# YEAR 11 COURSE HANDBOOK 2015

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Introduction (This information is correct as of June 2014)

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 STP and tertiary institutions.
- To shorten the time required to complete a STP 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. The completion of the subject selection form is an expression of interest.

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. General are the easiest and courses and ATAR are the hardest. Students studying ATAR courses 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 STP 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 STP 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 ATAR level and can all count towards selection for training providers;

- provide students with more choice, as in other Australian states;

- 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 ATAR units over two years. Other students may take a mixture of General and Certificate courses.
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 STP 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. If a student completes Certificate I Hospitality they will be awarded 2 out of the 20 units required for graduation.

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 2015

<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>SIT10207</td>
<td>115</td>
<td>11/12</td>
<td>2</td>
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<tr>
<td>SIT20307</td>
<td>151</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>VIC22150</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>CUS20109</td>
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<td>SIS10110</td>
<td>145</td>
<td>11</td>
<td>2</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>
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</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 qualify for the Western Australian Certificate of Education in 2016, 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.

LIST A and LIST B Courses offered for Year 11, 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>CAE Career &amp; Enterprise</td>
<td>JSL Japanese: Sec Lang</td>
</tr>
<tr>
<td>CFC Child, Fam &amp; Com</td>
<td>LIT Literature</td>
</tr>
<tr>
<td>CSL Chinese: Sec Lang</td>
<td>HIM Modern History</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>MPA Media Prod/Anal</td>
</tr>
<tr>
<td>ENG English</td>
<td>PAL Politics and Law</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>VAR Visual Arts</td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td></td>
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</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.

Note: This requirement is different from the competence in English and satisfactory performance requirements for university admission.
Statement of Results
A WASSA Western Australian Statement of Student Achievement 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 – STP/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 STP or enter the workforce you will need to select six courses preferably no more than three ATAR course unit combinations. Certificate must be included.
- If you wish to attend university directly from the college you will need to select six courses with a minimum of four ATAR 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 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 2015 course selection. Courses costing $100 or more can only be selected if all 2014 charges have been paid (or negotiated payment plans are up to date) by Friday 26 July 2013. Further, courses costing $125 or more will require a minimum 50% deposit by 29 November 2013 and 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, 11 and 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 Career & Enterprise and English. 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 & STP 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. They need to collect a package from the VET Co-ordinator to assist in their application. Students and parents are encouraged to contact the VET coordinator for further information.
UNIVERSITY ADMISSION 2017
Admission Requirements
for School Leavers

ABBREVIATIONS
The following abbreviations have been used in this brochure:

- AQF Australian Qualifications Framework
- EALD English as an Additional Language/Dialect
- IELTS International English Language Testing System
- RTO Registered Training Organisation
- TISC Tertiary Institutions Service Centre
- WACE Western Australian Certificate of Education

- ATAR Australian Tertiary Admission Rank
- ECU Edith Cowan University
- LOTE Language Other Than English
- TEA Tertiary Entrance Aggregate
- UWA The University of Western Australia

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.

This information is correct as at 30 May 2014 and is based on information provided by the participating universities and information relating to changes in senior secondary schooling in Western Australia, available from the School Curriculum and Standards Authority (SCSA) at the time of publication. References to ATAR courses apply to courses offered in Year 12 prior to 2016. References to WACE courses apply to stage 2 or stage 3 of courses offered in Year 12 in 2016.

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 2016. Application will be via TISC’s website.

The closing date for applications without incurring a late fee is normally the last working day in 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 -
1. meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority, and
2. achieve competence in English as prescribed by the individual universities, and
3. obtain a sufficiently high ATAR/Selection Rank for entry to a particular course, and
4. 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 courses in Year 12. 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, English and Creative Writing, Games Art and Design, Graphic Design, Journalism, Photography, Public Relations, Radio, Screen Production, Sound, Theatre and Drama, and 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/ STP /RTO QUALIFICATIONS

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

Edith Cowan University
ECU will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:
• 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.

Students may apply direct to ECU using the Portfolio Entry Pathway.
Murdoch University
Murdoch University will accept an AQF/ STP 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/ STP 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, Mason Bird Building, Level 2, 303 Sevenoaks Street, Cannington 6107, phone (08) 9273 6300, www.scsa.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 courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EALD) ATAR.

You can meet the competence in English requirement with Year 12 results obtained in any calendar year. English as an Additional Language/Dialect ATAR 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 ATAR is not available at your school, you should take English ATAR course and also contact the universities for details about alternative acceptable English tests.

ENGLISH ATAR; LITERATURE ATAR; ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT ATAR
Curtin University
Murdock University
The University of Western Australia
You must achieve a scaled score of at least 50.

Edith Cowan University
You must achieve:
• a scaled score of at least 50 or
• a letter grade of A, B or C in units 3 and 4 studied in Year 12.

CONCESSIONS
Curtin University
Edith Cowan University
Murdock 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 numeric examination assessment of at least 55 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, 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/Selection Rank above the minimum specified annually by the universities; and
• achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR,
then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another test of English approved by the university concerned 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 numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, 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/Selection Rank above the minimum specified annually by the university, and
• achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR,
then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another University of Western Australia approved test of English 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 your ATAR. 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
All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the WACE examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

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 that student's 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. You may use previous scaled scores back to 2012.
• No more than two mathematics scaled scores can be used in the calculation of an ATAR.
• 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 2012 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 scaled score 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 2016 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: From 2016, there are two groups of course: ATAR and General courses. Only ATAR courses can be included in the ATAR, and students must have sat the external examination to obtain a scaled score.

ATAR Courses
Aboriginal and Intercultural Studies
Accounting and Finance
Ancient History
Animal Production Systems
Applied Information Technology
Arabic
Aviation
Biology
Business Management and Enterprise
Career and Enterprise
Chemistry
Children, Family and the Community
Chinese: Background Language
Chinese: First Language
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: Background Language
French: Second Language
Geography
German: Background Language
German: Second Language
Health Studies
Hebrew
Human Biology

NOTE: From 2016, there are two groups of course: ATAR and General courses. Only ATAR courses can be included in the ATAR, and students must have sat the external examination to obtain a scaled score.

Unacceptable Course Combinations

Chemistry with Integrated Science
Physics with Integrated Science
English with English as an Additional Language/Dialect
English with Literature
English as an Additional Language/Dialect with Literature
Chinese: Background Language with Chinese: Second Language
Chinese: Background Language with Chinese: First Language
Indonesian: Background Language with Indonesian: First Language
Indonesian: Background Language with Indonesian: Second Language
Indonesian: First Language with Indonesian: Second Language
Indonesian: Background Language with Malay: Background Speakers
Indonesian: First Language with Malay: Background Speakers
Japanese: Background Language with Japanese: First Language
Japanese: Background Language with Japanese: Second Language
Japanese: Second Language with Japanese: First Language

UNACCEPTABLE COURSE COMBINATIONS

Sciences may not be used to calculate your ATAR. It may be possible to take both courses but the result in only one can be used. There may be some additional interstate language courses and examinations available in WA in 2016. Which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.

3. *indicates a Language Other Than English (LOTE) course.
UNACCEPTABLE COURSE COMBINATIONS - INCLUDING COURSES 2012 - 2015

If you have results from past study in WACE courses, you cannot use the following combinations in calculating your ATAR. If you are repeating Year 12 studies, you may have results from both courses but the results in only one may be used to calculate your ATAR. Results from study prior to 2012 cannot be used in the ATAR.

Where ATAR courses have replaced WACE courses, the ATAR and the corresponding previous WACE course cannot both count. For example, English ATAR and WACE English cannot both count; Chemistry ATAR and WACE Chemistry etc.

In addition:

- Biology ATAR with WACE Biological Sciences
- Chemistry ATAR with WACE Integrated Science
- English ATAR with WACE English as an Additional Language/Dialect
- English ATAR with WACE Literature
- English as an Additional Language/Dialect ATAR with WACE English Literature
- Human Biology ATAR with WACE Human Biological Sciences
- Human Biology ATAR with WACE Biological Sciences
- Literature ATAR with WACE English Literature
- Literature ATAR with WACE English as an Additional Language/Dialect
- Mathematics: Applications ATAR with WACE Mathematics
- Mathematics: Methods ATAR with WACE Mathematics
- Mathematics: Specialist ATAR with WACE Mathematics: Specialist
- Physics ATAR with WACE Integrated Science
- WACE Biological Sciences with WACE Human Biological Science
- WACE Chemistry with WACE Integrated Science
- WACE English with WACE English as an Additional Language/Dialect
- WACE English with WACE Literature
- WACE English as an Additional Language/Dialect with WACE Literature
- WACE Physics with WACE Integrated Science
- Chinese: Background Language ATAR with any WACE Chinese course
- Chinese: First Language ATAR with any WACE Chinese course
- Chinese: Second Language ATAR with any WACE Chinese course
- French: Background Language ATAR with WACE French
- French: Second Language ATAR with WACE French
- German: Background Language ATAR with WACE German
- German: Second Language ATAR with WACE German
- Indonesian: Background Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers
- Indonesian: First Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers
- Indonesian: Second Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers
- Italian: Background Language ATAR with WACE Italian
- Italian: Second Language ATAR with WACE Italian
- Japanese: Background Language ATAR with any WACE Japanese course
- Japanese: First Language ATAR with any WACE Japanese course
- Japanese: Second Language ATAR with any WACE Japanese course
- WACE Chinese: Background Speakers with WACE Chinese: Second Language
- WACE Chinese: Background Speakers with WACE Heritage Chinese Mandarin
- WACE Chinese: Second Language with WACE Heritage Chinese Mandarin
- WACE Indonesian: Background Speakers with WACE Indonesian: Second Language
- WACE Indonesian: Background Speakers with WACE Malay: Background Speakers
- WACE Japanese: Background Speakers with WACE Heritage Japanese
- WACE Japanese: Background Speakers with WACE Japanese: Second Language
- WACE Japanese: Second Language with WACE Heritage Japanese
- WACE Korean First Language with WACE Heritage Korean

WACE Malay: Background Speakers with WACE Indonesian: Second Language

COURSES STUDIED ON A PRIVATE BASIS

You may use results in courses sat privately in the calculation of your ATAR. Your scaled score in courses you sit privately will be based on your course examination mark only.

The School Curriculum and Standards Authority (SCSA) administers private candidature. SCSA places restrictions on school leaver students sitting ATAR courses as private candidates. If you wish to sit WACE courses on a private basis contact SCSA, Mason Bird Building, Level 2, 303 Sevencoons Street, Cannington 6107, phone (08) 9273 6300, www.scsa.wa.edu.au for advice. SCSA has a deadline for enrolling as a private candidate.

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

SELECTION RANKS

For most courses, 2016 Year 12 students will be selected for admission to university in 2017 on the basis of their ATAR. However, some universities assign students who are eligible for alternative entry pathways a Selection Rank that is higher than their ATAR. For these students, selection into courses at the university concerned is based on this enhanced Selection Rank.

Eligibility for the entry pathways is based on specified criteria. TISC advises students of their eligibility at the time of the Year 12 results/ATAR release in late December, via the Universities Admission Advice Letter (UAAL). The appropriate Selection Rank is automatically applied for offer rounds. For further details about alternative entry pathways for 2017 contact the university concerned during 2016

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 an ATAR course is required for prerequisites purposes. See individual university course entries which follow for details.

Prerequisites may be satisfied by results from the current year or previous four years. For results prior to 2016, a scaled score of 50 or more from stage 3 of the specified WACE course is required, except that a scaled score of 50 or more in WACE Mathematics 2C/2D may be acceptable for some university courses.

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:

2017 Admission Requirements for School Leavers
TSC, Perth Western Australia.

(TISC is a registered trademark of Tertiary Institutions Service Centre.)
ADDRESSES

CURTIN UNIVERSITY

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

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

COUNTRY CENTRES
Limited assistance will be available at country centres listed below, please contact 1800 469 164.
Albany
Kalgoorlie

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

Murdoch Campus
THE STUDENT CENTRE
South Street
MURDOCH WA 6150
Telephone: 1300 MURDOCH (1300 687 3624)
Fax: (08) 9360 6491
Web: www.murdoch.edu.au
Online enquiries: ask.murdoch.edu.au

Peel Campus (Mandurah)
THE STUDENT CENTRE
Education Drive
Mandurah WA 6210
Telephone: 1500 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

ADMISSIONS 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 CENTRE
35 Stirling Terrace
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
State Training Providers (STPs) (formerly known as TAFE)

State Training Providers are the Western Australia’s largest provider of vocational education and training. They offers a broad range of courses ranging from para-professional to trades. Students can select from more than 400 full time courses.

STP 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 STP and students may enter these with varying levels of schooling. The following chart is a guide only. Some courses may vary.

Entry into STP 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 STP 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.).

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

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

Applying for STP

How do I get into STPWA?
To get into STPWA 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.

| Basic skills | ● |
| Developed skills | ●● |
| Well developed skills | ●●● |
| Highly developed skills | ●●●● |

How to meet the entry requirements for a full time STPWA 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>
</tr>
</thead>
<tbody>
<tr>
<td>BENCHMARK</td>
</tr>
<tr>
<td>Year 10 Grades</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Year 11 and 12</td>
</tr>
<tr>
<td>English – Stage 1</td>
</tr>
<tr>
<td>English – Stage 2</td>
</tr>
<tr>
<td>English – Stage 3</td>
</tr>
<tr>
<td>English as and Additional Language/Dialect – Stage 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maths Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENCHMARK</td>
</tr>
<tr>
<td>Year 10 Grades</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Year 11 and 12</td>
</tr>
<tr>
<td>Maths – Stage 1</td>
</tr>
<tr>
<td>Maths – Stage 2</td>
</tr>
<tr>
<td>Maths – Stage 3</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 meet the benchmark for your course you may be able to provide other types of evidence. This will be explained on the STP website.
IMPORTANT
All applicants must meet entry requirements BUT note that STP 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, STP 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>
</tr>
</thead>
<tbody>
<tr>
<td>= Maximum 29 points</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td>Workplace Experience and Employment</td>
</tr>
<tr>
<td>Voluntary Work</td>
</tr>
<tr>
<td>= Maximum 29 points</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td>Secondary Education / Skills Development</td>
</tr>
<tr>
<td>General Academic Achievement or Portfolio</td>
</tr>
<tr>
<td>= Maximum 42 points</td>
</tr>
</tbody>
</table>

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

STP offers are issued mid January 2014.

Further information is available on the STPWA website [www.trainingwa.wa.gov.au](http://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 STPWA 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 STP 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 STPWA courses.

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

More specific information on the contents of qualifications delivered by STPWA and other vocational education and training providers can be obtained from [www.trainingwa.wa.gov.au](http://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 STP) 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 STP) 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 STP) 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, STP 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**
   STP WA offers a variety of short and long courses in skills training. For information see the VET Coordinator or contact the nearest STP 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
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 students 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>CPC08</td>
</tr>
<tr>
<td>General Construction</td>
<td>CUV03</td>
</tr>
<tr>
<td>Visual Arts, Craft and Design</td>
<td>CUF07</td>
</tr>
<tr>
<td>Screen and Media</td>
<td></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 ATAR course unit combinations. If you are aiming for STP 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 STP 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 STP 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 STP course or job that you are aiming at?
   a) Have you checked the university course prerequisites?
   b) Have you checked the STP 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 2014 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 2015

<table>
<thead>
<tr>
<th>Tertiary Stream</th>
<th>STP (formerly TAFE)/Apprenticeship/Employment Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance A1/A2ACF</td>
<td>Certificate II – Animal Care Vet Studies</td>
</tr>
<tr>
<td>Biology A1/A2BIO</td>
<td>Certificate II – Basketball - Sport &amp; Recreation</td>
</tr>
<tr>
<td>Chemistry A1/A2CHE</td>
<td>Certificate II – Business</td>
</tr>
<tr>
<td>Cert III Applied Language</td>
<td>Certificate I – General Construction</td>
</tr>
<tr>
<td>English A1/A2ENG</td>
<td>Certificate I – Hospitality</td>
</tr>
<tr>
<td>Geography A1/A2GEO</td>
<td>Certificate II – Music Industry Foundation</td>
</tr>
<tr>
<td>Human Biology A1/A2HB</td>
<td>Certificate III – Music Western Art</td>
</tr>
<tr>
<td>Japanese (Second Language) A1/A2JSL</td>
<td>Certificate II - Outdoor Recreation</td>
</tr>
<tr>
<td>Cert III Applied Language</td>
<td>Certificate II – Soccer Boys – Sport &amp; Recreation</td>
</tr>
<tr>
<td>Literature A1/A2LIT</td>
<td>Certificate II – Soccer Girls – Sport &amp; Recreation</td>
</tr>
<tr>
<td>Mathematics Methods AEMAM</td>
<td>Career &amp; Enterprise G1/G2CAE</td>
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<td>Mathematics Specialist AEMAS</td>
<td>Career &amp; Enterprise G1/G2CAE - INSTEP</td>
</tr>
<tr>
<td>Media Production &amp; Analysis A1/A2MPA</td>
<td>Children, Family &amp; The Community (Childcare) G1/G2CFC</td>
</tr>
<tr>
<td>Modern History A1/A2HIM</td>
<td>Drama G1/G2DRA</td>
</tr>
<tr>
<td>Physical Education Studies A1/A2PES</td>
<td>English G1/G2END</td>
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<tr>
<td>Physics A1/A2PHY</td>
<td>Health Studies G1/G2HEA</td>
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<tr>
<td>Psychology A1/A2PSY</td>
<td>Design – Jewellery G1/G2DES</td>
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<td></td>
<td>Mathematics Essentials G1/G2MAE</td>
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<td></td>
<td>Media Production &amp; Analysis G1/G2MPA</td>
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<td></td>
<td>Physical Education Studies G1/G2PES</td>
</tr>
<tr>
<td></td>
<td>Visual Arts G1/G2VAR</td>
</tr>
</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 STP/Apprenticeship/Employment Stream courses.
- Students cannot select both English and Literature.
- All students must select 6 courses and 3 “reserve” choices.
- ATAR courses which are studied in Year 12 will require the sitting of external examinations at the end of that year.
- Students must not select more than three certificate courses.
The Arts

COURSES

DRAMA
Drama GENERAL (G1/G2DRA)

MEDIA
Media Production and Analysis GENERAL (G1/G2MPA)
Media Production and Analysis ATAR (A1/A2MPA)

MUSIC
Certificate III - Music Western Art (CT2MW)
Certificate II Music Industry (CT2MI)

VISUAL ART
Visual Arts GENERAL (G1/G2VAR)
Visual Arts ATAR (A1/A2VAR)

Drama

DRAMA GENERAL (G1/G2DRA)
The Drama courses offered at Woodvale SC are not just for students who enjoy acting, but also for those who are interested in other aspects of theatre such as lighting, music, costume and set design, and audio visual control. Research from the UK shows that Drama students enjoy school more, and do well academically across a range of subjects. All students can benefit from the skills-building activities practised in Drama, which will help prepare them for many pathways.

These skills include:
- Speaking in public
- Working co-operatively
- Understanding spoken language and increasing vocabulary
- Presenting themselves confidently in many different situations
- Following timelines and meeting deadlines
- Revising and reworking material until it is the best it can be
- Understanding other people's motivation
- Understanding body language

Pre-requisites
None.

Description
This course is divided into two units: Dramatic Storytelling and Drama Performance Events.

Unit 1 – Dramatic Storytelling
The focus of this unit is, as the name suggests, dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2 – Drama Performance Events
The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting plays to produce drama that is collaborative and makes meaning.

Media

MEDIA PRODUCTION & ANALYSIS GENERAL (G1/G2MPA)

Pre-requisites
None.

Unit 1 – Mass media
The focus for this unit is on the mass media. Students reflect on their own use media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations. Students also analyse, view, listen to and interact with common media work from their everyday use. They learn the basic production skills and processes as they apply their knowledge and creativity in their productions which cover the following areas:

- TV genres
- Advertising
- Video games

Unit 2 – Point of view
The focus for this unit is on point of view. Students will analyse media work and construct a point of view in their own productions. Students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view. A focus of this unit is the production aspect and students will develop strategies and production skills when creating their own media production work in the following contexts:

- Lifestyle shows
- Current affairs stories
- Magazine and newspaper pages
- Wiki sites such as blogs
MEDIA PRODUCTION & ANALYSIS
ATAR (A1/A2MPA)

Pre-requisites
English B Grade.

Unit 1 – Popular culture
The focus for this unit involves identifying what is meant by ‘popular’ culture considering the types of media, ideas and audiences from which popular culture evolves. In contexts related to popular culture, students have the opportunity to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions.

Students develop production and analytical skills and apply their understanding of media language and audiences while learning about and working in specific production contexts. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions in the following contexts:

- music video clips
- social media blogs

Unit 2 – Journalism
In this unit students will further their understanding of journalistic media. In contexts related to journalism, students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on this knowledge when developing ideas for their own productions.

Students will also extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their own productions within the following contexts:

- Australian news media
- documentaries
- digital news media.

Music
CERTIFICATE III WESTRN ART (CT3MW)

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 II MUSIC INDUSTRY (CT2MI)

Pre-requisites
This course is for students with an extensive and comprehensive musical knowledge and performance skill. Students must have successfully completed Year 10 Class Music.

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 STP 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 encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

VISUAL ARTS GENERAL (G1/G2VAR)

Pre-Requisites
None.

Description
This course of study allows students to discover and record their experiences in a range of art activities. Imaginative interpretation and experimentation with materials and techniques will develop students’ skills to complete a body of work. The body of work will comprise a folio of idea development and a final studio production. Through personal research and appreciation, students explore the themes of Experiences and Explorations.

Assessment
The course assessment involves college based work and no examinations are held. The unit content is divided into three teaching and learning areas:
1. Production – Students produce a major artwork based on folio work that displays drawing skills, media techniques and processes related to investigations of artists and art movements.
2. Analysis – Students learn the language of art, as they respond and evaluate artwork sourced from a variety of periods, times and/or cultures.
3. Investigation – Students record, observe and research artists, styles and techniques related to their arts practice.

VISUAL ARTS ATAR (A1/A2VAR)

Pre-requisites
A strong interest, commitment and ability in Art is required. Students should have achieved a minimum ‘B’ grade in Year 10 English.

Description
This course provides and in-depth study of contemporary society focusing on the production of a major studio artwork each semester. Students will submit a body of work containing observational drawings, media testing, documenting their planning process. They develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Through personal research and appreciation, students explore the themes of Differences and 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 produce a body of work that includes:
   • A folio work that displays drawing skills, media techniques and processes related to investigations of artists and art movements.
   • A final major artwork for external marking.
2. Analysis – Students learn the language of art, as they respond and evaluate artwork sourced from a variety of periods, times and/or cultures.
3. Investigation – Students record, observe and research artists, styles and techniques related to their arts practice. They explore historical, social and cultural issues in society.
English

COURSES
English GENERAL (G1/G2ENG)
English ATAR (A1/A2ENG)
Literature ATAR (A1/A2LIT)

ENGLISH GENERAL (G1/G2ENG)
Pre-requisites
This is the standard English course for students who are not seeking English as a tertiary requirement. There are no formal pre-requisites for enrolment in these units.

Unit 1
Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:
- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

Unit 2
Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:
- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

ENGLISH ATAR (A1/A2ENG)
Pre-requisites
This is the standard English 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 and at least 65% in the Semester 1 English exam. Please consult your English teacher for advice on your ability to succeed in this course.

Unit 1
Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2
Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Students who complete these units will generally be expected to move onto English ATAR units 3&4 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 ATAR (A1/A2LIT)**

**Pre-requisites**
Students who have achieved an ‘A’ grade in Year 10 English and 75% in the Semester 1, English exam, are best prepared to be successful in Year 11 Literature. Students enrolled in this course require a strong background in writing and analytical skills, and a love of reading.

**Unit 1**
Unit 1 develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

**Unit 2**
Unit 2 develops students’ knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

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.

```
LOWER SCHOOL

Year 10
(Grade A)

Year 10
(Grade A or B)

English
(Grade C/D/E)

YEAR 11

Literature ATAR 1 & 2
(Year 11)

ENGLISH ATAR 1 & 2
(Year 11)

ENGLISH GENERAL 1 & 2
(Year 11)

YEAR 12

Literature ATAR 3 & 4
(Year 12)

ENGLISH ATAR 3 & 4
(Year 12)

ENGLISH GENERAL 3 & 4
(Year 12)
```
Languages

COURSES

CHINESE: SECOND LANGUAGE ATAR (A1/A2CSL) and CERTIFICATE III APPLIED LANGUAGES

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.

Students complete the Nationally Accredited Course of Applied Language (Chinese) called: CA11, Certificate III Applied Language (Chinese)

Students in this course have the opportunity to achieve VET Units of Competency typically embedded into the Year 11 Chinese 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 Chinese course.

The Chinese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for lifelong language learning.

Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Chinese language as well as extend literacy development in English.

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 employment.

JAPANESE: SECOND LANGUAGE ATAR (A1/A2JSL) and CERTIFICATE III APPLIED LANGUAGES

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.
Students complete the Nationally Accredited Course of Applied Language (Japanese) called: CA10, Certificate III Applied Language (Japanese)

Students in this course have the opportunity to achieve VET Units of Competency typically embedded into the Year 11 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 Japanese course.

The Japanese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Japanese language as well as extend literacy development in English.

**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.
Mathematics

COURSES
Mathematics GENERAL Essentials (GEMAE) Units 1 & 2
Mathematics ATAR Applications (AEMAA) Units 1 & 2
Mathematics ATAR Methods (AEMAM) Units 1 & 2
Mathematics ATAR Specialist (AEMAS) Units 1 & 2

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 Mathematics Methods is studied if the student is contemplating taking any university level mathematics course.

Notes for STP 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 Mathematics 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 Mathematics 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.

<table>
<thead>
<tr>
<th>1. Mathematics ATAR Applications Units 1 &amp; 2</th>
<th>Mathematics ATAR Applications Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for general university entry, but it does not provide adequate preparation for courses in which knowledge of calculus or statistical inference is useful.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Mathematics ATAR Methods Units 1 &amp; 2</th>
<th>Mathematics ATAR Methods Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the strongest two course option. It is suitable for prospective students in the biological, social and management sciences.</td>
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</table>

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.

<table>
<thead>
<tr>
<th>1. Mathematics Essentials Units 1 &amp; 2</th>
<th>Mathematics Essentials Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for employment or general STP entry.</td>
<td></td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Mathematics ATAR Methods Units 1 &amp; 2</th>
<th>Mathematics ATAR Methods Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics ATAR Specialist Units 1 &amp; 2</th>
<th>Mathematics ATAR Specialist Units 3 &amp; 4</th>
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</table>

27
**MATHEMATICS GENERAL ESSENTIALS (GEMAE) UNITS 1 & 2**

**Pre-requisites**  
Successful completion of Year 10 Mathematics.

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

**MATHEMATICS ATAR APPLICATIONS (AEMAA) UNITS 1 & 2**

**Pre-requisites**  
Successful completion of Year 10 core pathway with a high C grade or better and above 80% in Year 10 Semester 1 exam or Year 10 accelerated pathway with a C grade or better and above 65% in Year 10 Semester 1 exam.

**Description**  
The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or STP.

**MATHEMATICS ATAR METHODS (AEMAM) UNITS 1 & 2**

**Pre-requisites**  
Successful completion of Year 10 accelerated pathway with a minimum B grade and 80% or above in Year 10 Semester 1 exam.

**Description**  
The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

**MATHEMATICS ATAR SPECIALIST (AEMAS) UNITS 1 & 2**

**Pre-requisites**  
Successful completion of Year 10 accelerated pathway with an A grade and 85% or above in Year 10 Semester 1 exam.

**Description**  
The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality.

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematical Methods ATAR course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.
Physical and Health Education

COURSES
Phys Ed Studies GENERAL (G1/G2PES)
Phys Ed Studies ATAR (A1/A2PES)
Certificate II - Sport & Recreation (Basketball) (CT2BB)
Certificate II – Sport & Recreation (Soccer)  
(CT2SM) (CT1SF)
Certificate II - Outdoor Recreation (CT2OE)
Health Studies GENERAL (G1/G2HEA)

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 (G1/G2PES)
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.

Unit 1
The focus of this unit 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.

Unit 2
Students will also cover 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 ATAR (A1/A2PES)
This course leads to Physical Education Studies 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.

Unit 1
The focus of this unit 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.

Unit 2
Students will gain an understanding of 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 exams.
HEALTH STUDIES GENERAL (G1/G2HEA)

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.

CERTIFICATE II SPORT & RECREATION (SOCCER BOYS) (CT2SM)

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

Pre-requisites
Participation in the Soccer Program. Any student not currently in the Year 10 or Year 11 Soccer class must undergo a practical trial.

Description
Through playing, coaching and studying the skills and strategies of soccer, students will have the opportunity to work toward achieving a Certificate II in Sport and Recreation during Year 11 and Year 12 (i.e. the course will take two years to complete). Activities will include developing knowledge of the sport and recreation industry, working with others in coaching Primary School students, organising and running lower school Winter Lightning Carnivals, playing Soccer and completing a Senior First Aid Course. Delivery is practical based as well as some classroom theory work during single zones.

CERTIFICATE II SPORT & RECREATION (SOCCER GIRLS) (CT2SF)

NB: Boys and Girls will be in separate classes.

CERTIFICATE II OUTDOOR RECREATION (CT2OE)

Pre-requisites
Students must be competent swimmers (Department of Education Swimming Level 8), have reliable attitudes and have an ability to work in a mature manner both at school and off-campus.

Practical Component
Snorkelling, Orienteering/Navigation, Introductory Abseiling, Camping Techniques and Bush Cooking.

Description
This Certificate course will be completed over two years of upper school Outdoor Education (see below for the practical component of the Year 12 course). The units covered include Assist in Conducting Outdoor Recreation Sessions, Provide First Aid, Follow OHS Policies, Minimise Environmental Impact, Perform Deep Water Rescues, Demonstrate Simple Kayaking Skills, Demonstrate Snorkelling Activities, and Demonstrate Abseiling Skills on Artificial Surfaces.

Highlights
3-Day Camp to assess Camping Techniques, Navigation Skills & Bushwalking; 1-Day Excursion to Whiteman Park to assess Orienteering Skills. Students are also required to assist in the running of the whole-school Swimming and Athletics Carnivals.

Students will be expected to attend zone zeros for extended practical sessions.
Science

COURSES
Biology ATAR (A1/A2BIO)
Chemistry ATAR (A1/A2CHE)
Human Biology ATAR (A1/A2HBY)
Integrated Science GENERAL (G1/G2ISC)/
Certificate II in Sampling and Measurement
Physics ATAR (A1/A2PHY)
Veterinary Studies Certificate II – Animal Studies (CT2V)

BIOLOGY ATAR (A1/A2BIO)

Pre-requisites
Students need to have demonstrated a ‘B’ Grade or higher 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.

Unit 1
The focus for this unit is Ecosystems and Biodiversity
1. Biodiversity
2. Classifying biodiversity
3. Biodiverse ecosystems
4. Energy and matter in Ecosystems
5. Population Dynamics
6. Changes in Ecosystems

Unit 2
The focus for this unit is from single cells to multicellular organisms
7. Cells
8. Cells in their environment
9. Inside cells
10. Cells to multicellular
11. Animal systems
12. Plant systems for life.

Assessment type Weighting
Science Inquiry 20%
Extended Response 10%
Tests and Exams 20%
Exams 50%

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, Bio technician, Department of Environment and Conservation Officer, Science Teacher, Research Scientist.

CHEMISTRY ATAR (A1/A2CHE)

Pre-requisites
Chemistry is one of the most difficult upper school subjects. It is essential that students wishing to study this subject have demonstrated a high level of achievement in the Chemistry units in Year 10. The suggested minimum prerequisites are results above 75% in their coursework and exams. They will also require sound English comprehension and expression skills in order to be able to understand and explain the content of this course.

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth’s finite resources.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair

Unit 1 - Chemical fundamentals: structure, properties and reactions
In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 - Molecular interactions and reactions
In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Assessment
Science inquiry- practical experiments and investigations 25%
Extended response- research and out-of class assessments 10%
Tests 15%
Examination 50%
**Career Possibilities**

A sound knowledge of Chemistry is essential to further studies in all science related areas such as Agriculture, Geochemistry, Biology, Geology/Mining, Chemistry, Medicine, Dentistry, Metallurgy, Engineering, Naturopathy, Environmental Science, Pharmacy, Forensic Science, Cosmetic Science, Sports Science and Occupational Health and Safety Work.

**HUMAN BIOLOGY ATAR (A1/A2HBY)**

**Pre-requisites**

Students wishing to study Human Biology in Year 11 need to have demonstrated a ‘B’ grade or higher in Year 10 science.

**Rationale**

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

**Description**

**Unit 1 - The Functioning human body**

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

**Unit 2 - Reproduction and inheritance**

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

**Assessment type**

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<th>Description</th>
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<tr>
<td>Science inquiry: practical and investigations</td>
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<td>Extended responses</td>
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<tr>
<td>Tests</td>
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<td>Examination</td>
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**Career Possibilities**

Studying Human Biology is an advantage to students interested in science/physical education, biomedical sciences, nursing, physiotherapy and sports science.

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**INTEGRATED SCIENCE GENERAL (G1/G2ISC)/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**

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<th>Description</th>
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<tr>
<td>Investigations and practical tasks</td>
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<tr>
<td>Explanatory</td>
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<td>Tests</td>
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**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 STP and seeking apprenticeships in most fields of work.
PHYSICS ATAR (A1/A2PHY)

Pre-requisites
Physics is one of the most difficult upper school subjects. It is essential that students wishing to study this subject have demonstrated a high level of achievement in the Physics units in Year 10. The suggested minimum prerequisites are results above 75% in their coursework and exams. As algebra is a key skill used every day in a Physics class, students should also have above average Maths results to have good prospect of success. They will also require sound English comprehension and expression skills in order to be able to understand and explain the content of this course.

Students from ‘C’ stream classes who have met these recommended prerequisite levels will need to move into an A stream class for the remainder of Year 10. This will ensure that they further develop the background knowledge and skills required to enter the Year 11 course.

Description
Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Unit 1 – Thermal, nuclear and electrical physics

• An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met.
• In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies.
• Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy.
• They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Unit 2 – Linear motion and waves

• Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena.
• Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

• Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Assessment
Science Inquiry – Experiments and Investigations 30%
Test and Examinations 70%

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, Physiotherapy, Medicine 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 STP require students to take some units of Physics as options or service units. For that reason High School Physics is strongly recommended. Check with your Science Teacher or the 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 STP 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 (ACM20110)** - recognised Australia wide. (Certification validated through PolytechnicWest (formerly Swan STP).
- Direct links and ease of entry into **STP** 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.

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).

**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.
Society and Environment

COURSES
Accounting and Finance ATAR (A1/A2ACF)  
Business – Certificate II (CT2B)  
Career and Enterprise GENERAL (G1/G2CAE)  
Geography ATAR (A1/A2GEO)  
History Modern ATAR (A1/A2HIM)  
Politics and Law ATAR (A1/A2PAL)  
Psychology ATAR (A1/A2PSY)

ACCOUNTING and FINANCE (A1/A2ACF)
Pre-requisites
Completion of lower school units in Commerce would be of benefit but are not required.

Description
The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances. Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making. Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based.

Unit 1
The focus for this unit is on 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 the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

Unit 2
The focus for this unit is on 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.

Career Possibilities and Course Benefits
Financial Planner, Accounts Manager, Bookkeeper, Accounts Clerk, Business Manager/Owner, Chartered Accountant, Certified Practicing Accountant, Auditor and Forensic Accountant. Possible exemption at STP accounting courses, credit for STP entry, managing personal finances, knowledge of business documents and an understanding of computerised accounting systems.

BUSINESS - CERTIFICATE II (CT2B)
Pre-requisites
None.

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.

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 STP. Credit points are given for all STP 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.
CAREER AND ENTERPRISE GENERAL (G1/G2CAE)

Pre-requisites
‘C’ grade in Year 10 Society & Environment (Humanities and Social Sciences).

Compulsory for all INSTEP students.

Description
The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work.

Unit 1
The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for them self and others.

Unit 2
The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

Career Possibilities and Course Benefits
This course enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

GEOGRAPHY ATAR (A1/A2GEO)

Pre-requisites
A or B grade in Year 10 Society & Environment (Humanities and Social Sciences). 65% or better for Year 10 semester I exam. Interested in reading and sound English skills are essential.

Description
The study of geography draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

Unit 1 – Natural and ecological hazards
In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – Global networks and interconnections
In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

Career Possibilities and Course Benefits
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.

MODERN HISTORY ATAR (A1/A2HIM)

Pre-requisites
A or B grade in Year 10 Society & Environment (Humanities and Social Sciences). 65% or better for Year 10 semester I exam. Interested in reading and sound English skills are essential.

Description
The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Modern history enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.
Unit 1 – Understanding the modern world
This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Unit 2 – Movements for change in the 20th century
This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

Career Possibilities and Course Benefits
The study of Modern History provides a solid background for History studies (Classics or Arts), law, journalism, archaeology, politics and teaching.

**POLITICS AND LAW ATAR (A1/A2PAL)**

**Pre-requisites**
A or B grade in Year 10 Society & Environment (Humanities and Social Sciences). 65% or better for Year 10 semester I exam. Interested in reading and sound English skills are essential.

**Description**
Politics and law is a critical study of the processes of decision making concerning society’s collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation.

Unit 1 – Democracy and the rule of law
This unit examines Australia’s democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 2 – Representation and justice
This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

Career Possibilities and Course Benefits
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 ATAR (A1/A2PSY)**

**Pre-requisites**
A or B grade in Year 10 Society & Environment (Humanities and Social Sciences), Science and Maths. 65% or better for Year 10 semester I exam in Science or Society and Environment (HASS). Interested in reading and sound English skills are essential.

**Description**
Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology’s main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people’s values, attitudes and beliefs.

Unit 1
This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

Unit 2
This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods are further developed.

Career Possibilities and Course Benefits
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 students with a better understanding of human behaviour and the means to enhance their quality of life.
Technology

COURSES

DESIGN AND TECHNOLOGY
General Construction – Certificate I (CT1G)
Engineering – Certificate I (CTIE)
Materials, Design & Technology (Wood) G1/G2MDTW
Design (Jewellery) G1/G2DES

HOME ECONOMICS
Children Family and Community
Caring for Others – Child Focus (G1/G2CFC)
Hospitality - Certificate I (CT1H)

Design & Technology

GENERAL CONSTRUCTION – CERTIFICATE I (CT1G) CPC10111
The General Construction Training Package provides competency standards and AQF qualifications while also obtaining WACE course credit AND facilitating entry into an Australian Apprenticeship.

Students selecting this pathway in to Year 11 will be completing a Certificate I in General Construction (CPC10111); consisting of eleven (11) core. 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 General Construction consist of –
- Work effectively and sustainably in the construction industry.
- Plan and organise work.
- Read and interpret plans and specifications.
- Conduct workplace communication.
- Use construction tools and equipment.
- Undertake a basic construction project.
- Work safely in the construction industry.
- Apply OHS requirements, policies and procedures in construction industry.
- Carry out measurements and calculations.
- Apply basic levelling procedures.
- Erect and dismantle restricted height scaffolding.

To fulfil and achieve competency in the above core 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 yet competent’. Students must achieve ‘competent’ for each of the ‘units’ in order to be awarded this Certificate.

Students will not receive a ‘grade’ for this Certificate course but will upon successful attainment gain 2 credits towards their WACE as course equivalents.

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, Ms Francis or Ms Watson.

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 STP course exemptions... The minimum requirement for achievement in Certificate 1 in Engineering is:

- Completion of all Mandatory units – 16 hours
- Completion of Specialised units – 216 hours
The Engineering Certificate 1 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 STP. 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.

MATERIALS DESIGN AND TECHNOLOGY WOODWORK – G1/G2MDTW

Pre-requisites.
Completion of Year 9 and/or Year 10 woodwork would be an advantage, however it is not essential.

Description
Materials Design and Technology (Wood) is primarily a hands on subject which allows students to produce practical projects whilst developing a better understanding of materials and improving their designing skills. Working with various timbers, students develop a range of manipulative, processing, manufacturing and organisational skills. The skills gained during this course can be used in future trade areas within the timber industry or in everyday life skills.

The woodwork course has a large practical component coupled to a Design Brief. Projects typically produced in the course include cutting boards, coffee tables and small cabinets. The course is designed to extend knowledge, develop and refine skills in a safe environment where students are encouraged to seek out ideas, research and create unique designs to address the problems posed in the Design Brief.

The workshop is fully equipped with a variety hand held and floor mounted machinery, including a professional quality spray booth, enabling students to produce items of wood craft that are close to professional quality.

Fees/Costs
The fees charged for Materials Design & Technology cover all the furniture making necessities to complete the course. Students may need to negotiate with the teacher if additional consumables are required for extended projects.

DESIGN - JEWELLERY – G1/G2DESG

Description
This course will appeal to:
- Both boys and girls – an increasing number of boys are enrolling in jewellery.
- ATAR students who wish to select a GENERAL course which provides a less academic opportunity to achieve a ‘C’ or better WACE subject grade within a fun, leisure time context.
- Non-ATAR students: students already enrolled in STP Certificate courses and needing a supplementary WACE course or students studying a non-ATAR General pathway.

This course replaces the Certificate II Visual Arts (Jewellery) which demanded a very heavy drawing/design emphasis. The course offered is well balanced with design development strategies leading to project construction within a highly practical course structure. Students are provided opportunity to design and construct unique and exciting pieces of Jewellery. The use of ITC processes such as 3-D printing and laser technology is also available. Materials such as sterling silver, brass, aluminium, and titanium may be used in conjunction with gemstones, dichroic glass to produce items of jewellery.

Assessment weightings:
- Design – Investigate products and devise solutions 25%
- Production – Project Work 60%
- Response – Knowledge and Skills 15%

Pathways:
- This course is a recommended prerequisite for MDT Jewellery in Year 12.
- MDT (Jewellery) is a WACE credited course and hence counts towards secondary graduation.
- Past students have used Jewellery folio work to obtain STP placements for jewellery and non-jewellery pathways.

More information is available from Mr Christmas (Jewellery teacher) in person or Phillip.christmas@education.wa.edu.au.

**Pre-requisites**

Although it is an advantage for students to have studied Technical Graphics in 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, STP 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.

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**Home Economics**

**Children, Family and the Community**

**Caring for Others: Child Focus (G1/G2CFC)**

**Description**

This course focuses on factors that influence human development and the wellbeing of individuals and families. They explore how the creation of specific environments promotes growth and development in children. Students will participate in organising and running a Playgroup to see their learning in action. Students will communicate and interact with children and families in practical ways.

**Content**

This course 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. Students will complete 2 units of study.

**Unit 1 – Families and relationships**

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Students design and produce products and services that meet the needs of individuals.

**Unit 2 – Our community**

Students will explore the health of children and communities and the protective and preventative strategies that impact on growth and development. Students will create products, services or systems that will assist families to achieve their needs and wants.

**Assessment**

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<tr>
<th>ASSESSMENT TABLE</th>
<th>Types of Assessments</th>
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<td>Weightings</td>
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<tr>
<td>30%</td>
<td>Investigation</td>
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<td>55%</td>
<td>Production</td>
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<td>Response</td>
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**Career opportunities**

This course caters for students seeking pathways in areas, such as education, nursing, community services, childcare and health.
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.

Pre-requisites
It is an advantage but not a requirement for students to have prior knowledge of a foods unit in Home Economics. A genuine interest and enthusiasm for this course is desirable.

Rationale
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, four of which are core units and three are elective units. Students will acquire a range of technical, personal, interpersonal and organisational skills relating to the catering and hospitality industry. They will develop key competencies valued both within and beyond the workplace.

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
- SITHCCC101 Use food preparation equipment

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 ‘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 endorsed programs. Upon completion of this certificate students will gain credit for two 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, bistro’s, 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 STP entry and increasing prospects of part time and casual work whilst studying at university.*