitable for employment or general TAFE entry.</td>
</tr>
<tr>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Leads to 1B/C MAT</td>
<td>Units 1B MAT and 1C MAT are run as semester units in Year 11. This course is aimed at students who have successfully completed the Year 10 foundation course achieving at least a B grade.</td>
<td>Units 1D MAT and 1E MAT are run as semester units in Year 12. This course is aimed at students who have successfully completed 1B/C MAT achieving at least a C grade.</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Foundation</td>
<td>Foundation</td>
<td>1B/C MAT</td>
<td>1D/E MAT</td>
<td>Suitable for employment or general TAFE entry.</td>
</tr>
<tr>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td>Leads to 1B/C MAT</td>
<td>Units 1B MAT and 1C MAT are run as semester units in Year 11. This course is aimed at students who have successfully completed the Year 10 foundation course achieving at least a B grade.</td>
<td>Units 1D MAT and 1E MAT are run as semester units in Year 12. This course is aimed at students who have successfully completed 1B/C MAT achieving at least a C grade.</td>
<td></td>
</tr>
</tbody>
</table>
MATHEMATICS (1BMAT/1CMAT)
Pre-requisites
Successful completion of Year 10 Mathematics.

Description
1BMAT
In this unit, students use decimals, fractions and percentages for practical purposes. They apply mathematics for personal budgeting, banking and shopping. They estimate and measure length and mass of objects using a variety of instruments, and derive and use methods for calculating perimeter and basic areas. They translate, reflect and rotate shapes in design. Students use repeated measurement to collect data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

1CMAT
In this unit, students use decimals, fractions, percentages and ratios for practical purposes. They apply mathematics to financial matters in the workplace. They write and use algebraic rules for number patterns. They measure volume and other attributes of objects, and derive and use formulas for area and volume. They read and draw maps with scales, describe and draw shapes in three dimensions. Students describe likelihood for chance events, and design and test simple probability devices. They collect time-series data relevant to them, display data in tables and graphs and interpret the displays. They calculate using mental strategies, written methods and calculators.

MATHEMATICS (2AMAT/2BMAT)
Pre-requisites
Successful completion of Year 10 core pathway with a high ‘C’ grade or better.

Description
2AMAT
In this unit, students apply ratios, rates and direct proportion in practical situations. They calculate profit, loss, discount and commission in financial contexts. They study introductory algebra and linear relationships in numeric, algebraic and graphical forms. They use Pythagoras’s theorem for the sides of triangles and analyse the reflection, rotation and translation of shapes in design. Students collect data from fair samples, and represent and interpret the data. They use mental and written methods and technologies where appropriate.

2BMAT
In this unit, students study and apply exponential relationships. They develop skills for solving equations algebraically and graphically, and investigate and generalise number patterns. They use coordinate geometry in two dimensions. They use formulas directly and inversely for calculations involving three-dimensional shapes. They apply trigonometry in right triangles. They represent information using network diagrams. Students simulate everyday chance events, calculate and interpret probabilities, and collect and analyse bivariate and time-series data. They use mental and written methods and technologies where appropriate.

MATHEMATICS (2CMAT/2DMAT)
Pre-requisites
Successful completion of Year 10 Accelerated pathway or ‘A’ grade in Year 10 core pathway. This is an easier option than studying four stage 3 units over Years 11 and 12 but still suitable for tertiary entry.

Description
2CMAT
In this unit, students calculate interest and repayments in order to make decisions about savings and loans, and they interpret information on financial statements that are part of everyday living. They study and apply quadratic relationships. They extend their knowledge of coordinate geometry, and represent information in networks and interpret network diagrams. Students calculate and interpret probabilities for events with more than one chance component. They analyse and compare datasets, determine trends in data and use trend lines for prediction. They use mental and written methods and technologies where appropriate.

2DMAT
In this unit, students study functions and their graphs. They formulate recursion rules and apply recursion in practical situations. They explore patterns, making conjectures and testing them. They use trigonometry for the solution of right and acute triangles. Students simulate chance events on technologies, and calculate and interpret probabilities for chance events that occur in two- or three-stage processes. They plan random samples, collect, and analyse data from them, and infer results for populations. They use mental and written methods and technologies where appropriate.

MATHEMATICS (3AMAT/3BMAT)
Pre-requisites
Year 10 Accelerated pathway minimum of ‘B’ Grade.

Description
3AMAT
In this unit, students explore and analyse the properties of functions and their graphs. They develop and use algebraic skills for solving equations. They apply recursion in practical situations, including for finance. They use trigonometry for the solution of triangles. Students use counting principles to calculate probabilities and analyse normally-distributed data. They plan sampling methods, analyse data from samples and infer results for populations. They use mental and written methods and technologies where appropriate.

3BMAT
In this unit, students study differential and integral calculus of polynomial functions and use calculus in optimisation problems. They develop algebraic skills for solving equations and apply them in linear programming. They analyse and construct project networks. They reason deductively in algebra and geometry. Students analyse bivariate data, and argue to support or contest conclusions about data. They use mental and written methods and technologies where appropriate.
MATHEMATICS SPECIALIST
(3AMAS/3BMAS)

Pre-requisites
Year 10 accelerated pathway with an ‘A’ Grade.

Description

3AMAS
The focus for this unit is on representation and students use a variety of forms. A strong distinction is drawn between exact and approximate results and their practical applications in particular contexts when solving problems. Students use mathematical models to understand situations defined in terms of change. Mathematical reasoning is introduced and used to establish laws and investigate functions.

3BMAS
Students explore new ways of expressing and analysing change, including limiting behaviour and continuity. Students establish and use properties to develop deductive proofs. By building strong algebraic skills to support mathematical arguments, supplemented by the use of appropriate technology, students investigate more complex models to solve practical problems.
Physical and Health Education

COURSES
Certificate I - Sport & Recreation (Basketball) (CT1BB)
Certificate I – Sport & Recreation (Soccer – Male) (CT1SM)
Certificate I – Sport & Recreation (Soccer – Female) (CT1SF)
Phys Ed Studies General (1APES/1BPES)
Phys Ed Studies General ATAR (2APES/2BPES)
Outdoor Education (1AOED/1BOED)/Cert II
Outdoor Recreation (CT2O)
Health Studies (1AHEA/1BHEA)

CERTIFICATE I SPORT AND RECREATION (BASKETBALL) (CT1BB)
Pre-requisites
Participation in the Specialised Basketball Program. Any students not currently in the Year 10 Basketball class must undergo a practical trial to assess their suitability.

Sporting Context
The concepts of this course will be covered through the sporting context of Basketball.

Description
Through playing, coaching and studying the skills and strategies of basketball, students will have the opportunity to work toward achieving a Certificate I in Sport and Recreation.

Units will cover knowledge of the sport and recreation industry, working with others in coaching Primary School students, organising and running lower school Winter Lightning Carnivals and playing Basketball, as well as completing a Senior First Aid Course. Delivery is classroom based as well as on court practices. Students are observed and assessed through performance and content knowledge.

As for all certificate courses, students receive competency for units achieved and are required to complete all units to be awarded the Certificate. The Certificate I provides a direct pathway to Certificate II and transitions to TAFE.

Upon completion of this certificate students will gain credit for approximately 5 units towards their WACE.

CERTIFICATE I SPORT AND RECREATION SOCCER (Female) (CT1SF)
Pre-requisites
Participation in the Specialised Soccer Program. Any students not currently in the Year 10 Soccer class must undergo a practical trial to assess their suitability.

Sporting Context
The concepts of this course will be covered through the sporting context of Soccer.

Description
Through playing, coaching and studying the skills and strategies of Basketball, students will have the opportunity to work toward achieving a Certificate I in Sport and Recreation.

Units will cover knowledge of the sport and recreation industry, working with others in coaching Primary School students, organising and running lower school Winter Lightning Carnivals and playing Soccer, as well as completing a Senior First Aid Course. Delivery is classroom based as well as on court practices. Students are observed and assessed through performance and content knowledge.

As for all certificate courses, students receive competency for units achieved and are required to complete all units to be awarded the Certificate. The Certificate I provides a direct pathway to Certificate II and transitions to TAFE.

Upon completion of this certificate students will gain credit for approximately 5 units towards their WACE.

CERTIFICATE I SPORT AND RECREATION SOCCER (Male) (CT1SM)
Pre-requisites
Participation in the Specialised Soccer Program. Any students not currently in the Year 10 Soccer class must undergo a practical trial to assess their suitability.

Sporting Context
The concepts of this course will be covered through the sporting context of Soccer.

Description
Through playing, coaching and studying the skills and strategies of Basketball, students will have the opportunity to work toward achieving a Certificate I in Sport and Recreation.

Units will cover knowledge of the sport and recreation industry, working with others in coaching Primary School students, organising and running lower school Winter Lightning Carnivals and playing Basketball, as well as completing a Senior First Aid Course. Delivery is classroom based as well as on court practices. Students are observed and assessed through performance and content knowledge.

As for all certificate courses, students receive competency for units achieved and are required to complete all units to be awarded the Certificate. The Certificate I provides a direct pathway to Certificate II and transitions to TAFE.

Upon completion of this certificate students will gain credit for approximately 5 units towards their WACE.
PHYSICAL EDUCATION STUDIES (PES)

Students selecting PES courses are expected to be involved in the college’s Interhouse Swimming and Athletics Carnivals and to make themselves available for coaching and officiating lower school teams during Winter Lightning Carnival days.

PHYSICAL EDUCATION STUDIES
GENERAL (1APES/1BPES)

Pre-requisites
An enthusiastic approach to sport. An ‘A’ or ‘B’ grade in Year 10 Physical Education is recommended.

Sporting Contexts
The concepts of this course will be covered through the sporting contexts of Tennis, Netball, Softball, Badminton.

Description
Students undertaking the course of study will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. This unit has a co-ed focus. Girls and boys are encouraged to select this subject.

The focus of 1APES is to explore personal potential and is aimed at exploring fitness, the tactical problem of serving to gain an advantage and individual skill video analysis. Attitudes and values will be explored as well the psychological and social influences that motivate participants to achieve in sport. The course includes thorough Fitness Testing and analysis.

The focus of 1BPES is realising personal potential by exploring the practical concepts relating to coaching and the principle of maintaining possession through game skills analysis. Students will be expected to extend their understanding of influences on their own mental skills in relation to participation in sport. The course includes practical coaching of Primary School students.

PHYSICAL EDUCATION STUDIES
GENERAL (2APES/2BPES)

This course leads to Physical Education Studies 3A/3B in Year 12 which can be used for University entrance.

Pre-requisites
An enthusiastic approach to sport and a preparedness to work hard in both theory and practical classes. An A or B grade in Year 10 Physical Education is recommended. Competency in both Science and Mathematics is highly desirable.

Sporting Contexts
The concepts of this course will be covered through the sporting contexts of Badminton and Volleyball.

Description
Students undertaking the Physical Education Studies course of study will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators.

The focus of 2APES is to explore personal potential and is therefore aimed at exploring training methods, strategies, tactics and sport specific training to enhance skilled performance. Attitudes and values will be explored as will the psychological and social influences that motivate participants to achieve in sport.

The focus of 2BPES is realising personal potential by exploring the practical concepts relating to training (both physical and mental), skill development, psychological aspects of participation, leadership and decision making styles. Practical coaching of peers and younger students will be encouraged. Students will be expected to extend their understanding of influences on their own and others’ attitudes, beliefs and behaviours in relation to participation in physical activity and sport.

There will be a written exam.

OUTDOOR EDUCATION STUDIES
(1AOED/1BOED)/CERTIFICATE II IN
OUTDOOR RECREATION (CT20)

Pre-requisites
Students need to be able to demonstrate swimming competency. Reliability when involved in off campus activities and the ability to work together in a positive co-operative manner is essential. Assessment will be up to 70% on practical contexts and 30% on theory. The Certificate II in Outdoor Recreation will be embedded into the course. On completion of the Upper School Outdoor Education course students will gain both WACE results and Certificate II in Outdoor Recreation.

Practical Component
Practical skills will include Snorkelling, Body Boarding, Bronze Star, Lifesaving Skill Development, Orienteering, Camp Craft and Sailing.

Description
The focus of 1AOED is experiencing Outdoor Education. Students will be introduced to Outdoor Education activities where their skills can be improved and applied. Understanding and appreciation of the environment will be fostered and minimum impact and safe application of skills will be developed. Teamwork and cooperation will be emphasised and leadership styles examined.

The focus of 1BOED is facing challenges in the outdoors. Students will be faced with challenges designed to take them out of their comfort zone. Risk management strategies and understanding the importance of their own and that of others’ behaviour in the outdoor environment will be studied. The importance of organisation and planning when considering outdoor activity will be a priority of the course.

Students may be expected to attend zone zero each week to give an extended practical session, and may receive a free zone in lieu of this, providing it is feasible and theory work is up to date.
HEALTH STUDIES (1AHEA/1BHEA)

Pre-requisites
An interest in individual and community health issues and the importance of health promotion strategies.

Description
Health is an essential element of a quality lifestyle. This course further develops the students’ knowledge and understandings about health issues and gives students the opportunity to develop and practice skills and explore attitudes and values that will enable them to make informed, realistic health enhancing decisions that promote health. Opportunities exist for students to identify individual responsibility for health and healthcare services and products available to meet personal needs. Self-management and communication skills will be explored so students can develop skills and strategies to positively influence their own health and maintain effective relationships. Inquiry skills are developed so health issues can be effectively investigated, analysed and reported.

Learning contexts could include alcohol, road safety, stress management, relationships skills, fertility, disease, first aid and complementary medicine.
Science

COURSES
Biological Sciences (2ABIO/2BBIO)
Chemistry (2ACHE/2BCHE)
Earth & Environmental Science (2AEES/2BEES)
Human Biological Sciences (2AHBS/2BHBS)
Integrated Science (1AISC/1BISC) in Sampling and Measurement
Physics (2APHY/2BPHY)
Veterinary Studies Certificate II – Animal Studies (CT2V)

BIOLOGICAL SCIENCES (2ABIO/2BBIO)

Pre-requisites
Students need to have demonstrated an overall ‘A’ or ‘B’ Grade in Year 10 Science.

Rationale
Biology is a body of knowledge about living organisms and their interrelationships with each other and with the physical world, it is also a process that allows us to investigate and answer questions about the living world. It is a way of knowing, that enables us, to make decisions that will influence the wellbeing of all organisms, the biosphere and ultimately, ourselves.

Content
Unit 2ABIO
The focus for this unit is adaptations for survival

The essential content includes:
- Adaptations for survival
- Cell structure and function.
- Body systems
- Ecosystems – Communities and their interactions
- Classification of Living Organisms
- Cycles in Ecosystems

Unit 2BBIO
The focus for this unit is patterns and change.

The essential content includes:
- Relationships between organisms
- Factors affecting population dynamics
- Human influences on ecosystems
- Life cycles of organisms
- Study of Genetics – patterns of inheritance and variations between organisms.

Assessment type | Weighting
--- | ---
Practical Skills and Fieldwork | 20%
Extended Response | 20%
Tests and Exams | 60%

Career Possibilities
Many career opportunities exist in the Biological area including: Marine Biologist, Forensic Biologist, Parks Ranger, Horticulturist, Ecotourism, Viticulturist, Forester, Agriculturist, Aquaculture Breeder or Developer, Quarantine Officer, Veterinarian, Biotechnician, Department of Environment and Conservation Officer, Science Teacher, Research Scientist.

CHEMISTRY (2ACHE/2BCHE)

Pre-requisites
Minimum entry is a grade ‘A’ in “A” stream science classes.

(Students in C stream classes have not studied the prerequisite courses or demonstrated the required academic levels and so should not consider this course.)

Description
Chemistry is the study of matter and its interactions. Quantitative chemistry is about chemical equations and what they tell you in terms of the amounts of reactants used up and the products made. Students will be required to develop practical and problem solving skills in order to learn and understand modern day applied chemistry.

The focus and main content of each unit is summarised below.

Unit 2ACHE
The focus of 2ACHE is “Chemistry in and Around the Home”.
- Macroscopic properties of matter
- Atomic structure and bonding
- Chemical reactions
- Applied chemistry

Unit 2BCHE
The focus of 2BCHE is “Chemistry and the Environment”.
- Chemical reactions
- Acids and bases in aqueous solutions
- Oxidation and reduction
- Organic chemistry
- Further applied chemistry

Assessment type | Weighting
--- | ---
Tests and Examinations | 70%
Practical Assessment, Investigations, Assignments and Class work | 30%
Career Possibilities
A sound knowledge of chemistry is essential to further studies in all science related areas such as Agriculture, Geochemistry, Biology, Geology/Minning, Chemistry, Medicine, Dentistry, Metallurgy, Engineering, Naturopathy, Environmental Science, Pharmacy, Forensic Science, Cosmetic Science, Sports Science and Occupational Health and Safety Work.

EARTH AND ENVIRONMENTAL SCIENCE (2AEES/2BEES)

Pre-requisites
Students need to have demonstrated an overall ‘A’ or ‘B’ Grade in Year 10 Science.

Description
The Earth is unique in our solar system. Its liquid water and oxygenated atmosphere support a great diversity of life in a wide range of environments. Our planet is a global system made up of major reservoirs, namely the solid Earth, hydrosphere, atmosphere and biosphere. The Earth and Environmental Science course seeks to understand the environment and the planet, on which we live, as well as the consequences of man’s activities on this planet that is so essential to our continued existence. The Year 11 course is made up of two half year units, but is assessed continuously over the entire year. Along with learning basic scientific skills, there are 3 main areas of study through the year.

Content
The Physical earth
- Structure, composition and cycles occurring on the Earth, including the atmosphere, oceans, groundwater and solid components of the earth.
- Identifying minerals and rocks, and understanding as to how they form.
- Plate Tectonics, earthquakes, volcanoes and other major geologic processes.
- Hazards such as Tsunamis and extreme weather conditions.
- Understanding the greenhouse effect and global warming as well as other environmental issues.

The Living earth
- Biodiversity through time: - Looking at how fossils form and allow us to understand the evolution of life on our planet.
- Looking at processes responsible for mass extinctions (both ancient and those caused by man).
- Ecological systems and human interactions - through the biotic and abiotic aspects of the environment the composition, monitoring and pollution of air and water will be discussed.

Earth resources
- The importance of both geologic and biological resources to Western Australia. How they form, where they are located and processes taken to extract or refine them. This may include fossil fuels, forestry, agriculture and water resources.

Assessment type Weighing
Tests and Exams 60%
Investigations and Practical 20%
Extended Tasks 20%

Career Possibilities
Earth and Environmental Science skills are highly transferable and relevant to a range of careers. E.g. for careers in environmental science, the resources industries (i.e. oil, gas, coal, groundwater, minerals), agriculture, meteorology, hydrology or marine geoscience.

HUMAN BIOLOGICAL SCIENCES (2AHBS/2BHBS)

Pre-requisites
Students wishing to study these units need to have a ‘B’ grade or better in Year 10 science.

Unit 2AHBS
Description
The focus for this unit is the structure and function of humans. It looks at cell architecture and body systems. The course content also covers medical conditions and technologies related to disease and or disfunction.

Essential content covered includes:
- Human form and function including cell structure and metabolism and mitosis
- Body systems including respiratory circulatory and digestive
- Human diversity including sexual reproduction, inheritance and meiosis
- The practice of Human Biology including planning and conducting scientific investigations.

Unit 2BHBS
Description
The focus of this unit is human survival. Students investigate inheritance and sexual reproduction and interaction between genetics and the environment.

Essential content covered includes:
- Human form and function including DNA and stem cells
- The reproductive system, pregnancy, child development and reproductive technologies.
- Inheritance, mutations, pedigrees and the Human Genome Project
- The practice of Human Biology including planning and conducting investigations into medical technologies and health choices.

Assessment type Weighing
Investigations 20%
Extended responses 25%
Tests 55%

Career Possibilities
Studying Human Biology is an advantage to students interested in areas such as science/physical education, biomedical sciences, nursing, physiotherapy and sports science.
INTEGRATED SCIENCE (1AISC/1BISC) /
CERTIFICATE II in SAMPLING & MEASUREMENT (CT2SM)

Pre-requisites
An interest in Science.

Aims and Objectives
Through studying this course, students will learn:

- a general knowledge of scientific content in a variety of areas, a general knowledge of scientific laws, concepts and principles, to apply scientific knowledge in everyday situations, to communicate effectively using the terminology of science and develop an interest in science.

Content/Description
Topics that will be offered include:

1. Scientific Investigations
   This topic explains to students how Integrated Science courses are structured and assessed using performance criteria, and how these assessments are used to arrive at a final grade. Scientific Investigations provides the student with useful experiences in designing and conducting scientific experiments.

2. Royal Life Saving Apply First Aid Certificate
   Students complete the Royal Life Saving Apply First Aid Certificate (HLTFA301C). This course will teach participants the necessary skills and knowledge to treat sick and injured casualties. If successful students will have a readily recognised and sort after qualification and gain valuable knowledge and skills in regards to administration of first aid on themselves and others.

3. Certificate II in Sampling and Measurement
   This qualification covers the skills and knowledge required to perform a range of sampling and measurement as part of laboratory, production or field operations. The certificate II in sampling and measurement offers entry level training for sampling and measurement skills applied across a range of industries. Employment outcomes targeted by this qualification include samplers and testers, production personnel, plant operators, production operators, field assistants and many others.

4. Environmental Science
   The students conduct practical field work and environmental investigations in order to understand Biological relationships and interactions.

Assessment type
- Explanatory
- Tests

Weighting
- 40%
- 30%

Career Possibilities
Integrated Science looks at enhancing students’ life skills and improving their opportunity of finding employment. It is also highly valuable for students wishing to go to TAFE and seeking apprenticeships in most fields of work.

PHYSICS (2APHY/2BPHY)

Pre-requisites
It is essential that students wishing to study Physics have demonstrated a high level of achievement in the outcome Energy and Change with a grade of ‘A’ in “A” stream Year 10 science.

Students should have sound English comprehension and expression and above average Maths results to have good prospects of success.

(Students in C stream classes have not studied the prerequisite courses or demonstrated the required academic levels and so should not consider this course.)

Description
Physics is the study of the properties of, and interrelationships between, energy and matter. Physics is an experimental discipline that inspires us to construct explanations of physical phenomena. These, in turn, allow us to develop a deeper understanding of the world around us.

Content
The essential content will be studied in the following:

- **Motion and Forces** includes the study of the motion of bodies under the influence of forces.
- **Nuclear Physics** involves the study of atomic structure and subatomic particles to understand the emission of nuclear radiation and nuclear energy.
- **Electrical Fundamentals** includes the study of concepts involving charge and energy transfer to situations involving both static and current electricity.
- **Heating and Cooling** investigates the measurement of temperature, conduction, convection and radiation to develop understandings about how energy is transferred through different types of materials.
- **Working in Physics** includes the development of skills to work practically, analyse systems and problem solve.

Assessment type

<table>
<thead>
<tr>
<th>Tests and Examinations</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanatory</td>
<td>30%</td>
</tr>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
</tbody>
</table>

Career Possibilities
Further studies in careers such as Applied Physics, Chemistry, Computer Technology, Engineering, Metallurgy, Medicine, Geology, Geophysics, Mining and Mineral Technology, Pharmacy, Medical Imaging all require prior physics knowledge.

There are very many careers that employ technology, and which require an ability to APPLY Physics. A large number of courses at Universities and TAFE require students to take some units of Physics as options or service units. For that reason Upper School Physics is strongly recommended. Check with your Science Teacher or Head of Learning Area for additional information.
VETERINARY STUDIES (CT2V)
QUALIFICATION: CERTIFICATE II in ANIMAL STUDIES (ACM20110)

Pre-requisites
A ‘C’ grade or better in science and an interest in working with animals.

Description
This is a two-year course for students who are interested in careers in the veterinary sciences. As part of an industry partnership with Vetwest Animal Hospitals, students will be given the opportunity to work in a veterinary practice in conjunction with studying Certificate II in Animal Studies (ACM20110).

Students undertaking this course will obtain valuable background knowledge and skills suitable for those wishing to enter Veterinary Nursing at TAFE or Registered Training Organisations, University, and/or to pursue employment in the following areas:

Career Possibilities

What Can You Achieve If You Enrol And Complete This Course?
- Study a nationally recognised Veterinary Nursing Training Package – CERTIFICATE II IN ANIMAL STUDIES (ACM2010) - recognised Australia wide. (Certification validated through PolytechnicWest (formerly Swan TAFE).
- Direct links and ease of entry into TAFE courses eg Certificate IV in Veterinary Nursing.
- Work experience in the Veterinary Industry.
- Practical experience in a profession
- An increased opportunity to enter the workforce.
- The St John Ambulance Senior First Aid Certificate.
- A workplace learning unit is awarded towards their WACE on the successful completion of Year 11.

Assessment
Students will be assessed to industry standards in order to receive certification. Students will be assessed on a set number of competencies and marked either ‘competent’ or ‘not yet competent’. Students must achieve ‘competent’ for each of the competencies in order to be awarded this certificate.

Students will not receive a “grade” for certificate courses but will gain credits towards graduation as subject equivalents.

Upon completion of this certificate at the end of Year 12, students will gain credit for approximately 8 units towards their WACE, this includes 4 from the Certificate course and 4 from the mandatory Workplace Learning.

Students can complete Veterinary Studies as part of their normal timetable together with other School Curriculum and Standards Authority courses. Veterinary Studies is packaged as a two-year course that will lead to the Certificate II in Animal Studies (ACM20110).
COURSES
Accounting and Finance (2AACF/2BACF)
Business – Certificate II (CT2B0)
Geography (2AGEO/2BGEO)
History Ancient (2AHIA/2BHIA)
History Modern (2AHIM/2BHIM)
Politics and Law 92APAL/2BPAL)
Psychology (2APSY/2BPSY)
Tourism – Certificate 1 (CT1T)
Workplace Learning (1AWPL/1BWPL)
as part of the INSTEP program.

ACCOUNTING and FINANCE (2AACF/2BACF)
Pre-requisites
Completion of lower school units in Commerce would be of benefit but are not required.

Description
This course gives students a knowledge of business accounting and finance that will be valuable across a broad range of careers. In this course, students develop an understanding of the fundamentals of accounting and financial management. Small businesses are the largest group of employers and many students will find themselves working within these and there is a high probability that they will have to engage in some form of accounting practices. Learning about these business practices enables them to analyse their own financial management and make informed decisions based on financial data.

Unit 2AACF
The focus for this unit is double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business. Assessment will include an examination.

Unit 2BACF
The focus for this unit is accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations. Assessment will include an examination.

Leads to
Leads to units 3AACF and 3BACF in the Year 12 course in 2011 and students can sit the WACE examination for university entrance.

Career Possibilities and Course Benefits:
Financial Planner, Accounts Manager, Bookkeeper, Accounts Clerk, Business Manager/Owner, Chief Financial Officer, Chief Executive Officer, Financial Manager, General Manager, Company Secretary, Charted Accountant, Certified Practicing Accountant, Auditor, Forensic Accountant, Personal Financial Planner.

Possible exemption at TAFE Accounting courses, Credit for TAFE entrance, future study, possible exemption in Business Courses, managing personal finances, knowledge of business documents and understanding of computerised accounting systems.

BUSINESS - CERTIFICATE II (CT2B)
Pre-requisites
Nil.

Description
This is a competency based course. It is designed to provide students with business, clerical and information technology skills. Certificate II Business Studies is a practical course covering a range of skills such as how to operate a personal computer, introductory word processing, spreadsheets, using the internet and email in a professional manner, occupational health and safety and working with others effectively in a business environment. Personal presentation skills, general clerical skills, office management and reception skills are also covered within the course.

Assessment
Students will be assessed on a set number of competencies and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies in order to be awarded this certificate. Students will not receive a ‘grade’ for certificate courses but will gain credits towards their WACE as course equivalents.

Students are also required to complete a Workplace Learning component as part of the Certificate II Business requirements. This may involve attending the workplace during set term dates, exam breaks and in school holidays.

Upon completion of this certificate students will gain credit for approximately 6 units towards their WACE.

Leads to
This course will give students a pathway into Certificate III in Business at Woodvale SC Year 12 or Certificate II
in Information Technology at TAFE. Credit points are given for all TAFE applications. Students have the opportunity to complete a full qualification or gain recognition for Units of Competency achieved. All assessment tasks are completed within the course time.

**Career Possibilities**
This course will provide opportunities to visit related industry areas and participate in a work placement linked with this field. It is designed for students who wish to work within the business sector or any career area where these skills are used eg Hospitality, Small Business, Public Service, Trades etc.

**GEOGRAPHY (2AGEO/2BGEO)**

**Pre-requisites**
Interested in reading and sound English skills are essential. An ‘A’ or ‘B’ grade in Year 10 Society and Environment is advisable.

**Description**
Geography is a field of inquiry that brings together the human and physical dimensions of the world in the study of people, places and environments. Geography addresses questions about the interaction of natural and human environments within various natural and social systems.

Topics include:
- the geography of natural hazards and impact minimisation
- the geography of sustainable resource use.

**Career Possibilities**
Possible career paths include the areas of business, management, the government sector, tourism, town planning, primary industries (agriculture, mining, land evaluation, environmental planning) teaching, overseas aid programs, foreign affairs and trade.

**HISTORY MODERN (2AHIM/2BHIM)**

**Pre-requisites**
Interested in reading and sound English skills are essential. An ‘A’ or ‘B’ grade in Year 10 Society and Environment is advisable.

**Description**
History is the study and practice of making meaning of the past with a view to understanding the present. A study of Modern History enables students to become critical thinkers. The skills and knowledge gained from this course inform judgements and actions in a rapidly changing world.

Topics include:
- the USA Between the Wars
- Nazism in Germany 1918–1939

**Career Possibilities**
Students will be well prepared for life-long learning or changing careers. Career pathways include: business, government, law, health, science, industry, environment, the arts or teaching.

**POLITICS AND LAW (2APAL/2BPAL)**

**Pre-requisites**
Interested in reading and sound English skills are essential. A minimum ‘A’ or ‘B’ grade in Year 10 Society and Environment is advisable.

**Description**
The study of Politics and Law contributes to students’ intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

Topics include:
- the focus of 2APAL is political and legal systems. Students will critically examine the principles, structures and processes of political and legal systems.
- the focus of 2BPAL is representation and justice. Students critically examine and assess political and legal systems in relation to representative democracy and justice.

**Career Possibilities**
The study of Politics and Law can be a valuable background to careers such as law, political advocacy, public administration, community development, teaching, journalism, government and commerce.
PSYCHOLOGY (2APSY/2BPSY)

Pre-requisites
Interested in reading and sound English skills are essential. An ‘A’ or ‘B’ grade in Year 10 Society & Environment is advisable.

Description
Psychology is the scientific study of how we think, feel and act. Psychology aims to answer important questions such as what motivates people and what factors influence their development.

Topics include:
• the focus of 2APSY is on contexts related to contemporary issues. Students will examine the traditional theories of intelligence and the concept of perception and expand their knowledge and understanding of human behaviour by analysing such factors as heredity.
• the focus of 2BPSY is on contexts related to human performance. The content focuses on memory and forgetting, motivation and how they affect human performance.

Career Possibilities
The study of this course is highly relevant to further studies in the health professions; education; human resources; social sciences; sales; media; marketing and management and aims to provide them with a better understanding of human behaviour and the means to enhance their quality of life.

TOURISM - CERTIFICATE I (CT1T)

Pre-requisites
Certificate I in Tourism is an introduction to the Australian Tourism Industry. It is recommended that students have sound English and Computing skills. A minimum ‘C’ grade in Year 10 Society and Environment is advisable.

Description
The course provides insight into the Travel and Tourism Industry. It provides students with the entry level skills necessary for both further training and employment in the industry. The course will cover a wide range of tourism activities, services and facilities within a domestic context. Upon completion of this course the students will have a nationally recognised qualification. In order to complete the course students will need to complete 3 Core Units and 3 Optional Units.

Career Possibilities
Tour guiding, travel consulting, hotel management, hospitality and service industries, airline company reservations.

WORKPLACE LEARNING (1AWPL/1BWPL)

Pre-requisites
Acceptance into INSTEP program as well as a minimum ‘C’ grade or better in Year 10 Society and Environment.

Description
Workplace Learning 1A/B will provide students with knowledge and workplace skills required for successful participation in a working environment. It is designed to teach workplace skills to students through their involvement in practical work environments as well as providing opportunities for investigation into and preparation for employment/training in industry areas of interest to students.
**Technology**

**COURSES**

**DESIGN AND TECHNOLOGY**
- General Construction – Certificate I (CT1G)
- Engineering – Certificate I (CTIE)
- Furniture Woodwork Certificate I in Furnishing (CT1F)
- Materials, Design & Technology (Metal) (1BMDTM/1CMDTM) (Jewellery)

**HOME ECONOMICS**
- Children Family and Community
  - Caring for Others – Child Focus (1ACFCC/1BCFCC)
- Food Science Technology – Hospitality (1AFSTH/1BFSTH)
- Hospitality Certificate I – Operations (CT1H)

**Design & Technology**

**GENERAL CONSTRUCTION – CERTIFICATE I (CT1G) CPC10111**

The General Construction Training Package provides competency standards and AQF qualifications up to and including Certificate III level in the construction industry sector.

Students selecting this pathway into Year 11 will be completing a Certificate I – General Construction; consisting of eight core units and three elective units. In addition to the requirements of each unit at college, individuals must also complete a minimum of 55 hours ‘Workplace Learning’ to fulfil the theoretical and practical elements embedded in the course.

**Core units for Certificate I consist of –**
- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Read and interpret plans and specifications
- Work safely in the construction industry
- Apply OHS requirements, policies and procedures in construction industry.
- Use construction tools and equipment
- Undertake a basic construction project

**Elective units (3) will be –**
- Apply basic levelling procedures.
- Carry out measurements and calculations
- Handle construction materials

To fulfil and achieve competency in the above core and elective units, students will work with the following: bricks and mortar, masonry and concrete, tiles and grouts, structural timbers, paving, plaster and masonry boards, stud/partition wall sections, fasteners, adhesives and protective and decorative finishes. In addition to the knowledge and appropriate use of materials, students will be instructed on the safe use of applicable industry standard; hand and power tools, machinery and equipment, PPE (personal protective equipment).

Knowledge and best practice will be achieved via the completion of small projects and ‘rich tasks’. The elements shall necessitate working safely in accordance with OH&S policies and procedures, working effectively as part of a team, completion of projects/tasks on time and within budget. Students will also complete their ‘Construction White Card’ prior to onsite Workplace Learning.

Students undertaking this Certificate I will be pursuing a trade/vocational education through a Registered Training Organisation (RTO). The benefits include fast-tracking career opportunities, completing Apprenticeships earlier and financial savings for employee and employer.

**Assessment**

Students will be assessed on set competencies and marked either ‘competent’ or ‘not competent’. Students must achieve ‘competent’ for each of the elements in order to be awarded this certificate.

Students will not receive a ‘grade’ for this certificate course but will gain credits towards their WACE as course equivalents. Upon completion of this certificate students will gain credit for approximately 3 units towards their WACE.

**Year 12**

*This is a twelve month course only* and progression to Certificate II is offered only to those students who have completed Certificate I core units.

Further information can be obtained by contacting Mr Penno or Ms Francis.
ENGINEERING - CERTIFICATE I (CT1E)  
MEM05
This course is taken from the Metal & Engineering Industry Training Package (VETIS). It will provide Year 11 students with an opportunity to complete the above certificate and give extra credits when applying for TAFE course exemptions... The minimum requirement for achievement in Certificate I in Engineering is:

- Completion of all Mandatory units – 16 hours
- Completion of Specialised units – 216 hours

The Engineering Certificate I Course introduces knowledge and practical skills in the following units: occupational health and safety, quality control, undertaking a routine task, work with others in the manufacturing & engineering environment, use of hand and hand held power tools, planning a complete activity, use of comparison and basic measuring devices, use of workshop machines, mechanical cutting, brazing and & silver soldering, oxy acetylene welding, gas metal arc (MIG) welding, molten metals casting, fettle and trimming of metal castings.

To achieve success in the elements of each unit, the students will be required to complete research assignments in safety, design & produce a metal product, hand and power hand tools, and produce projects safely and effectively as part of a work team.

Project tasks include a Tool Box, a Fruit Bowl, ornamental cannon and various other skill exercises. The tasks will need to be completed on time and within budget.

Students undertaking this course will most likely be pursuing a trade or vocational education such as TAFE. It has a broader benefit by offering a unique learning opportunity in developing cognitive and communication skills in an applied context. The objective of the course is to provide & prepare the students for the opportunities, responsibilities and critical participation faced in today’s metal & engineered technological world. In this certificate course, assessment is not given as a “grade”, rather as competency in the set units. Upon completion of Year 12, students will gain credit for approximately 4 units towards their WACE.

FURNITURE WOODWORK CERTIFICATE I in FURNISHING (CT1F)  
Pre-requisites
None

Description
This course is an extension of Year 11 Materials Design & Technology. At the successful completion of this course students may receive a nationally recognised Certificate I in Furnishing which can be used to gain entry to a number of TAFE courses and allow exemption from those units completed while at school. The course provides the opportunity for students to experience practical, functional and real life procedures involving creativity using timber. The course will provide students with the knowledge and skills that can be used in leisure time or in a career working with wood.

Students undertaking the Certificate I in Furnishing will study units of competence which will promote:
- Safe work practices in the workshop
- Ingenuity of construction
- Pride of achievement
- The knowledge and application of the correct use of tools, machines and materials.

Tasks and Skills
Coffee table, Cabinet

Fees/Costs
Fees cover all the furniture making necessities to complete the course. Students may need negotiate with their teacher additional consumables and costs for extended projects. Students who do not pay fees will be required to supply materials to school specifications for the prescribed course tasks and skills.

Assessment
Students will be assessed to industry standards in order to receive certification. Students will be assessed on a set number of competencies and marked either ‘competent’ or ‘not-competent’. Students must achieve ‘competent’ for each of the competencies in order to be awarded this certificate.

Students will not receive a ‘grade’ for certificate courses but will gain credits towards their WACE as subject equivalents.

Upon completion of this certificate students will gain credit for at least 2 units towards their WACE.

MATERIALS DESIGN & TECHNOLOGY METAL (JEWELLERY)  
(1BMDTM/1CMDTM)  
Pre-requisites
There are no pre-requisites for this course. Students with no prior jewellery experience can achieve success.

Description
This is a practical course in which students design and construct items in a rewarding, leisure time context. Metals used include sterling silver and brass. Projects are decorated using other materials including mother of pearl shell, semi precious gems, and dichroic glass. The course also provides students to use laser cutting equipment to produce patterns in acrylic which are then cast into silver.

Assessment of this course is addressed through three content areas:
- Design – there is emphasis on design development requiring students to devise their own solutions to set projects. Course weighting – 20%.
- Knowledge of the structure and properties of materials used and how this influences their use. Course weighting – 10%.
• Creation of practical projects (items of jewellery) safely and efficiently. Course weighting – 70%.

Future Pathways:
The Year 11 MDT Courses 1B/1C are WACE courses and hence will be awarded School Curriculum and Standards Authority grades. It is anticipated that students who continue Jewellery to Year 12 will follow a TAFE endorsed Certificate II Pathway. The benefits of this transition include, but are not limited to:
• Provision of direct entry into a Certificate III Jewellery pathway
• Accumulation of points towards entry into other non-jewellery related TAFE pathways.

Charges:
The charges for Year 11 Jewellery cover all the necessities to complete the course. Due to the dynamic nature of silver prices and other consumables, students may need to negotiate with their teacher additional costs for larger, more expensive projects.

TECHNICAL GRAPHICS - CERTIFICATE II in VISUAL and CONTEMPORARY CRAFT (CT2VA)

Pre-requisites
Although it is an advantage for students to have studied Technical Graphics in either lower school, it is not a pre-requisite.

Description
The graphic language of Technical Graphics is an important form of communication, basic to our industrial and technological world. This course is designed to develop the basic creative and technical skills that underpin Technical Graphics. There are no direct job outcomes from this qualification but students can progress to a wide selection of creative industries. It will assist students who move into University, TAFE or employment in one of the many design and drafting areas, including engineering, architecture, building design and product design. Those entering a trade would also benefit from the ability to read and prepare Technical Drawings.

We offer a choice of two pathways in the design section of the course, either building design or product design. Students will study 4 core and 5 elective modules of work. Students will develop a portfolio of work which highlights their ability to produce technical drawings using computer based drawing programs. Through an appreciation of design, personal creativeness can be applied to their work.

If you have an interest in this course and would like further, more specific information, please do not hesitate to see the Technical Graphics teacher.

Home Economics

CHILDREN, FAMILY AND THE COMMUNITY

Caring for Others: Child Focus (1ACFCC / 1BCFCC)

This course promotes in greater detail, a better understanding of children and explores their development through many practical hands on activities. As children learn through play, students will provide practical experiences for young children. An interest in interacting with young children is therefore essential. Students will be involved in running a playgroup at some stage during the year. This unit also examines the role of families in caring for children. Interrelationships between individuals, families and their communities are also explored. The Virtual Baby program is also an inclusion in this course, followed by a Talking Realities presentation. This course caters for all students, from those seeking career pathways in related industries to those aiming for personal development, parenting and life skills.

Types of assessment

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Career possibilities
Health, Education and community service industries offer strong vocational opportunities for young people e.g. Teaching, Social workers, Nursing, Home economist, Human resources personnel, Childcare worker, Occupational therapy, Nanny, Childcare workers.
FOOD SCIENCE AND TECHNOLOGY HOSPITALITY (1AFSTH/1BFSTH)

Pre-requisites
It is advantageous for students to have studied a foods unit in lower school.

Description
Food impacts on every aspect of life. It is used by the body to meet functional needs and is essential for overall health and wellbeing. Food is also eaten in a variety of situations for purposes other than nourishment. This course of study plays an important role in understanding how food is used to meet the needs of consumers and producers. Food Science and Technology provides opportunities for students to explore and develop their food-related interests and passions through the design and production of food-related products within the context of hospitality.

The course context for Woodvale Secondary College is FSTH: HOSPITALITY.

Content
This course of study is a very highly practical course which provides an environment for students with a genuine interest in food to develop food preparation, production and presentation skills.

The ability to plan an appealing, nutritious and well balanced meal is an important life skill for all young adults. These units will address all components of meal planning; nutrition, food selection models, aesthetic appeal, texture and flavour of food including time management.

The focus on hospitality training means that students will experience all eight principles of cooking to a commercial standard through practical activities to enhance their culinary skills.

Students are also actively involved in catering activities, an essential component of this course, with students catering for various functions and dietary needs.

Barista training will feature in this course which is advantageous for students seeking part time employment.

Types of assessment

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Career opportunities
This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

CERTIFICATE I IN HOSPITALITY (CT1H) SIT10207

Certificate I is an entry-level employment qualification, designed to reflect the role of entry level employees who perform routine tasks under direct supervision. It is recognised by industry that training commences at Certificate I level. It is a nationally recognised certificate.

Pre-requisites
It is advantageous for students to have prior knowledge of a foods unit in Home Economics. A genuine interest and enthusiasm for this course is desirable.

Description
The Hospitality industry contributes significantly to the Australian economy and employs a large number of people. The industry has an ongoing commitment to training in both customer service and technical areas. The industry employs a large number of young people full-time and has many part time and casual jobs. The hospitality framework has been developed in response to the needs of the industry and the availability of relevant training and educational opportunities.

Content:
Students will study seven units, five of which are core units and two are elective units from the Food and Beverage section. Students will acquire a range of technical, personal, interpersonal and organisational skills relating to the catering and hospitality industry and to develop key competencies valued both within and beyond the workplace. They may cater for functions, follow hygiene and safety procedures and demonstrate good relationships with customers and colleagues. They will also prepare and serve non alcoholic beverages, with particular emphasis on prepare and serve espresso coffee using a commercial coffee machine.

CORE UNITS
BSBWOR203B Work effectively with others
SITXCCS101 Provide information and assistance
SITXFSA101 Use hygienic practices for food safety
SITXWHS101 Participate in safe work practices

ELECTIVE UNITS
SITHCCC102 Prepare simple dishes
SITHCCC103 Prepare sandwiches

Assessment
Assessment is based on units of competency from the Hospitality Training Package. Students will be assessed to industry standards in order to receive certification. Students will be assessed on a set number of competencies and marked either ‘competent’ or ‘non competent’. Students must achieve ‘competent’ for each of the competencies in order to be awarded this certificate. Students will not receive a ‘grade’ for certificate courses but will gain credits towards their WACE as course equivalents.

Upon completion of this certificate students will gain credit for approximately 2 units towards their WACE.
Career opportunities
The study of courses in the hospitality training package can lead to a variety of career opportunities across a range of industries. Commercial and non-commercial enterprises for which hospitality competencies are required include resorts, hotels, bed and breakfasts, clubs, restaurants, cafes/coffee shops, bistros, community food service organisations and catering organisations, as well as many enterprises within the tourism sector.

*There are many advantages in obtaining Certificate I in Hospitality including improved job prospects, extra recognition for TAFE entry and increasing prospects of part-time or casual work whilst studying at university.*