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<td>Technology – Design &amp; Technology, Home Economics</td>
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</tbody>
</table>
Introduction

(This information is correct as of June 2016)

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 study and post-school options.

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

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

Although the system is designed to be flexible, there are still restrictions on changing courses. For most courses it is 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 the 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 (the 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 options including:

- Courses – Courses will define standards of student performance. General are the easiest courses we offer and ATAR are the hardest. All students studying 1 or more 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 TAFE entrance requirements and are suitable for direct entrance into the workforce.

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

Courses – A Further Explanation
The courses:

- can be used for the calculation of an Australian Tertiary Admissions Ranking (ATAR) in Year 12 if sufficient pairs of units are undertaken at 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 ATAR, General and Certificate courses.
**VET Information – Certificates (Vocational Education and Training)**

VET is recognised across Australia. VET programs can give students the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

Woodvale SC 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 provide students with a nationally recognised qualification. They also enhance applications to post school training organisations such as TAFE and employment and provide a broad range of post-school options and pathways.

One of the requirements of the WA Certificate of Education is the completion of at least four Year 12 ATAR courses or a Certificate II (or higher) VET.

VET qualifications are not graded. Students are deemed ‘competent’ or ‘not yet competent’. For a Certificate I or II to count toward WACE, the full qualification needs to be awarded ie. Every unit of competence is assessed as ‘Competent’.

VET can contribute up to eight of the 20 units needed to achieve the WACE. Student need to be deemed competent in ALL aspects of the Certificate course to gain Credits toward the WACE.

<table>
<thead>
<tr>
<th>Completed qualification</th>
<th>Equivalence (total)</th>
<th>Credit allocation (units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>2 units</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II</td>
<td>4 units</td>
<td>2</td>
</tr>
<tr>
<td>Certificate III and higher</td>
<td>6 units</td>
<td>2</td>
</tr>
</tbody>
</table>

**N.B.** VET qualifications DO NOT contribute to the WACE breadth of study requirements (ie. They are not identified as List A or List B subjects).

**Endorsed Program** is a significant learning program that has been developed by a school community organisation or private provider and endorsed by SCSA. A student can only use endorsed programs for 2 units of equivalence in Year 11 and two units in Year 12 - but this must be considered in relation to the total number of equivalences being claimed for through VET. Examples of endorsed programs includes: Provider developed AMEB, Girl Guides, Instrumental Music, Rokschool, Surf Lifesaving, Duke of Edinburgh and Authority developed – Community Service, Elite Sports, Recreational Pursuits. Further information can be found on the SCSA website.

**Workplace Learning** (AWPL) is a SCSA-developed endorsed program that is managed by individual schools. To complete this program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. Workplace Learning is an integral part of selected Certificate courses as well as the INSTEP program.

<table>
<thead>
<tr>
<th>Aust Code</th>
<th>State code</th>
<th>Courses</th>
<th>Duration</th>
<th>Year Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM20110</td>
<td>S677</td>
<td>Certificate II in Animal Studies</td>
<td>2 Years</td>
<td>11</td>
</tr>
<tr>
<td>BSB201112</td>
<td>J335</td>
<td>Certificate II in Business</td>
<td>1 Year</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>BSB30112</td>
<td>W902</td>
<td>Certificate III in Business</td>
<td>1 Year</td>
<td>12</td>
</tr>
<tr>
<td>CPC10111</td>
<td>D381</td>
<td>Certificate I in Construction – Pathways</td>
<td>1 Year</td>
<td>11</td>
</tr>
<tr>
<td>CPC20211</td>
<td>D383</td>
<td>Certificate II in Construction - Pathways</td>
<td>1 Year</td>
<td>12</td>
</tr>
<tr>
<td>MEM10105</td>
<td>W231</td>
<td>Certificate I in Engineering</td>
<td>1 Year</td>
<td>11</td>
</tr>
<tr>
<td>MEM20105</td>
<td>W233</td>
<td>Certificate II in Engineering</td>
<td>1 Year</td>
<td>12</td>
</tr>
<tr>
<td>SIT20213</td>
<td>J616</td>
<td>Certificate II in Hospitality (Kitchen Operations)</td>
<td>2 Years</td>
<td>11</td>
</tr>
<tr>
<td>2215VIC</td>
<td>7167</td>
<td>Certificate III Japanese/Chinese</td>
<td>2 Years</td>
<td>11</td>
</tr>
<tr>
<td>CUS20109</td>
<td>D353</td>
<td>Certificate II in Music</td>
<td>1 Year</td>
<td>11</td>
</tr>
<tr>
<td>CUS30109</td>
<td>D354</td>
<td>Certificate III in Music</td>
<td>1 Year</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>CUS40109</td>
<td>D357</td>
<td>Certificate IV in Music</td>
<td>1 Year</td>
<td>12</td>
</tr>
<tr>
<td>MSL20109</td>
<td>W734</td>
<td>Certificate II in Sampling and Measurement</td>
<td>2 Years</td>
<td>11</td>
</tr>
<tr>
<td>SIS20213</td>
<td>J755</td>
<td>Certificate II Outdoor Recreation</td>
<td>2 Years</td>
<td>11</td>
</tr>
<tr>
<td>SUS20313</td>
<td>J756</td>
<td>Certificate II in Sport and Recreation (Soccer)</td>
<td>2 Years</td>
<td>11</td>
</tr>
<tr>
<td>SIS20513</td>
<td>VEVSRS/VTVSRS</td>
<td>Certificate II in Sport Coaching (Basketball)</td>
<td>2 Years</td>
<td>11</td>
</tr>
<tr>
<td>CUV20111</td>
<td>D650</td>
<td>Certificate II in Visual Arts (Technical Graphics)</td>
<td>1-2 Years</td>
<td>11</td>
</tr>
<tr>
<td>CUV30111</td>
<td>D664</td>
<td>Certificate III in Visual Arts (Technical Graphics)</td>
<td>1 Year</td>
<td>12</td>
</tr>
</tbody>
</table>

**N.B** Certificate courses that run over 2 years must be started in Year 11.
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 the Western Australian Certificate of Education (WACE). The College recognises that if a student achieves this certificate then they have achieved graduation from Woodvale Secondary College.

To qualify for the Western Australian Certificate of Education in 2018, a student must meet the following conditions:

**Breadth and Depth**
1. Complete a minimum of 20 course units or the equivalent. This requirement must include at least:
   - 10 course units or the equivalent at Year 12.
   - two completed Year 11 units from an English course and one pair of Year 12 units from an English course.
   - one pair of course units completed in Year 12 from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

**Achievement Standard**
2. Achieve at least 14 C grades or higher (or the equivalent) in Year 11 and 12 with a minimum of six C grades at Year 12.
3. Complete four or more Year 12 ATAR courses or complete an AQF VET Certificate II or higher.

**Literacy and Numeracy Competence**
4. Complete at least four units of an English course post-Year 10 and studied over at least two years.
5. Demonstrate the minimum standard of literacy and numeracy.

Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in the Year 9 NAPLAN assessments will be recognised as meeting the minimum standard for that component. In March each year, Year 10 students who have not demonstrated the literacy and numeracy standard will sit the Online Literacy and Numeracy Assessment (OLNA). Students who do not meet the standard will have the opportunity to re-sit the assessment in September or in subsequent years. Meeting the standards in the literacy and numeracy components of the assessment will indicate that the student has met the minimum literacy and numeracy standards to achieve a WACE.

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

**LIST A and LIST B Courses offered for Year 11.**
At least one course from each list must be chosen:

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE Career &amp; Enterprise</td>
<td>ACF Account/Finance</td>
</tr>
<tr>
<td>CFC Child, Fam. &amp; Com.</td>
<td>BLY Biology</td>
</tr>
<tr>
<td>CSL Chinese: Sec Lang</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>HBY Human Biology</td>
</tr>
<tr>
<td>ENG English</td>
<td>ISC Integrated Science</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>MDT Materials, Design</td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td></td>
</tr>
<tr>
<td>JSL Japanese: Sec Lang</td>
<td></td>
</tr>
<tr>
<td>LIT Literature</td>
<td>MAA Maths Applications</td>
</tr>
<tr>
<td>HIM Modern History</td>
<td>MAE Maths Essentials</td>
</tr>
<tr>
<td>MPA Media Prod/Anal.</td>
<td>MAM Maths Methods</td>
</tr>
<tr>
<td>PAL Politics and Law</td>
<td>MAS Maths Specialist</td>
</tr>
<tr>
<td></td>
<td>PHY Physics</td>
</tr>
<tr>
<td></td>
<td>PSY Psychology</td>
</tr>
<tr>
<td></td>
<td>FST Food, Science &amp; Technology</td>
</tr>
</tbody>
</table>

**Notes:**
- Of the 20 units required for a WACE, up to a maximum of four Year 11 and four Year 12 units may be substituted by VET and/or endorsed programs. A student may choose to substitute using only VET programs (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (of a total of eight units but with a maximum of four units with endorsed programs).
- Year 12 students enrolled in Units 3 and 4 in an ATAR course must sit the external examination in that course. If they do not sit, or do not make a genuine attempt in this examination, the grades for the pair of units completed in that year will not contribute to the calculation of the achievement standard, but they will still count in the breadth-and-depth requirement. They will not receive a course report.
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 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, Mason Bird Building, 303 Sevenoaks Street, Cannington 6107, 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. Individual teachers will speak to classes about specific courses. English teachers will lead students through the course handbook & selection process.
2. Year 10 Parent Information Evening.
3. Semester 1 Reports issued.
4. Draft Course Selection Sheets will be given to students – indicates pre-reqs.
5. Parent interview afternoon.
6. Completion of final course selections on-line.
8. Review of changes based on reports if required.

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

- If you wish to attend TAFE or enter the workforce you will need to select six courses preferably no more than three ATAR course unit combinations. A certificate course 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, Career and Enterprise plus at least 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 does not 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 2017 course selection. Courses costing $100 or more can only be selected if all 2016 charges have been paid (or negotiated payment plans are up to date) by Friday 1 July 2016. Further, courses costing $125 or more will require full payment by Friday 10 February 2017. Students who don’t meet these requirements will be allocated a lower cost preference.

Financial Assistance
Please note, you may be eligible for some type 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), the Student Services Coordinator or the VET Coordinator at Woodvale Secondary College on 9309 0808.
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 in the workplace while continuing with their Upper School studies.

Year 10 students are able to apply to do INSTEP in Year 11. They can choose to continue in Year 12. Selection for the INSTEP programme is a formal process including an application letter, submission of a Portfolio and attendance at an interview. Student's performance at school will be taken into consideration with focus on attitude, behaviour and attendance. The interview will also be used to ascertain the industry area the student is interested in sampling.

Successful students will choose six courses including Career & Enterprise, English and any Certificate course. 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. Students are required to attend a prescribed number of days as outlined by WSC VET coordinator. Students will also complete a Logbook consisting of a Daily Log and a Skills Journal. Each complete placement will be counted as 1 Unit toward WACE.

Placements are available in but not limited to the areas of:
- Retail
- Office and Commerce
- Hospitality
- Trades
- Welfare and related services
- On completion of the course students will receive:
  - A Certificate of Completion,
  - A “Skills Profile” of their achievements,
  - A Student Portfolio &
  - TAFE entry points.

Employers involved with INSTEP recognise its value and appreciate the skills and workplace understandings students display as a result.

Applying for INSTEP - Students need to indicate their interest in this course on the subject selection form. They also 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 2019
Admission Requirements for School Leavers

ABBREVIATIONS

The following abbreviations have been used in this brochure:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>EALD</td>
<td>English as an Additional Language/Dialect</td>
</tr>
<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>TISC</td>
<td>Tertiary Institutions Service Centre</td>
</tr>
<tr>
<td>WACE</td>
<td>Western Australian Certificate of Education</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>ECU</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language Other Than English</td>
</tr>
<tr>
<td>TEA</td>
<td>Tertiary Entrance Aggregate</td>
</tr>
<tr>
<td>UWA</td>
<td>The University of Western Australia</td>
</tr>
</tbody>
</table>

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. This brochure applies to students who will be under 20 years of age on 28 February 2017 (ie those born on or after 1 March 1997). It is relevant only for admission in 2017 and is subject to change without notice.

FOREWORD

References to WACE courses apply to stage 2 or stage 3 of courses offered in Year 12 prior to 2016. This brochure applies to students who will be under 20 years of age on 28 February 2017 (ie those born on or after 1 March 1997). It is relevant only for admission in 2017 and is subject to change without notice.

STEVE HOATH
TISC Executive Officer

PARTICIPATING UNIVERSITIES

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

DISCLAIMER

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

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

UNIVERSITY APPLICATION PROCEDURES

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2018. 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.
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 INTO SELECTED COURSES AT CURTIN UNIVERSITY

Alternative entry is available in selected courses for those who can demonstrate equivalence into Curtin’s ATAR entry through the submission of a portfolio. You can visit http://futurestudentscurtin.curtin.edu.au/school-leavers/how-to-get-in/flexible-entry-pathways/portfolio.cfm for further information in regard to the portfolio requirements and application process. Please be advised that an interview might be required as part of the application process.

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, three of which need to be ATAR level. 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. The WACE, awarded by the School Curriculum and Standards Authority, is not required by any of the universities for students from non-standard schools.

SCHOOL LEAVERS WITH AQF/ TAFE /RTO QUALIFICATIONS

Curtin University

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

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.

Murdoch University

School leavers will be eligible for admission into Murdoch University’s 4 week preparation course, OnTrack Sprint, with successful completion of a Certificate IV. They must also have:
- achieved WACE; and
- met Murdoch’s competence in English requirement.

The University of Western Australia

The University of Western Australia will accept an AQF/ TAFE qualification at Diploma level as a basis of admission for the Bachelor of Arts, Commerce, Design and Science courses. Separate evidence of English competence is also required. 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.

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

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

The University of Western Australia

(a) If you have not met the requirement for one of these universities, that university will concede competence in English to you if you have:
- achieved a moderated numeric school assessment or numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, a moderated written school assessment or written exam mark of at least 60 is required.
(b) If you have not met requirement (a) above for Curtin University or UWA, 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(ies) early in January.

(b) If you have not met requirement (a) above for Curtin University or UWA, 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 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 ATAR 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 any applicable course-specific bonuses, 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 2014.
• 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 2014 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.
• A Mathematics bonus of 10% of the scaled score for each of Mathematics: Methods ATAR and Mathematics: Specialist ATAR is added to the aggregate of the best four scaled scores. You receive the Mathematics bonus irrespective of whether your Mathematics: Methods ATAR and/or Mathematics: Specialist ATAR course scaled score was counted as one of the best four.
• The Mathematics bonus does not apply to scaled scores from WACE Mathematics 2A/2B, 2C/2D, 3A/3B, 3C/3D or WACE Mathematics Specialist 3A/3B or 3C/3D.
• 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 Non-school Basis below).
• Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2018 and will be used directly in the calculation of an ATAR, if applicable.
• The maximum TEA is 430.

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
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.

NOTE:
1. Subject also to unacceptable combinations below, no more than two mathematics scaled scores can be used in the calculation of an ATAR.
2. There may be some additional interstate language courses and examinations available in WA in 2017, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.

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

English with English as an Additional Language/Dialect with Literature
Chinese with Chinese: Second Language
Chinese with Background Language with Chinese: Second Language
Chinese with Background Language with Chinese: First Language
Chinese with Second Language with Chinese: First Language
French with Background Language with French: Second Language
German with Background Language with German: Second Language
Indonesian with Background Language with Indonesian: First Language
Indonesian with Background Language with Indonesian: Second Language
Japanese with Background Language with Japanese: Second Language
Japanese with Background Literature with Japanese

COURSES STUDIED ON A NON-SCHOOL BASIS
You may use results in courses sat on a non-school in the calculation of your ATAR. Your scaled score in courses you sit on a non-school basis will be based on your course examination mark only.

The School Curriculum and Standards Authority (SCSA) administers non-school candidature. SCSA places restrictions on schools and students sitting ATAR courses as private candidates. If you wish to sit WACE courses on a non school basis contact SCSA, Mason Bird Building, Level 2, 303 Sevencorks 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 on a non-school basis to meet the WACE requirement.

SELECTION RANKS
For most courses, 2018 Year 12 students will be selected for admission to university in 2019 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.

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. 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 2019 admission, Curtin University has the StepUp to Curtin Entry pathway, ECU has the ECU Access pathway, Murdoch University has the RISE Pathway and UWA has the Broadway Alternative Entry Pathway. For further details about any of these pathways see the individual university section on TISC’s website.

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
BENTLEY CAMPUS
Kent Street
BENTLEY WA 6102
Telephone: (08) 9266 7805
Fax: (08) 9266 4108
Web: www.curtin.edu.au
Email: admissions@curtin.edu.au

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

COUNTRY CENTRES
Limited assistance will be available at
country centres listed below, please
contact 1800 469 164.
Albany
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
Murdock 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: 1300 MURDOCH (1300 687 3624)
Fax: (08) 9360 6491
Web: www.murdoch.edu.au
Online enquiries: ask.murdoch.edu.au

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

THE UNIVERSITY OF WESTERN AUSTRALIA
ADMISSIONS CENTRE
Mail Bag M353
35 Stirling Highway
CRAWLEY WA 6009
Telephone: (08) 6488 2477
Country Calls 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
TAFE and Private Training Providers

There are many different organisations that offer training in Western Australia including TAFE, private training providers, universities, adult and community education providers, community organisations, schools, higher education institutions, commercial and enterprise training providers and industry bodies.

More than 500 registered training providers across Western Australia offer more than 1,000 nationally recognised courses and access to a range of traineeships and apprenticeships.

Training providers that are registered by State and Territory training authorities, deliver training that:

- is recognised by all registered training providers throughout Australia
- is part of a training package that has been developed to meet the needs of a particular industry, and
- results in a qualification that is part of the Australian Qualifications Framework

TAFE

Funded by the Government, there are more than 700 campuses across the State managed by 5 TAFE Colleges. There are two Metropolitan TAFE Colleges: North Metro encompassing 8 Campuses, and South Metro encompassing 13 Campuses. There are 3 Regional TAFE Colleges across WA. All TAFE Colleges offer a range of courses and study is available on a full-time or part-time basis. Some smaller campuses only offer part-time and evening classes. TAFE is a popular choice for many people with more than 120,000 people studying at campuses across the State

Private Training providers

There are more than 500 private training providers registered to deliver nationally recognised qualifications in the State. More than 170 of these providers receive funds from the Department of Training and Workforce Development to deliver training in the community. To find which Private training providers deliver the course you are interested in go to http://www.myskills.gov.au/. For a list of the State priority qualifications that attract Government funding visit http://www.dtwd.wa.gov.au/. For information on VET fees and charges policy 2016 visit www.futureskills.wa.gov.au/_fees

There are many more private training providers who deliver training in Western Australia. For a full listing of private training providers and the courses they offer visit the National Register at http://training.gov.au/

Australian Qualifications Framework

The AQF defines Australian qualifications, providing a single framework for all qualifications from Senior Secondary Certification to PhD. An AQF qualification is recognised all around Australia and by other countries.

There are six levels of awards granted by TAFE and students may enter these with varying levels of schooling dependent on school results.

1. Applying to TAFE: Positions in TAFE can be very competitive and some are subject to a ranking process based on school results, work experience and qualifications gained.
2. This means that while year 10 students may meet the minimum entry requirements, when selection criteria are applied students with higher levels of schooling are more successful in gaining entry.
3. Articulation into University: 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 some occasions the student enters second year.

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

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

To get into a TAFE course, ENTRANCE REQUIREMENTS need to be met for the course.

For courses that are considered to be competitive, SELECTION CRITERIA also have to be addressed. 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 | ●●●● |

IMPORTANT
All applicants must meet entry requirements BUT note that 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, selection criteria will be used 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

| Secondary Education / Skills Development General Academic Achievement or Portfolio | = Maximum 42 points |
| Qualification Pathway | = Maximum 29 points |
| Workplace Experience and Employment Voluntary Work | = Maximum 29 points |

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.

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.

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

Offers are issued mid-January.

Further information is available on the Department of Training and Workforce development website: http://www.dtwd.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 training 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 student’s 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 further training.

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

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


Australia’s Career Information Service [www.myfuture.edu.au](http://www.myfuture.edu.au)


Career Advice [www.deewr.gov.au/Youth/Pages/default.aspx](http://www.deewr.gov.au/Youth/Pages/default.aspx)


Central Institute of Technology (ex Central TAFE) [www.central.wa.edu.au](http://www.central.wa.edu.au)


Challenger Institute [www.challenger.wa.edu.au](http://www.challenger.wa.edu.au)

Curtin University [www.curtin.edu.au](http://www.curtin.edu.au)


Edith Cowan University [www.ecugreatcareers.com](http://www.ecugreatcareers.com) or [www.ecu.edu.au](http://www.ecu.edu.au)


Murdoch University [http://choose.murdoch.edu.au](http://choose.murdoch.edu.au)

People and their jobs [www.abc.net.au/acedayjobs](http://www.abc.net.au/acedayjobs)

Polytechnic West (ex Swan TAFE) [www.polytechnic.wa.edu.au/](http://www.polytechnic.wa.edu.au/)


School Curriculum and Standards Authority [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)


University of Notre Dame Australia [www.nd.edu.au](http://www.nd.edu.au)

University of Western Australia [www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

West Coast Institute of Technology (ex West Coast TAFE) [www.wcit.wa.edu.au](http://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 LEARNING RESOUCENTRE**
   The Learning Resource Centre has a selection of pamphlets, job guides, TAFE and tertiary handbooks, DVDs and general resources on a range of different career and educational opportunities. Please consult the teacher-librarians.

3. **TECHNICAL & FURTHER EDUCATION**
   State Training Providers offer a variety of short and long courses in skills training. For information see the VET Coordinator or contact the nearest TAFE campus.
   - Central Institute of Technology  Phone: 1300 300822
   - Challenger Institute:  Phone: 9239 8189
   - Polytechnic Institute:  Phone: 9267 7777
   - West Coast Institute of Technology  Phone: 9233 1062

4. **SCHOOL LIAISON OFFICERS ATTACHED TO UNIVERSITIES**
   They are available to discuss courses with high school students. They can be contacted at the various universities.
   - (i) **CURTIN UNIVERSITY OF TECHNOLOGY - Bentley Campus**
     Prospective Students' Office
     Phone: 9266 3399
   - (ii) **MURDOCH UNIVERSITY**
     Prospective Students' Service
     Phone: 9360 6538
   - (iii) **UNIVERSITY OF WA**
     Admissions Centre - M353, 35 Stirling Highway, Crawley
     Phone: 6488 3050
     Email: admissions@uwa.edu.au
     Phone: 6488 3050
   - (iv) **EDITH COWAN UNIVERSITY**
     Student Recruitment Office
     Phone: 6304 6304
     Email: futurestudy@ecu.edu.au
   - (v) **UNIVERSITY OF NOTRE DAME**
     (Private University) – Separate entry process to the four Government Universities.
     Email: future@nd.edu.au
     Phone: 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; 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 to the eligible student who achieves the top WACE award score which is used to rank students for General Exhibitions.

Beazley Medal: VET
The Beazley Medal VET is awarded for excellence in studies that include training qualifications and School Curriculum and Standards Authority courses. It is awarded to the student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

Students eligible for this award will have:
- completed a nationally recognised VET qualification to a minimum AQF level 2, and
- achieved a VET exhibition in one of the industry areas.

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.

Subject Exhibitions (ATAR courses)
A Subject Exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, subject to certain conditions.

Subject Certificates of Excellence (ATAR courses)
Certificates of excellence are awarded to the eligible candidates who are in the top 0.5 percent of candidates in each ATAR course examination, based on the examination mark, or the top two candidates (whichever is greater), subject to certain conditions.

VET Exhibitions
A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET Certificate of excellence will be awarded the VET exhibition in that industry area.

Certificates of Excellence (VET)
Certificates of Excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 13 training package industry areas and who are in the top 0.5 percent of candidates. The units of competency achieved for the certificate may have been undertaken in VET industry specific courses or other VET programs.

- 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.

Industry area | Training package code
--- | ---
Automotive | AUR05
Business Services | BSB07
Community Services | CHC08
Construction | CPC08
Engineering | MEM05
Health | HLT07
Information and Communications | ICA05/ICA11
Music | CUS09
Rural Production | RTE03/AHC10
Screen and Media | CUP07
Sport and Recreation | SIS10/SRC04/SRO03/SRS03
Tourism, Hospitality and Events | SIT07
Visual Arts, Craft and Design | CUV03

Certificates of Merit and Certificates of Distinction
Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses undertaken together with the student’s level of achievement. These awards will be based solely on the grades awarded to students by their schools.
A Certificate of merit or a Certificate of distinction is to be award to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, obtains:

Certificates of merit 150-189 points
Certificates of distinction 190-200 points

The allocation of points for the achievement of a certificate of merit or distinction are according to the following rules and table:

1. Points are accrued at the unit level
2. Points are accrued from 20 Year 11 and Year 12 units if which at least 10 must be Year 12 units
3. The units used to calculate a student’s points will be those that maximise the student’s score
4. Repeated units cannot be used in the determination of this award
5. Unit equivalents from AQF VET certificates and endorsed programs can be used to meet the requirements. Conditions apply.

<table>
<thead>
<tr>
<th>Points per unit</th>
<th>Course Type</th>
<th>VET</th>
<th>Max. points per qual.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td>Cert IV+*</td>
<td>54</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td>Cert. III*</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Cert. II*</td>
<td>24</td>
</tr>
</tbody>
</table>

*Certificate IV replaces two Year 11 and four Year 12 units, Certificate III replaces two Year 11 and four Year 12 units, Certificate replaces two Year 11 and two Year 12 units.

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 TAFE it would be advantageous to select courses that are relevant to an area of study where you can achieve at a high level rather than selecting a more difficult course and achieving poor results.

Also, if you are aiming for TAFE it would be better to select courses that fall into a relevant pathway. Completion of a Certificate course at school will not only count toward WACE but will also gain credit for TAFE entry. The mix of courses should be determined by your abilities, achievements, interests and future directions.

Some of the things students should consider are:

1. Which subjects are you best at now?
2. Which subjects do you enjoy the most?
3. Are there any courses necessary for the university or course or job that you are aiming at?
   a) Have you checked the university course pre-requisites?
   b) Have you checked the course 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 achievement at a minimum standard in lower school studies.
6. Have you discussed your course selection with:
   - the English teacher;
   - your parents;
   - your Contact 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 2016 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 2017

<table>
<thead>
<tr>
<th>Tertiary Stream</th>
<th>TAFE (formerly TAFE)/Apprenticeship/Employment Stream</th>
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<tr>
<td>Accounting and Finance AEACF</td>
<td>Certificate II - Animal Studies</td>
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<tr>
<td>Biology AEBLY</td>
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<td>Chemistry AECH</td>
<td>Certificate II – Business</td>
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<tr>
<td>Chinese (Second Language) AECSL/Cert</td>
<td>Certificate I – Engineering</td>
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<tr>
<td>III Applied Language</td>
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<tr>
<td>English AEENG</td>
<td>Certificate II – Hospitality (Kitchen Operations)</td>
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<td>Geography AE GEO</td>
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<td>Japanese (Second Language) AEJSL/Cert</td>
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<td>III Applied Language</td>
<td>Certificate II – Sport &amp; Recreation (Soccer Boys)</td>
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<td>Literature AELIT</td>
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<tr>
<td>Mathematics Methods AEMAM</td>
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<td>Mathematics Specialist AEMAS</td>
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<tr>
<td>Media Production &amp; Analysis AEMPA</td>
<td>Children, Family &amp; The Community (Childcare) GECFC</td>
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<tr>
<td>Modern History AEHIM</td>
<td>Drama GEDRA</td>
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<tr>
<td>Physical Education Studies AEPES</td>
<td>Health Studies GEHEA</td>
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<tr>
<td>Physics AEPHY</td>
<td>English GEENG</td>
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<tr>
<td>Politics and Law AEPAL</td>
<td>Food Science and Technology GEFST</td>
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<tr>
<td>Psychology AEPSY</td>
<td>Materials Design &amp; Technology – Jewellery GEMDTM</td>
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<tr>
<td>Visual Arts AEVAR</td>
<td>Materials Design &amp; Technology – Wood GEMDTW</td>
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<td>Mathematics Essentials GEMAE</td>
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<td>Media Production &amp; Analysis GEMPA</td>
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<td>Psychology GEPSY</td>
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### NOTE CAREFULLY
- All accredited courses and certificates contribute to WACE.
- Students with CLEAR University intentions should take at least 4 Tertiary Stream courses according to their INTERESTS and ABILITY.
- Students with NO university intentions should take mainly TAFE/Apprenticeship/Employment Stream courses and include a Certificate in the selection.
- 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.
- It is recommended that students select no more than two certificate courses.
The Arts

COURSES

DRAMA
Drama GENERAL

MEDIA
Media Production and Analysis GENERAL
Media Production and Analysis ATAR

MUSIC
Certificate II - Music Industry
Certificate III - Music Western Art

VISUAL ART
Visual Arts GENERAL
Visual Arts ATAR

Drama

DRAMA - GENERAL (GEDRA)
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 (GEMPA)
Pre-requisites
None.

Unit 1 – Mass media
The focus for this unit is on the mass media. Students reflect on their own use of media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students are introduced to the language of 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 lives. They learn the basic production skills and processes as they apply their knowledge and creativity in their productions which cover the following areas:

- Social Media
- 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 (AEMPA)
Pre-requisites
English B Grade essential.

It is recommended that students be completing ATAR English to choose this MPA pathway. This will enable them to complete the theoretical component of Unit 1 and 2 MPA.

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
- short film

**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

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**Music**

**CERTIFICATE II MUSIC INDUSTRY FOUNDATION (CT2EMI)**

**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 TAFE and other training institutions. Achieving competency in this course also counts towards their WACE requirements.

**Description**

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

**Assessment**

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

This course is offered to students under the auspices of the College of Sound and Music Production, member College of the Australian Centre for Advanced Studies (RTO #50392).

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email. Phone: (03) 9592 4801 Email: enquiries@cosamp.com.au Website: cosamp.com.au.

**CERTIFICATE III – MUSIC WESTERN ART (CT3EMW)**

**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.

This course is offered to students under the auspices of the College of Sound and Music Production, member College of the Australian Centre for Advanced Studies (RTO #50392).

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Website: cosamp.com.au.

### Visual Arts

The Visual Art course of study provides students the opportunity to develop self-esteem, discipline and initiative as they inquire, explore and experiment with art skills, techniques and processes. Students, through studio practice, produce traditional, modern and contemporary art forms and artworks. Areas of study and practice include drawing, ceramics, painting, printmaking, sculpture and textiles. Historical, cultural and social viewpoints are studied. The course provides essential life skills, creative thinking, problem solving and career opportunities in the Arts.

**VISUAL ARTS - GENERAL (GEVAR)**

**Pre-Requisites**
None.

**Description**
This course of study allows students to discover and record their experiences in a range of art activities. Students explore and develop production tasks through discussing, designing and producing an artwork. The body of work will comprise a folio of idea development and a final production piece. Personal imagery and the development of skills and techniques provides the students with the knowledge and aesthetic understanding to critically analyse social, cultural and political contexts in contemporary society.

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:

**Production** – Students produce a major artwork based on folio work that displays skills, techniques and processes.

**Analysis** – Students learn the language of art, as they respond and evaluate artwork sourced from a variety of periods, times and/or cultures.

**Investigation** – Students record, observe and research artists, styles and techniques related to their arts practice.

**VISUAL ARTS - ATAR (AEVAR)**

**Pre-requisites**
English B Grade essential. It is recommended that students be studying ATAR English to complete ATAR Art theoretical requirements.

**Description**
This course provides an 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 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:

**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.

**Analysis** – Students learn the language of art, as they respond and evaluate artwork sourced from a variety of periods, times and/or cultures.

**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
English ATAR
Literature ATAR

ENGLISH - GENERAL (GEENG)

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 (AEENG)

Pre-requisites
This is the standard English course for students wanting to go to University. Students tackling this demanding English course will need to have achieved an 'A' or 'B' grade in Year 10 English 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 (AELIT)

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
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
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.
Health and Physical Education

COURSES
Phys Ed Studies GENERAL
Phys Ed Studies ATAR
Certificate II - Sport Coaching - (Basketball)
Certificate II – Sport & Recreation (Soccer)
Certificate II - Outdoor Recreation
Health Studies GENERAL

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 (GEPES)
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, Volleyball or Squash (3 selected).

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 as 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 other students.

PHYSICAL EDUCATION STUDIES - ATAR (AEPES)
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. Girls and boys are encouraged to select this subject.

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 exam.
HEALTH STUDIES - GENERAL (GEHEA)

Pre-requisites
An interest in individual and community health issues and the importance of health promotion strategies. A grade of 'C' or higher in Lower School Health.

Description
The Year 11 Syllabus is divided into two units (Unit 1 and Unit 2) which are delivered as a pair. The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Unit 1
This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2
This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

The Certificate II in Sport Coaching completed in this course, results in the achievement of FOUR course units (two Year 11 units and two Year 12 units).

Students must complete a total of THIRTEEN (13) units of competency. These consist of eight (8) core units and five (5) electives units

**CORE UNITS**
- BSBWOR202A Organise and complete daily work activities
- HLTAID003 Provide first aid
- SISSSCO101 Develop and update knowledge of coaching practices
- SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills
- SISSSDE201 Communicate effectively with others in a sport environment
- SISXCAI102A Assist in preparing and conducting sport and recreation sessions
- SISXIND211 Develop and update sport, fitness and recreation industry knowledge
- SISSSCO101 Develop and update knowledge of coaching practices.

**ELECTIVES** *(to be chosen from this suggested list of electives – subject to change)*
- SISSBSB201A Teach fundamental basketball skills
- SISSBSB202A Teach fundamental basketball tactics and game strategy
- SISSBSB205 Interpret and apply the rules of basketball situations
- SISSSPT201A Implement sports injury prevention
- SISSCAI101A Provide equipment for activities
- SISSSPT302A Provide initial management of Sports injuries
- SISSSPT304A Tape ankle, thumb and fingers
- SISSSPT307A Conduct advanced taping
- SISSSPT303A Conduct basic warm-up and cool-down programs

This course is offered to students under the auspices of VETisConsulting (RTO# 52499)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au
CERTIFICATE II SPORT & RECREATION (SOCCER BOYS) (CT2ESM) (SOCCER GIRLS) (CT2ESF) (SIS20313)

NB: Boys and Girls will be in separate classes.

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 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.

This course is offered to students under the auspices of VETisConsulting (RTO# 52499)

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au

CERTIFICATE II OUTDOOR RECREATION (CT2EOE) (SIS20213)

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.

This course is offered to students under the auspices of VETisConsulting (RTO# 52499)

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au
Website. http://www.vetisconsulting.net.au/Humanities and Social Sciences
COURSES
Accounting and Finance ATAR
Career and Enterprise INSTEP GENERAL
Geography ATAR
History Modern ATAR
Politics and Law ATAR
Psychology ATAR
Psychology General
Certificate II - Business

ACCOUNTING and FINANCE – ATAR (AEACF)
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 TAFE accounting courses, credit for TAFE entry, managing personal finances, knowledge of business documents and an understanding of computerised accounting systems.

CAREER AND ENTERPRISE – INSTEP GENERAL (GECAE)
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.
MODERN HISTORY - ATAR (AEHIM)
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.
PSYCHOLOGY - ATAR (AEPSY)

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.

PSYCHOLOGY – GENERAL (GEPSY)

Pre-requisites
C grade in Year 10 Science and HaSS
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.

Description
The Year 11 Psychology – General course is divided into two units, each of one semester duration, which are typically delivered as a pair.

Unit 1
This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

Unit 2
This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

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. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.
CERTIFICATE II - BUSINESS (CT2EB)
(BSB20112)

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 TAFE. Credit points are given for all TAFE applications. Students have the opportunity to complete a full qualification or gain recognition for Units of Competency achieved. All assessment tasks are completed within the course time.

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

This course is offered to students under the auspices of Skills Strategies International (RTO# 2401)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 6143 2180
Email trevor@skillsstrategies.wa.edu.au
Website www.skillsstrategies.wa.edu.au

Languages

Benefits of learning languages in senior school
*Certificate III Applied Languages gives students 6 units towards WACE i.e. 2 in year 11 and 4 units in year 12
*The 10% LOTE bonus is available to ALL Year 12 students. This is where an additional 10% is added to the scaled LOTE score towards TEA (tertiary entrance aggregate) e.g. a scaled score of 60 becomes a scaled score of 66

Pre-requisites
Motivated and capable languages students who achieved an A or B grade in Year 10 languages are encouraged to select languages in senior school.

Second Languages Eligibility Application forms must be completed by all students wishing to enrol in senior school languages course Year 11 level. These will be provided by the class teacher in Year 10 and can be accessed via www.scsa.wa.edu.au

COURSES
Chinese Second Language ATAR
Certificate III Applied Languages embedded course
Japanese Second Language ATAR
Certificate III Applied Languages embedded course
CHINESE: SECOND LANGUAGE ATAR (AECSL) and CERTIFICATE III APPLIED LANGUAGES (CT3ELC)

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

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.

Unit 1
The focus for this unit is 青少年 (Teenagers). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Chinese and gain a broader insight into the language and culture

Unit 2
The focus for this unit is 我们去旅行吧！ (Travel – let’s go). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Chinese and gain a broader insight into the language and culture

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 (AEJSL) and CERTIFICATE III APPLIED LANGUAGES (CT3ELJ)

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)

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 refines 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.

Unit 1
The focus for this unit is 日にち常じょうせい活 (Daily life). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Japanese and gain a broader insight into the language and culture

Unit 2
The focus for this unit is ようこそ、私の国へ！ (Welcome to my country). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Japanese and gain a broader insight into the language and culture

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

This course is offered to students under the auspices of North Metropolitan TAFE (RTO# 52786)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 1300 300 822
Email enquiry@nmtafe.wa.edu.au
Website. https://www.central.wa.edu.au
Mathematics

COURSES
Mathematics: Essentials - GENERAL 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 TAFE Courses
In most cases, it doesn’t matter which unit of Mathematics is studied at school, as long as it has been studied at the required level or year group. However, there is sometimes an advantage in studying a desired pair of 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.

1. Mathematics: Applications - ATAR Units 1 & 2
   Suitable for general university entry, but it does not provide adequate preparation for courses in which knowledge of calculus or statistical inference is useful.

2. Mathematics: Methods - ATAR Units 1 & 2
   This is the strongest two course option. It is suitable for prospective students in the biological, social and management sciences.

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

1. Mathematics: Essentials – GENERAL Units 1 & 2
   Suitable for employment or general TAFE entry.

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

Mathematics: Methods - ATAR Units 1 & 2
Mathematics: Specialist - ATAR Units 1 & 2
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.
MATHEMATICS: ESSENTIALS - GENERAL (GEMAE)
Units 1 & 2
Pre-requisites
C grade or better in Year 10 mathematics, regardless of pathway.

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: APPLICATIONS - ATAR (AEMAA)
Units 1 & 2
Pre-requisites
Successful completion of Year 10 core pathway with a course mark of 75% or better and pass the Year 10 Semester 1 exam or Year 10 accelerated pathway with a C grade or better and above 50% 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 TAFE.

MATHEMATICS: METHODS - ATAR (AEMAM)
Units 1 & 2
Pre-requisites
Successful completion of Year 10 accelerated pathway with a minimum A 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. This is a very rigorous course that requires a high level of mathematical ability and understanding.

MATHEMATICS: SPECIALIST - ATAR (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.
COURSES
Biology ATAR
Chemistry ATAR
Human Biology ATAR
Integrated Science GENERAL
Certificate II in Sampling and Measurement
Physics ATAR
Certificate II in Animal Studies

BIOLOGY - ATAR (AEBLY)

Pre-requisites
Students wishing to study Biology in Year 11 need to have scored 65% or higher in A or C stream Biology coursework and exams in Year 10. Biology requires the ability to apply concepts to a variety of situations. Students will also require sound science inquiry skills and the confidence to complete independent long term investigations. Sound English comprehension and expression skills are necessary to be able to understand and explain the content of the course.

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
1. Cells
2. Cells in their environment
3. Inside cells
4. Cells to multicellular
5. Animal systems
6. Plant systems for life.

Assessment type  Weighting
Science Inquiry  30%
Extended Response 10%
Tests 20%
Exams 40%

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

CHEMISTRY - ATAR (AECHE)

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 A stream science 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 (AEBIO)

Pre-requisites
Students wishing to study Human Biology in Year 11 need to have scored 65% or higher in A or C stream Biology coursework and exams.

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 Weighting
Science inquiry: practical and investigations 20%
Extended responses 15%
Tests 25%
Examination 40%

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

PHYSICS - ATAR (AEPHY)

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 A stream Year 10 Science 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.

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.
- 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 0%

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 TAFE 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.
CERTIFICATE II in SAMPLING & MEASUREMENT (CT2SM)

Pre-requisites
A ‘C’ grade or better in Science and an interest in laboratory work.
This course is offered to students under the auspices of VETiS Consulting Services (RTO# 52499)

Description
This is a two year course that covers the skills required to perform a range of sampling and measurement as part of laboratory, production or field operations. At WSC this will be in the context of environmental sampling and laboratory practices.

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.

Upon completion of this two-year certificate at the end of Year 12, students will have gained credit for approximately 8 units towards their WACE.

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

What Can You Achieve If You Enrol And Complete This Course?
The Certificate II in Sampling and Measurement (MSL201090) is a nationally recognised qualification which offers entry level training for sampling and measurement skills applied across a range of industries.

Students can complete the course as part of their normal timetable together with other School Curriculum and Standards Authority courses. It is packaged as a two-year course that will lead to the Certificate II in Sampling and Measurement (MSL201090)

Career Possibilities
Employment outcomes targeted by this qualification include samplers and testers in the field or laboratory, production personnel, plant operators, production operators, field assistants and many others.

This course is offered to students under the auspices of VETiS Consulting Services (RTO# 52499) Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: (08) 61888120
Email solutions@vetisconsulting.net.au

CERTIFICATE II in ANIMAL STUDIES (CT2EV)

Pre-requisites
A ‘C’ grade or better in science and an interest in working with animals.
This course is offered to students under the auspices of Polytechnic West (RTO# 1979)

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).

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 two-year certificate at the end of Year 12, students will have gained credit for approximately 8 units towards their WACE. This includes 4 from the Certificate course and 4 from the mandatory Workplace Learning

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 TAFE).
• Direct links and ease of entry into TAFE courses eg Certificate IV in Veterinary Nursing.
• Work experience in the Veterinary Industry.
• Practical experience in a profession
• An increased opportunity to enter the workforce.
• The Royal Live Saving 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).

Career Possibilities
Students undertaking this course will obtain valuable background knowledge and skills suitable for those wishing to enter Veterinary Nursing at TAFE or Registered Training Organisations, University, and /or to pursue employment in the following areas: Veterinary Science, Veterinary Nursing, Tertiary Education (Universities/ TAFE), Veterinary Surgeries, Department of Environment, Equine Studies, Horse Studies, Field/Research Officers, Department of Agriculture, Wildlife Carer, Animal Shelters (RSPCA), Boarding Kennels, Zoo Officer, Pet Shops, Hospitals, Stable Hands, Jillaroo/Jackaroo, Jockey, Taxidermy, Environmental Management, animal Behaviour, Animal Training, Grooming.

This course is offered to students under the auspices of Polytechnic West (RTO# 1979) Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone (08) 9267 7777
Email info.centre@polytechnic.wa.edu.au
Technology

COURSES
DESIGN AND TECHNOLOGY
Certificate I - General Construction
Certificate I - Engineering
Materials, Design & Technology (Wood) - GENERAL
Materials, Design & Technology (Jewellery) – GENERAL
Certificate II – Visual Arts - Technical Graphics

HOME ECONOMICS
Children Family and Community - Caring for Others – Child Focus - GENERAL -
Certificate II - Hospitality – Kitchen Operations
Food, Science and Technology – GENERAL

Design & Technology

CERTIFICATE I GENERAL CONSTRUCTION (CT1EG)
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 into 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 or Ms Francis
This course is offered to students under the auspices of VETisConsulting (RTO# 52499)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au
CERTIFICATE I - ENGINEERING (CT1EE)
This course is taken from the Metal & Engineering Industry Training Package (Careers Australia). It will provide Year 11 students with an opportunity to complete the above certificate and give extra credits when applying for TAFE course exemptions... The minimum requirement for achievement in Certificate 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, manual metal arc (stick).

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 Machining-Scriber, Sheet metal storage containers, a Fruit Bowl, and various other skill exercises. The tasks will need to be completed on time and within budget.

Students undertaking this course will most likely be pursuing a trade or vocational education such as TAFE. It has a broader benefit by offering a unique learning opportunity in developing cognitive and communication skills in an applied context. The objective of the course is to provide & prepare the students for the opportunities, responsibilities and critical participation faced in today’s metal & engineered technological world.

In this certificate course, assessment is not given as a “grade”, rather as competency in the set units. Upon completion of Certificate I, students will gain credit for approximately 2 units towards their WACE.

This course is offered to students under the auspices of Careers Australia (RTO# 31470)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 9262 9500
Email perth@careerasaustralia.edu.au
Website. www.careerasaustralia.edu.au

MATERIALS DESIGN AND TECHNOLOGY
WOODWORK – GENERAL (GEMDTW)

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.

MATERIALS DESIGN AND TECHNOLOGY
JEWELLERY – GENERAL (GEMDTM)

Pre-requisites
NIL Students with no past experience can achieve success in this subject.

Description
This course will appeal to students interested in fine design and creative arts, both ATAR and Non-ATAR

This course 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, copper, aluminium, and titanium may be used in conjunction with gemstones, pearls, dichroic glass to produce items of jewellery. Wax and polymorph plastic are also used to form project work which is then cast into metal. Learning occurs in an Industry standard facility.

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 general course and hence counting towards WACE.
- Past students have used Jewellery folio work to obtain TAFE placements for jewellery and design pathways.

More information is available from Mr Christmas (Jewellery teacher) in person or Phillip.christmas@education.wa.edu.au.
CERTIFICATE II in VISUAL ARTS - TECHNICAL GRAPHICS (CT2EVC)

Pre-requisites
No Pre-requisites are required for Technical Graphics, although it is an advantage for students to have studied this subject in lower school.

Description
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 this visual language.

Students can progress to a wide selection of creative and productive industries. It will assist students will move into University, Specialist Training Programs or employment in one of the many design and drafting areas, including Engineering, Architecture, Interior Design, 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 Units of Competency.

We are also offering students the option to pay for and become an Autodesk Certified User. These certifications enhance students’ tertiary education applications and resumes, providing evidence of competency and proficiency. Students who choose to attempt the certification pay $120.00 on top of the course fee which gives them 2 years to complete the certifications they wish to achieve. We are able to provide support for AutoCAD, Inventor (product Design) and Revit (Architectural Design). Maya and 3ds Max are also available for certification but are not within the scope of our subject.

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. Past students have successfully used these portfolios in gaining recognition of skills when applying for jobs and further training.

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.

This course is offered to students under the auspices of VETisConsulting (RTO# 52499)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au

Home Economics

CHILDREN, FAMILY AND THE COMMUNITY CARING FOR OTHERS: CHILD FOCUS – GENERAL (GEFCF)

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
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>Weightings</th>
<th>Types of Assessments</th>
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<tr>
<td>30%</td>
<td>Investigation</td>
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<tr>
<td>55%</td>
<td>Production</td>
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<tr>
<td>15%</td>
<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 II - HOSPITALITY KITCHEN OPERATIONS (CT2EHK)

This course will be studied over 2 years.

This qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities that require the application of a range of practical skills. Work will be undertaken in various hospitality enterprises where food is prepared and served. Individuals will work with some autonomy or in a team but usually under close supervision.

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 thirteen units, eight of which are core and five elective units over 2 years. 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.
students will investigate the food supply chain and value systems that regulate food availability, safety and quality. Students will organise, implement and manage production processes in a range of food environments and understand that 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, community food service organisations and catering organisations, as well as many enterprises within the tourism sector.

Pathways from qualification
After achieving SIT20312 Certificate II in Kitchen 1 Operations, individuals could progress to Cert III qualifications in commercial cookery, patisserie and catering operations.

This course is offered to students under the auspices of Hospitality Group Training (RTO# 0386). Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 9481 1602
Email joanne@hgtwa.com.au

FOOD SCIENCE AND TECHNOLOGY (GEFST)

Description
The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students will organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Students will investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products.

Content
The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Food choices and health
This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities. Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

Unit 2 – Food for communities
This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutritional-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods. Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Assessment

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<tr>
<td>Weightings</td>
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Career opportunities
This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.