## YEAR 12 COURSE HANDBOOK 2014

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Introduction

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

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

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

Note: The viability of running a course will depend on the number of students selecting it and other whole school issues. The fact that the course appears in this booklet does not mean that it will definitely be running.

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

Woodvale Secondary College offers a range of courses including:

- Courses – Courses will define standards of student performance. Courses at Stage 1 are the easiest and courses at Stage 3 are the hardest. Students studying a pair of Stage 3 course units will be required to sit an external exam at the end of Year 12. These courses are divided into two unit combinations to complete a year of study. Courses may contribute to University or TAFE entrance requirements and are suitable for direct entrance into the workforce.
- Certificate I, II or III courses. These are generally run as ‘stand-alone’ certificates. These courses provide students with practical recognition of their skills and are recognised by TAFE and employers. They have a “unit equivalence” and so 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 a Tertiary Admissions Ranking (ATAR) in Year 12 if sufficient pairs of units are undertaken at the Stage 2 or 3 level and can all count towards selection for TAFE and other training providers.
- Provide students with more choice, as in other Australian states.
- Introduce new areas of study e.g. Earth and Environmental Science, Psychology.
- Have course content that is relevant, challenging and engaging for a range of students.

Each course unit has a syllabus with essential content. Students select units appropriate to their Stage of development. University bound students will typically study a program of Stage 2 and 3 units over two years with most of the units at Stage 3 in Year 12. Other students may take all Stage 1 units or a mixture of Stage 1 and 2 units. Certificate courses are also valuable for all students.
VET information
WSC offers a number of Certificate courses in Year 11 and 12. These Certificates are delivered in a similar manner to all other courses. We have strong partnerships with Registered Training Organisations who oversee the delivery and assessment of these Certificates. Certificate courses not only provide students with a nationally recognised qualification, they also enhance applications to post school training organisations such as TAFE and provide a broad range of post school options and pathways.

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

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

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

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

To qualify for the Western Australian Certificate of Education in 2014, a student must meet the following conditions:

**Breadth and Depth**

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

**Achievement Standard**

2. **Achieve an average of at least ‘C’ across 16 course units of which at least 8 must have been completed in Year 12.**
   The calculation of the grade average for semester units could be done by converting each grade of A, B, C, D or E to a grade value of 5, 4, 3, 2 or 1 respectively. Grade values for the sixteen best units (bearing in mind that at least eight must be from Year 12) are then added together. An average of ‘C’ or better is achieved if the sum of the sixteen grade values is 48 or more (16 x 3 = 48).
   - Endorsed programs and/or certificate courses can reduce the required number of course units by up to 6 units. See School Curriculum and Standards Authority website for further details of this.
   - Repeated units can only count once in the WACE calculations. For any repeated units, only the best grade is used.
   - Students must make a genuine attempt at any compulsory exams otherwise the grades WILL NOT CONTRIBUTE to the calculation of the ‘C’ grade average.

**English Language Competence**

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

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

**LIST A and LIST B Courses offered for Year 12, 2014.**

Choose at least one course from each lists:

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

<table>
<thead>
<tr>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF  Account/Finance</td>
</tr>
<tr>
<td>AIT  Applied Info Tech</td>
</tr>
<tr>
<td>BIO  Biological Sciences</td>
</tr>
<tr>
<td>CHE  Chemistry</td>
</tr>
<tr>
<td>FST  Food Sci &amp; Tech</td>
</tr>
<tr>
<td>HBS  Human Biol Sci</td>
</tr>
<tr>
<td>MD   Materials, Design</td>
</tr>
</tbody>
</table>

**Compulsory Examinations**

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

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

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

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

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

Many courses cost significant amounts of money to run for our students and require the full payment of the compulsory charges by all parents/guardians. Consequently, a screening process will take place for 2014 course selection. **Courses costing $100 or more can only be selected if all 2013 charges have been paid (or negotiated payment plans are up to date) by Friday 5 July 2013.** Further, courses costing $100 or more will require a minimum 50% deposit by 22 November 2013 with the balance to be paid by 5 March 2014. Students who don’t meet these requirements will be allocated a lower cost preference.

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

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

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**INSTEP**
**Innovative Skills Training & Education Program**

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

**Year 11 students** are able to apply to do INSTEP in Year 12. The selection process is an informal one which includes an application letter, submission of a Portfolio, and attendance at an interview. Students will be expected to assist in the location of a placement provider.

Successful students will choose six courses including Workplace Learning 1C/1D and English 1C/D. It is highly recommended students include a Certificate course in their learning program. They will attend school for four days. One day per week they will be placed in their chosen area of industry.

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

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

Employers involved with INSTEP recognise its value and appreciate the skills and workplace understandings students display as a result. Students need to indicate their interest in this course on the subject selection form. Students and parents are encouraged to contact the VET coordinator for further information.
UNIVERSITY ADMISSION 2015

Admission Requirements
for School Leavers

ABBREVIATIONS
The following abbreviations have been used in this brochure:

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

FOREWORD

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

In determining the requirements for 2015 admission the universities have consulted the school sectors and the School Curriculum and Standards Authority (formerly Curriculum Council). There are separate external examinations for stage 2 and stage 3 units in all WACE courses.

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

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

This information is correct as at 6 June 2013. It applies to applicants who will be under 20 years of age on 28 February 2015 (ie students born on or after 1 March 1995). It is relevant only for admission in 2015 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 2014. Application will be via TISC’s website.

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

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

You need to apply for admission through TISC if you:
• are an Australian citizen,
• are a New Zealand citizen,
• have been approved/granted Australian permanent resident status.

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

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

PORTFOLIO ENTRY PATHWAY TO ECU

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

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

MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY

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

ADMISSION OF STUDENTS FROM NON-STANDARD SCHOOLS

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

Curtin University

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

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

Edith Cowan University

Students who have:
- successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
- achieved WACE; and
- met Edith Cowan University’s competence in English requirement

may apply direct to ECU using the Portfolio Entry Pathway.

Murdoch University

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

The University of Western Australia

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

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

1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

It is essential for you to satisfy the requirements of the WACE to enter all four universities, unless you are an applicant from a non-standard WA school. Detailed information about the WACE may be obtained from the School Curriculum and Standards Authority (formerly Curriculum Council), 27 Walters Drive, Osborne Park, 6017, 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 WACE courses: English, Literature or English as an Additional Language/Dialect (EALD), or from competence met in the previously offered subjects: TEE English, TEE English Literature or TEE English as a Second Language (ESL).

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

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

ENGLISH; LITERATURE; ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

Curtin University

The University of Western Australia

You must achieve a scaled score of at least 50, in stage 2 or stage 3.

Edith Cowan University

You must achieve:
- a scaled score of at least 50, in stage 2 or stage 3, or
- a letter grade of A, B or C in two units of English (2A, 2B, 2C, 2D, 3A or 3B) or English as an Additional Language/Dialect or Literature (2A, 2B, 3A or 3B) studied in Year 12.

All Universities

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

Curtin University
Edith Cowan University
Murdoch University

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

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

The University of Western Australia

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

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

TEE ENGLISH, TEE ENGLISH LITERATURE OR TEE ENGLISH AS A
SECOND LANGUAGE (ESL) SAT PREVIOUSLY

All Universities

TEE English, TEE English Literature and TEE English as a Second
Language (ESL) are no longer offered. However, if you have satisfied a
university’s competence in English requirement previously via results in TEE
English, TEE English Literature or TEE English as a Second Language
(ESL), then you have satisfied that university’s current competence in
English requirement.

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 AND INCREMENTS
All course results will be scaled to ensure fairness to all students.

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

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

Mathematics and Mathematics: Specialist
Mathematics (with four unit pairs 2A/2B; 2C/2D; 3A/3B and 3C/3D) and
Mathematics: Specialist (with two unit pairs 3A/3B and 3C/3D) have six
possible examinations. To encourage students to attempt the highest
level of mathematics they are capable of, the following increments will be
applied before scaling:

Mathematics Adjusted combined marks for 2A/2B – no increment
Adjusted combined marks for 2C/2D + 10
Adjusted combined marks for 3A/3B + 20
Adjusted combined marks for 3C/3D + 30
Mathematics: Specialist
Adjusted combined marks for 3A/3B – no increment
Adjusted combined marks for 3C/3D + 15

CALCULATION OF THE TEA
The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding a student’s best four scaled scores
plus 10% of the best LOTE scaled score, if any, based on the following rules:

• Courses which can be used in the ATAR are listed below.
• For the best four scaled scores, you may accumulate scaled scores
  which contribute to your ATAR over five consecutive years, with no
  subject or course counting more than once in the best four. NOTEB: Stage 2 and stage 3 of the same WACE course cannot both count. You
  may use previous scaled scores back to 2010.
• There are unacceptable course combinations whereby scores in both
courses cannot both be used (see explanation under Unacceptable
Course Combinations below).
• A LOTE bonus of 10% of a LOTE scaled score is added to the
aggregate of the best four scaled scores, subject to no LOTE scaled
score earlier than 2011 being used. If more than one LOTE has been
sat, only one (the best) LOTE scaled score can be used as the LOTE
bonus. You receive the LOTE bonus irrespective of whether your LOTE
course was counted as one of the best four.
• In calculating the scaled score, equal weight is given to the final school
mark and the final examination mark, except where courses/subjects are
taken on a private basis (see explanation under Courses Studied on a
Private Basis below).
• Scaled scores from previous study are on the same scale as scaled
scores obtained from study in 2014 and will be used directly in the
calculation of an ATAR, if applicable.
• The maximum TEA is 410.

TEA TO ATAR
TISC will construct a table to convert your TEA to an ATAR. The table
takes into account the number of students with a TEA and the number of
people of Year 12 school leaving age in the state. This table is
constructed annually.
PRIOR YEAR TER/ATAR

If you have a TER or ATAR from a previous year, you will be given the benefit of the higher of your previous TER/ATAR and your current ATAR. If you have not previously satisfied the WACE requirement or a university’s competence in English requirement, you must satisfy current requirements.

COURSES WHICH ARE USED TO FORM THE ATAR

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

Courses
Aboriginal and Intercultural Studies
Aboriginal Languages of WA*
Accounting and Finance
Ancient History
Animal Production Systems
Applied Information Technology
Arabic*
Automotive Engineering and Technology
Aviation
Biological Sciences
Building and Construction
Business Management and Enterpise
Career and Enterprise
Chemistry
Children, Family and the Community
Chinese: Background Speakers*
Chinese: Second Language*
Computer Science
Dance
Drama
Earth and Environmental Science
Economics
Engineering Studies
English
English as an Additional Language/Dialect (EALD)
Food Science and Technology
French*
Geography
German*
Health Studies
Human Biological Science
Indonesian: Background Speakers
Indonesian: Second Language*
Italian*
Japanese: Background Speakers
Japanese: Second Language*
Literature
Mathematics
Mathematics: Specialist
Media Production and Analysis
Modern Greek*
Modern History
Music
Outdoor Education
Philosophy and Ethics
Physical Education Studies
Physics
Plant Production Systems
Politics and Law
Psychology
Religion and Life
Visual Arts

NOTE:
1. There may be some additional interstate language courses* and examinations available in WA schools in 2014, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority (formerly Curriculum Council) for details of availability.

2. * indicates a language other than English (LOTE) course.

UNACCEPTABLE COURSE COMBINATIONS

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

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

If you have results from past study in WACE courses, you cannot use the following combination in calculating your ATAR. If you are repeating Year 12 studies, you may have results from both courses but the results in only one may be used to calculate your ATAR. Results from study prior to 2010 cannot be used in the ATAR.


COURSES STUDIED ON A PRIVATE BASIS

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

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

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

4. PREREQUISITES

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

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

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

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

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

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

CURTIN UNIVERSITY

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

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

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

EDITH COWAN UNIVERSITY
(including Joondalup, Mt Lawley, South West
Campus (Bunbury), and Margaret River
Education Centre)

ADMISSIONS CENTRE
270 Joondalup Drive
JOONDALUP WA 6027
Telephone: 134 328
Overseas: (61 8) 6304 0000
Email: futurestudy@ecu.edu.au
Web: www.reachyourpotential.com.au

MURDOCH UNIVERSITY

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

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

THE UNIVERSITY OF WESTERN AUSTRALIA

ADMISSIONS CENTRE
Mail Bag M353
35 Stirling Highway
CRAWLEY WA 6009
Telephone: (08) 6488 2477
Country Callers 1800 653 050
Fax: (08) 6488 1226
Email: 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
Technical & Further Education (TAFE)
(Currently known as State Training Authorities)

TAFE Colleges are Western Australia's largest providers of vocational education and training. They offer a broad range of courses ranging from para-professional to trades. Students can select from more than 500 full time courses.

TAFE courses are across 19 different areas of study:

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

*Regardless of which career, TAFE can help you to get there.

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

![Diagram of TAFE courses]

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

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

TAFE has become a very popular choice for Year 12 leavers with increasing numbers enrolling in recent years. There is a Second Semester intake into TAFE at the start of Term 3 with applications due to TAFE Admissions in May/June. Applications are made online. Check with TAFE for details at www.trainingwa.wa.gov.au.
TAFE Entrance Requirements

Applying for TAFE

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

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

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

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

Entrance requirements will be either

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

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

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

How to meet the entry requirements for a full time TAFEWA course
For example the entrance requirements for Diploma of Marine Studies are:

- ●● Communication skills
- ●●● Maths skills

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

<table>
<thead>
<tr>
<th>Communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENCHMARK</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>10  Y10C   Y10C Y10B/A</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Year 11 and 12 YEAR AND GRADE</td>
</tr>
<tr>
<td>11 English – Stage 1 C/B A</td>
</tr>
<tr>
<td>12 English – Stage 2 C B/A</td>
</tr>
<tr>
<td>12 English – Stage 3 C/B/A</td>
</tr>
<tr>
<td>12 English as and Additional Language/ Dialect – Stage 2 C B/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maths Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENCHMARK</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>10 Mathematics Y10C Y10C Y10A/B</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Year 11 and 12 YEAR AND GRADE</td>
</tr>
<tr>
<td>11 Maths – Stage 1 C/B A</td>
</tr>
<tr>
<td>11 Maths – Stage 2 C B/A</td>
</tr>
<tr>
<td>11 Maths – Stage 3 C/B/A</td>
</tr>
</tbody>
</table>

Other Year 11 / 12 courses will also contribute to meeting entry skills benchmarks.
For example a ‘B’ grade in 2A Media will gain ●●●● in the communication benchmark.
To meet the benchmark for your course you may be able to provide other types of evidence. This will be explained on the TAFE website.
IMPORTANT
All applicants must meet entry requirements BUT note that TAFE courses have been split into competitive and non-competitive for entry purposes. About 30% of courses are competitive and applicants for these courses will also need to meet selection criteria.

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

SELECTION CRITERIA MODEL

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

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

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

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

Education/Skill Development

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

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

TAFE offers are issued mid January 2014.

Further information is available on the TAFEWA website [www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au).

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

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

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

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


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


Australia wide job search  www.jobsearch.gov.au

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

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

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

Centrelink  www.centrelink.gov.au

Challenger Institute  www.challenger.wa.edu.au

Curtin University  www.curtin.edu.au

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

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


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

Good Universities guide  www.gooduniguide.com.au

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

Job search  www.seek.com.au

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

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

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

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

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

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

TAFE course information  www.trainingwa.wa.gov.au

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

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

West Coast Institute of Technology (ex West Coast TAFE)  www.wcit.wa.edu.au
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 employment opportunities.

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

3. **CAREER INFORMATION CENTRE**
   This modern careers library provides a lot of up-to-date information about employment and career opportunities. They welcome visits by students and can test and assess aptitude and interest areas.
   Location: 2nd Floor, City Central Building, 166 Murray Street Mall, Perth.
   Phone: 9464 1305
   Email: cic.per@centrelink.gov.au

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

5. **SCHOOL LIAISON OFFICERS ATTACHED TO UNIVERSITIES**
   They are available to discuss courses with high school students. They can be contacted at the various universities.
   (i) **CURTIN UNIVERSITY OF TECHNOLOGY - Bentley Campus**
       Prospective Students' Office - Ph: 9266 3399
   (ii) **MURDOCH UNIVERSITY**
       Prospective Students' Service - Ph: 9360 6538
   (iii) **UNIVERSITY OF WA**
       Admissions Centre - M353, 35 Stirling Highway, Crawley
       Ph: 6488 3050
       Email: admissions@uwa.edu.au
       Ph: 6488 3050
   (iv) **EDITH COWAN UNIVERSITY**
       Student Recruitment Office – Ph: 6504 6304
       Email: futurestudy@ecu.edu.au
   (v) **UNIVERSITY OF NOTRE DAME**
       Email: future@nd.edu.au
       Ph: 9433 0533
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;
- have not previously completed the course external assessment used in the determination of the award; and
- have satisfied the requirements for a WACE at the time of the determination of the awards.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Industry area</th>
<th>Training package code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>AUR05</td>
</tr>
<tr>
<td>Business Services</td>
<td>BSB07</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC08</td>
</tr>
<tr>
<td>General Construction</td>
<td>CPC08</td>
</tr>
<tr>
<td>Visual Arts, Craft and Design</td>
<td>CUV03</td>
</tr>
<tr>
<td>Screen and Media</td>
<td>CUF07</td>
</tr>
<tr>
<td>Tourism, Hospitality and Events</td>
<td>STF07</td>
</tr>
<tr>
<td>Information and Communications</td>
<td>ICA05/ICA11</td>
</tr>
<tr>
<td>Rural Production</td>
<td>RTE03/AHC10</td>
</tr>
<tr>
<td>Music</td>
<td>CUS09</td>
</tr>
<tr>
<td>Sport</td>
<td>SRC04/SR003/SR503</td>
</tr>
<tr>
<td></td>
<td>/SIS10</td>
</tr>
</tbody>
</table>

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

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

**General Certificates and Medallions**
The winners of both the Beazley Medal WACE and VET Awards receive a medallion and cheque for $2000.
- Winners of General Exhibitions and Course Exhibitions receive a medallion, certificate and a prize.
- All other award winners receive a certificate.
# Subjects/Courses Offered in Year 12 2014

<table>
<thead>
<tr>
<th>Tertiary Stream</th>
<th>TAFE/Apprenticeship/Employment Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance 3A/3B</td>
<td>Applied Information Technology 1C/1D</td>
</tr>
<tr>
<td>Biological Sciences 3A/3B</td>
<td>Certificate II - Animal Care Vet Studies</td>
</tr>
<tr>
<td>Chemistry 3A/3B</td>
<td>Certificate II – Basketball – Sports Coaching</td>
</tr>
<tr>
<td>Chinese 3A/2B</td>
<td>Certificate II – Business</td>
</tr>
<tr>
<td>English 3A/3B</td>
<td>Certificate III – Business</td>
</tr>
<tr>
<td>Geography 3A/3B</td>
<td>Certificate II – Construction Pathway</td>
</tr>
<tr>
<td>Human Biological Sciences 3A/3B</td>
<td>Certificate II – Engineering</td>
</tr>
<tr>
<td>Japanese 3A/3B</td>
<td>Certificate II – Furnishing</td>
</tr>
<tr>
<td>Literature 3A/3B</td>
<td>Certificate I – Hospitality</td>
</tr>
<tr>
<td>Maths 3C/3D &amp; Maths Specialist 3C/3D (4 units)</td>
<td>Certificate II – Hospitality –Kitchen Operations</td>
</tr>
<tr>
<td>Maths 3A/3B</td>
<td>Certificate II – Jewellery Manufacture</td>
</tr>
<tr>
<td>Maths 2C/2D</td>
<td>Certificate III – Music Industry</td>
</tr>
<tr>
<td>Media Production &amp; Analysis 3A/3B</td>
<td>Certificate III Tech Graphics (Visual &amp; Contemporary Craft)</td>
</tr>
<tr>
<td>Modern History 3A/3B</td>
<td>Certificate III Tech Graphics (Visual &amp; Contemporary Craft)</td>
</tr>
<tr>
<td>Music 3A/3B</td>
<td>Children, Family &amp; Comm – Childcare 1C/1D</td>
</tr>
<tr>
<td>Physical Education Studies – General 3A/3B</td>
<td>Food Science Technology – Hospitality 1C/1D</td>
</tr>
<tr>
<td>Music 3A/3B</td>
<td>English 1C/1D</td>
</tr>
<tr>
<td>Physical Education Studies – General 3A/3B</td>
<td>Health Studies 1C/1D</td>
</tr>
<tr>
<td>Psychology 3A/3B</td>
<td>Integrated Science 1C/1D</td>
</tr>
<tr>
<td>Visual Arts 3A/3B</td>
<td>Maths 1D/1E</td>
</tr>
<tr>
<td></td>
<td>Media Production &amp; Analysis 1C/1D</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education Studies 1C/1D</td>
</tr>
<tr>
<td></td>
<td>Physical Education Studies – Aquatics 1C/1D</td>
</tr>
<tr>
<td></td>
<td>Physical Education Studies – General 1C/1D</td>
</tr>
<tr>
<td></td>
<td>Physical Education Studies – Soccer Boys/Girls 1C/1D</td>
</tr>
<tr>
<td></td>
<td>Visual Arts 1C/1D</td>
</tr>
<tr>
<td></td>
<td>Workplace Learning 1C/1D (as part of INSTEP)</td>
</tr>
</tbody>
</table>

**NOTE CAREFULLY**

- All accredited courses and certificates contribute to Secondary Graduation (WACE).
- Students with CLEAR University intentions should take at least 4 Tertiary Stream courses according to their INTERESTS and ABILITY.
- Students with NO university intentions should take mainly TAFE/Apprenticeship/Employment Stream courses.
- Students cannot select both English and Literature or both Human Biology and Biology.
- All students must select 6 courses unless studying 5 courses from the Tertiary Stream. In that case the student may apply for Study Zone class. (In special cases, approved by the Associate Principal, students choosing 4 Tertiary stream courses and a Certificate II or higher may apply for a study zone.)
- Stage 3 courses will require the sitting of external examinations unless exempt.
- Students must not select more than three certificate courses.
The Arts

COURSES

MEDIA
Media Production and Analysis (1CMPA/1DMPA)
Media Production and Analysis (3AMPA/3BMPA)

MUSIC
Music – Western Music (3AMUSW/3BMUSW)
Music Industry – Certificate III (CT3M)

VISUAL ART
Visual Arts (1CVAR/1DVAR)
Visual Arts (3AVAR/3BVAR)

Media

MEDIA PRODUCTION & ANALYSIS (1CMPA/1DMPA)
Pre-requisites
Nil. This course doesn’t have an external WACE exam.

Description
The focus for unit 1CMPA is Entertainment. Students view, listen to, and analyse relevant media texts as their experience of the language of media is reinforced. They examine how audiences’ cultural experiences influence their responses to media. They build upon basic production processes and create their own productions.
The focus for unit 1DMPA is Infotainment. A range of non-fiction commercial and non-commercial media styles and genre provide opportunities to examine how reality is dramatized and re-presented whilst engaging and informing audiences. Students create their own non-fiction media works learning about aspects of production.

Assessment
The three types of assessment listed below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Media Production and Analysis course.
Investigation (weighting 15 to 25%)
Research work in which students plan, conduct and communicate an investigation.
Production (weighting 50 to 70%)
Extended production project in which students explore ideas, control and manage the processes required to achieve/manage the aesthetic quality of production.
Response (weighting 15 to 25%)
Students apply their knowledge and skills in analysing and responding to a series of stimuli or prompts.

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

MEDIA PRODUCTION & ANALYSIS (3AMPA/3BMPA)
Pre-requisites
A minimum ‘C’ grade in both stage 2 Media and English.

This course has an external WACE exam plus a production submission

Description
The recommended focus for unit 3AMPA is Media Art Forms. This provides the opportunity for students to explore and select from a range of media art forms and extend their understanding of aesthetics.

Students view, listen to and analyse contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences’ interpretations. They consider the representation of values and technological developments that influence perceptions of art.

Students are encouraged to experiment with technologies, structures, codes and conventions to express their ideas and creativity. They have the opportunity to develop competence in production skills and processes in media of their choice and begin to show the development of personal styles.
The recommended focus for unit 3BMPA is power and persuasion, which may range from the seductive nature of popular media forms to propaganda and political persuasion.

Through this broad focus students extend their understanding of both fiction and non-fiction media forms, examining the way the media is able to reflect, challenge and shape values, beliefs and ideologies. They view, listen to and critically analyse a range of media texts, considering the purposes and values of producers and audiences.

They synthesise a range of ideas, skills and processes to create their own media productions that express their views and show a distinct flair or personal style.
School-based assessments
The three types of assessment listed below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Media Production and Analysis course.

Investigation (weighting 20 to 30%)
Research work in which students plan, conduct and communicate an investigation.

Production (weighting 35 to 55%)
Extended production project in which students explore ideas, control and manage the processes required to achieve/manage the aesthetic quality of production.

Response (weighting 25 to 35%)
Students apply their knowledge and skills in analysing and responding to a series of stimuli or prompts.

WACE examination details.
Production submission component 50%
Written component 50%

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

Music

MUSIC – WESTERN MUSIC
(3AMUSW/3BMUSW)

Pre-requisites
These courses are typically for students with an extensive and comprehensive musical knowledge and performance skill. Students must have successfully completed Year 11 2AMUSW and 2BMUSW, ‘C’ grade or better or the equivalent grade in 5 AMEB courses of theory/ musicianship and instrumental.

Description
Students will extend their understanding and appreciation of a range of music and further develop the skills and knowledge needed to be able to respond to how social, cultural and historical factors shape the role of music. Students consider how music is structured and how the elements of music are used to influence the specific types of music being studied. They use their developing performance skills, knowledge and understanding of Theory and Aural and apply this with increasing complexity in their music making activities.

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

Students who choose this pathway will complete an external examination for university entrance.

Career Possibilities
These courses are designed for students who aspire to further their music studies to the highest possible level. Possibilities include a professional musician or a Music teacher.

CERTIFICATE III – MUSIC INDUSTRY
(CT3M)

Pre-requisites
This course is for students with an extensive and comprehensive musical knowledge and performance skill. Students must have successfully completed Certificate II – Music Industry.

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

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 devices, stage craft and developing music knowledge and listening skills.

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

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

Visual Arts

The Visual 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, illustration, ceramics, graphic design, 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 – (1CVAR/1DVAR)**

**Pre-requisites**
This course is typically for students with a strong interest and commitment to art. A minimum ‘C’ grade in both Year 10 Art and English is necessary.

**Description**
The course of study develops a very practical approach to knowledge and understanding of the Visual Arts. Through exploration, investigation and experimentation of the art process, students choose their own learning contexts that are related to their interests.

Through personal research and appreciation students explore the themes of *Inspiration* and *Investigation* as they apply to contemporary society.

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

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

**VISUAL ARTS – (3AVAR/3BVAR)**

**Pre-requisites**
This course is best suited to students who are committed to art practice and who have achieved a minimum ‘C’ grade in stage 2 Visual Arts and a ‘B’ grade in English.

**Description**
The course is very demanding in practical and theoretical skills and techniques. Students are required to produce a folio and body of work in their selected studio practice. Research, investigation and analysis of contemporary Australian and International art forms the basis of theoretical knowledge and personal learning contexts. Issues, events and ideologies are researched and documented, examining social, political, cultural and historical purposes of art making and art interpretation. Students examine their own beliefs and social values and the way Visual Arts reflect and shape society and values.

The course focuses on personal *Commentaries* and *Points of View* as semester themes.

This is a List A WACE course for entry to university study.

**Assessment**
The course is both school based and externally examined. The unit content is divided into three teaching and learning areas:

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

COURSES
English (1CENG/1DENG)
English (3AENG/3BENG)
Literature (3ALIT/3BLIT)

ENGLISH (1CENG/1DENG)
Pre-requisites
Students enrolling in 1C/1D are expected to have completed 1A/1B in Year 11.

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

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

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

ENGLISH (3AENG/3BENG)
Pre-requisites
Students enrolling in 3A/3B are expected to have achieved a 'C' grade or higher in 2A/2B, in Year 11. Students who complete 3A/3B English will be awarded an additional 15 marks as part of the marks adjustment process by the Curriculum Council following the completion of the external WACE exam.

Description
Unit 3AENG
This course is designed to meet the needs of students considering applying for tertiary entrance at the end of Year 12. As such it develops students' abilities to shape their writing and speaking for appropriate audiences and purposes. The focus of this unit is language and identity. Students will study the way in which identities are expressed, constructed, represented and critiqued through language. They develop oral and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity.

Unit 3BENG
This course is designed to follow on from 3A English. The focus of this unit is language and ideas. Students will explore the way language is used in relation to knowledge and how this varies between different contexts. Students investigate the assumptions underlying the way in which language is used and knowledge is presented in selected areas and the attitudes and values associated with these assumptions. Formal examinations will form a part of the 3A/3B scheme of assessment. Students will also have the opportunity to sit an external examination in order to qualify for university entrance.

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 (3ALIT/3BLIT)
Pre-requisites
A 'C' grade or better in Year 11 Literature.

Description
This course continues the study of literature in the areas of prose fiction, drama and poetry which was begun in Year 11. It emphasises detailed analysis of the ideological and social constructions of texts and the roles of the writer, reader and text in the construction of meanings made from these texts.

Students will be required to complete a number of minor and major essays each semester. They are required to contribute to class discussions, deliver oral analyses and at least one tutorial per semester. Each semester will be concluded with an exam.

Career Possibilities
Specific career paths for students completing Upper School Literature involve any occupations which have language analysis as a major component: i.e. journalism, teaching, publishing, library, etc.
English Course Pathways
The following indicate likely pathways for students.

YEAR 11
2013

2ALIT/2BLIT
(Year 11)

2AENG/2BENG
(Year 11)

1AENG/1BENG

YEAR 12
2014

3ALIT/3BLIT
(Year 12)
(Recommended Pathway)

3AENG/3BENG

1CENG/1DENG
(Year 12)
Languages

COURSES
Japanese: Second Language (3AJSL/3BJSL)
Chinese: Second Language (3ACSL/3BCSL)

LOTE BONUS: See information on page 8 for how UWA and Curtin will reward you for studying one of these languages in Year 12.

JAPANESE: SECOND LANGUAGE (3AJSL/3BJSL)

Pre-requisites
Students should be non-background speakers of the language. It is expected that students have completed 2AJSL and 2BJSL: Japanese Second Language and have scored a ‘C’ grade or better. Each student must submit an application form to the School Curriculum and Standards Authority to be eligible to sit this subject. The teacher will arrange this for all students.

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

The course content includes four areas:
- Text types
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies

Unit 3AJSL
The focus for this unit is わかしい旅行者(young travellers). Students explore more complex events associated with travelling and travel preparation including places to visit and stay in Japan, local attractions, special events items of interest to teenagers, and possible options for an extended stay such as further study and work.

Unit 3BJSL
The focus for this unit is かこと未来(reflections and horizons). It is aimed at students who have well-developed skills and understanding, and show a sound knowledge of content. They develop their language skills to reflect on past, present, and future issues related to their personal world, Japanese-speaking communities, and the changing world.

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

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

CHINESE: SECOND LANGUAGE (3ACSL/3BCSL)

Pre-requisites
Students should be non-background speakers of the language. It is expected that students have a keen interest in Languages and foreign cultures. Students need to have had prior study of Chinese in Year 11 units. Each student must submit an application form to the Curriculum Council to be eligible to sit this course. The teacher will arrange this for all students.

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

Unit 3ACSL
The focus for this unit is 目前情况 (here and now). Students explore texts, either related to specific contexts, text types or topics. Students develop an insight into Chinese cultures by exploring texts associated with everyday life.

Students consider aspects of their own lives and how they and young people in the Chinese-speaking world deal with the issues they may encounter in areas such as friendships, teen trends, music, study, work and the influence of technology on leisure, work and study.

Unit 3BCSL
The focus for this unit is 有什么打算? (what next?). Students consider issues relevant to their world in order to gain an understanding of current youth issues.

Students reflect on their world and past experiences while exploring future possibilities and dreams. They focus on: their life as a student; on possible educational and career pathways; studying and working in a Chinese community; current youth issues both in Australia and in Chinese-speaking communities and becoming independent.
# Mathematics

## COURSES
- Mathematics (1DMAT/1EMAT)
- Mathematics (2CMAT/2DMAT)
- Mathematics (3AMAT/3BMAT)
- Mathematics (3CMAT/3DMAT)
- Mathematics Specialist (3CMAS/3DMAS)

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

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

### Notes for TAFE Courses
In most cases, it doesn't matter which subject or 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 Maths course 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 some cases, in courses such as Engineering, Electrical and Information Technology, it would be advantageous to study higher level Maths units.

## Options for course selection

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

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

<table>
<thead>
<tr>
<th>2. 2CMAT/2DMAT</th>
<th>3AMAT/3BMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a course midway between courses 1 and 3. It is suitable for students stronger at Mathematics but choosing not to do course 3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. 3AMAT/3BMAT</th>
<th>3CMAT/3DMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the strongest two course option. It is suitable for prospective students in the biological, social and management sciences. or</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1. 1BMAT/1CMAT</th>
<th>1DMAT/1EMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for employment or general TAFE entry.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1. 3AMAT/3BMAT</th>
<th>3CMAT/3DMAT</th>
<th>3AMAS/3BMAS</th>
<th>3CMAS/3DMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for students who require the strongest mathematical preparation for university studies in courses such as mathematics, computing, engineering and the physical sciences. Students with a liking for mathematics and intending to study biological, social or management science at tertiary level would also gain great benefit from this option.</td>
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</tr>
<tr>
<td>Year 8</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Year 11</td>
</tr>
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</tr>
<tr>
<td><strong>Academic Extension</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Academic Extension</strong></td>
<td><strong>Academic Extension</strong></td>
<td>3A/B MAS and 3A/B MAT</td>
</tr>
<tr>
<td>Leads to 3A/B MAS and 3A/B MAT</td>
<td></td>
<td></td>
<td>In this course units 3A MAS and 3B MAS are run as a combined course in Year 11, and are studied in conjunction with units 3A MAT and 3B MAT, which are also run as a combined course in Year 11. The course assumes knowledge of the content covered in the Year 10 academic extension course. This course leads to 3C/D MAT and MAS in Year 12</td>
</tr>
</tbody>
</table>

| **Extension**<br>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability | **Extension** | **Extension** | 3A/B MAT | 3C/D MAT | University studies in biological, social and management sciences. |
| Leads to 3A/B MAT | | | Units 3A MAT and Unit 3B MAT are run as a combined course in Year 11. This course assumes knowledge of the content covered in the Year 10 extension course. | Units 3C MAT and 3D MAT are run as a combined course in Year 12. The course is aimed at students who have successfully completed 3A/B MAT in Year 11 Mathematics achieving at least a high ‘C’ grade. |

| **Extension**<br>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability | **Extension** | **Extension** | 2C/D MAT | 3A/B MAT | University studies where further mathematics is likely to be needed. Also for higher level training in technical areas. |
| Leads to 2C/D MAT | | | Units 2C MAT and 2D MAT are run as a combined course in Year 11. The course is aimed at students who have successfully completed the Year 10 extension course. | Units 3A MAT and 3B MAT are run as a combined course in Year 12. This course is aimed at students who have successfully completed 2C/D MAT in Year 11 with at least a ‘B’ grade. |

| **Core**<br>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability | **Core** | **Core** | 2C/D MAT | 3A/B MAT | University studies where further mathematics is likely to be needed. Also for higher level training in technical areas. |
| Leads to 2C/D MAT | | | Units 2C MAT and 2D MAT are run as a combined course in Year 11. The course is aimed at students who have successfully completed the Year 10 core course achieving an ‘A’ grade. | Units 3A MAT and 3B MAT are run as a combined course in Year 12. This course is aimed at students who have successfully completed 2C/D MAT in Year 11 with at least a ‘B’ grade. |

| **Core**<br>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability | **Core** | **Core** | 2A/B MAT | 2C/D MAT | University entry but does not provide adequate preparation in which knowledge of calculus or statistical inference is useful. |
| Leads to 2A/B MAT | | | Units 2A MAT and 2B MAT are run as a combined course in Year 11. This course is aimed at students who have successfully completed the Year 10 core course achieving at least a high ‘C’ grade. | Units 2C MAT and 2D MAT are run as a combined course in Year 12. The course is aimed at students who have successfully completed 2A/B MAT achieving at least a high grade. |

| **Core**<br>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability | **Core** | **Foundation** | 1B/C MAT | 1D/E MAT | Suitable for employment or general TAFE entry. |
| Leads to 1B/C MAT | | | Units 1B MAT and 1C MAT are run as second units in Year 11. This course is aimed at students who have successfully completed the Year 10 foundation course achieving at least a ‘B’ grade. | Units 1D MAT and 1E MAT are run as second units in Year 12. This course is aimed at students who have successfully completed 1B/C MAT achieving at least a ‘C’ grade. |

| **Foundation**<br>Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability | **Foundation** | **Foundation** | 1B/C MAT | 1D/E MAT | Suitable for employment or general TAFE entry. |
| Leads to 1B/C MAT | | | Units 1B MAT and 1C MAT are run as second units in Year 11. This course is aimed at students who have successfully completed the Year 10 foundation course achieving at least a ‘B’ grade. | Units 1D MAT and 1E MAT are run as second units in Year 12. This course is aimed at students who have successfully completed 1B/C MAT achieving at least a ‘C’ grade. |
MATHEMATICS (1DMAT/1EMAT)

Pre-requisites
Year 11, 1BMAT/1CMAT ‘C’ grade or better. Students who didn’t study Mathematics in Year 11 can make an appointment with Head of Learning Area to discuss options to study 1D/1E MAT in Year 12.

Description
1DMAT
In this unit, students use integers, decimals, fractions, percentages and ratios for practical purposes. They apply mathematics in making financial decisions. They write word sentences algebraically and solve simple algebraic equations. They calculate area and perimeters of circles and use the Pythagoras’s theorem for calculating the length of the sides of right triangles. They describe the effects of reflecting, rotating and translating shapes in design, and enlarge, reduce and distort figures. They interpret detailed maps. Students collect measurement data from fair samples, display data in tables and graphs, calculate averages and describe spread of data, and compare datasets. They use mental strategies, written methods, calculators and computer-technologies where appropriate.

1EMAT
In this unit, students use positive and negative numbers and numbers with powers for practical purposes. They calculate interest and repayments for loans. They draw graphs to represent real situations, and use them to describe how quantities are related. They use trigonometry to calculate measurements in right triangles, and calculate volume and surface area of shapes. They analyse networks. Students simulate everyday chance events, calculate probabilities and predict using probabilities. They collect bivariate data relevant to them, display the data in tables and graphs, and describe trends. They use mental strategies, written methods, calculators and computer-technologies where appropriate.

MATHEMATICS (2CMAT/2DMAT)

Pre-requisites
Year 11, 2AMAT/2BMAT high grade of ‘B’ grade or better.

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

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

MATHEMATICS (3AMAT/3BMAT)

Pre-requisites
Year 11 3CMAT/3DMAT high grade of ‘B’ grade or better.

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

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

MATHEMATICS (3CMAT/3DMAT)

Pre-requisites
Year 11, 3AMAT/3BMAT high grade of ‘C’ grade or better.

Description
3CMAT
In this unit, students develop their knowledge of calculus concepts and their algebraic, graphing and calculus skills, and apply these in mathematical modelling. They use counting techniques and probability laws, and calculate and interpret probabilities for the binomial, uniform and normal random variables. They use mental and written methods and technologies where appropriate.
3DMAT
In this unit, students extend and apply their understanding of differential and integral calculus. They solve systems of equations in three variables and linear programming problems. They verify and develop deductive proofs in algebra and geometry. Students model data with probability functions and analyse data from samples. They justify decisions and critically assess claims about data. They use mental and written methods and technologies where appropriate.

MATHEMATICS SPECIALIST
(3CMAS/3DMAS)
Pre-requisites
Year 11 3AMAS/3BMAS preferably ‘A’ or ‘B’ grade.

Description
3CMAS
The focus for this unit is the abstract development of a range of sophisticated relationships. Spatial contexts are extended from two dimensions to three dimensions. This unit develops abstraction as an increasingly powerful way of expressing and analysing change and introduces exhaustion and contradiction as methods of proof to be explored.

3DMAS
The focus for this unit is on the use of differential and integral calculus to understand a range of phenomena. By increasing familiarity with transformation and the use of matrices, students can extend their theoretical understanding of growth and decay models. This unit introduces mathematical induction to complete the suite of proof processes developed in mathematical reasoning to a satisfactory, pre-tertiary level.
Physical and Health Education

COURSES
Basketball - Certificate II Sports Coaching (CT2BB)
Phys Ed Studies General (1CPE/1DPE)
Phys Ed Studies General (ATAR) (3APES/3BPES)
Phys Ed Studies Aquatics (1CPES/1DPE)
Phys Ed Studies Soccer Boys (1CPESS/1DPESS)
Phys Ed Studies Soccer Girls (1CPESS/1DPESS)
Outdoor Education (1COED/1DOED)
Health Studies (1CHEA/1DHEA)

BASKETBALL - CERTIFICATE II SPORTS COACHING (Boys/Girls)
Pre-requisites
Participation in the Specialised Basketball Program.
Any student not currently in the Year 11 Certificate I Sport and Recreation (Basketball) course must undergo a practical trial to assess their suitability.

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

Description
Through playing, coaching and studying the skills, strategies and rules of basketball, students will have the opportunity to work toward achieving a Certificate II in Sports Coaching (Basketball).

Units will cover knowledge of the sport and recreation industry, working with others in coaching and playing basketball as well as First Aid and communication skills. Delivery is classroom based as well as on court practices. Students are observed and assessed through performance and content knowledge.

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

Upon completion of this Certificate students will gain credit for approximately 2 units towards their WACE.

PHYSICAL EDUCATION STUDIES (PES)
PLEASE NOTE:
In general, only one Physical Education Studies course can be undertaken. That is, students choose only one of either PES General, Aquatics or Soccer.

Students who were in the specialist Soccer program in Year 10 are expected to select these courses in Year 11 & 12 ahead of other Physical Education Studies subjects. Basketball students may undertake both the Certificate course and a Physical Education Studies course.

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

PHYSICAL EDUCATION STUDIES GENERAL 1CPES/1DPE
Pre-requisites
Students should have an enthusiastic approach to Physical Education.

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

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. It will prepare them to play an active role in the development of communities and societies. Enhanced self-understanding and respect and concern for others, whatever their interests and abilities in relation to physical activity, are a focus throughout this course of study.

UNIT 1CPES
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 1DPE
The focus of this unit is realising personal potential by exploring the practical concepts relating to training (both physical and mental), skill development, psychological aspects of participation, leadership and decision making styles. Practical coaching of peers and younger students will be encouraged. Students will be expected to extend their understanding of influences on their own and others’ attitudes, beliefs and behaviours in relation to participation in physical activity and sport.
PHYSICAL EDUCATION STUDIES
GENERAL 3APES/3BPES

Pre-requisites
An enthusiastic approach to sport. Physical Education Studies 2A/2B is essential. The assessment for this course is 70% Theory and 30% Practical.

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

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

UNIT 3APES
The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others’ performance in physical activity.

On completion of this unit, students should be able to:

• analyse proficiency of movement skills in a selected sport
• adjust and refine movement skills in modified competitive situations
• define transfer of learning and understand its effects
• evaluate the different types of transfer and their impact on skill execution and movement efficiency
• analyse movement skills of self and others and design coaching/teaching programs to improve performance
• define and relate the following biomechanical principles: momentum, impulse momentum, coefficient restitution, levers, moment of inertia and angular momentum
• understand and describe the microstructure of skeletal muscles and how they contract
• understand the relationship between muscle contraction and the amount of force exerted
• investigate the relationship between nutritional requirements and energy demands during physical activity
• understand the implications of preparing and performing in different environmental conditions
• explain the physiological impact of performance enhancers
• understand the influence that age, gender, skill level and type of activity has on mental skills.

UNIT 3BPES
The focus of this unit is to extend students’ understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

On completion of this unit, students should be able to:

• adapt and implement strategic responses varying in complexity to situational demands in modified competitive practical situations
• analyse and reflect on self and others’ performance
• explain and apply fluid mechanics such as spin, Bernoulli’s principle and drag in specific physical activities
• apply biomechanical principles to analyse and evaluate specific skills
• understand the role of the neuromuscular systems in relation to muscle function
• identify fast and slow twitch fibres and their relationship to physical performance types
• critically evaluate training programs designed to improve performance
• analyse mental skills strategies used pre, during and post performance to manage stress, motivation, concentration, arousal levels and self-confidence
• apply Carron’s model of group cohesion to analyse participation in physical activity.

There will be an external written exam and practical exam for this course.

PHYSICAL EDUCATION STUDIES
AQUATICS 1CPESA/1DPESA

Pre-requisites
An enthusiastic approach to sport and in particular surfing or bodyboarding. Sound swimming competency is also required. It is expected that students will have access to their own surf equipment.

Sporting Contexts
The concepts of this course will be covered through the sporting contexts of Surfing/Bodyboarding and Mixed Netball.

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

UNIT 1CPESA
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 1DPESA
The focus of this unit is realising personal potential by exploring the practical concepts relating to training (both physical and mental), skill development, psychological aspects of participation, leadership and decision making styles. Practical coaching of peers and younger students will be encouraged. Students will be expected to extend their understanding of influences on their own and others’ attitudes, beliefs and behaviours in relation to participation in physical activity and sport.
PHYSICAL EDUCATION STUDIES

SOCCER (Girls) (1CPESS/1DPESS)

Pre-requisites
Any student not currently in the Year 11 Soccer Phys Ed Studies course must undergo a practical trial to assess their suitability.

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

Description
Students undertaking the Soccer 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 Soccer as athletes and coaches.

UNIT 1CPESS
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 soccer performance. Attitudes and values will be explored as will the psychological and social influences that motivate participants to achieve in soccer.

UNIT 1DPESS
The focus of this unit is realising personal potential by exploring the practical concepts relating to coaching soccer. Practical coaching of peers and younger students will be conducted. 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.

PHYSICAL EDUCATION STUDIES

SOCCER (Boys) 1CPESS/1DPESS

Pre-requisites
Any student not currently in the Year 11 Soccer Phys Ed Studies course must undergo a practical trial to assess their suitability.

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

Description
Students undertaking the Soccer 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 Soccer as athletes and coaches.

UNIT 1CPESS
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 soccer performance. Attitudes and values will be explored as will the psychological and social influences that motivate participants to achieve in soccer.

UNIT 1DPESS
The focus of this unit is realising personal potential by exploring the practical concepts relating to coaching soccer. Practical coaching of peers and younger students will be conducted. 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.

OUTDOOR EDUCATION 1COED/1DOED

Pre-requisites
Swimming competency. Demonstrated reliability and ability to work in a mature manner at school and when off-campus.

Practical Component
Practical skills will include Advanced Abseiling, Surf-Kayaks/Canoeing and Bronze Medallion Lifesaving. A one day excursion and a 2 night camp in the Yallingup region are included in the course.

Description
Year 12 Outdoor Education continues to develop the ability to work cooperatively with others in a variety of situations whilst developing the following skills.

UNIT 1COED
The focus of this unit is building confidence in the outdoors. It encourages students to build self-confidence as they interact with the environment. They understand basic planning and organisational requirements. They develop camping, survival and navigation skills. Risk management principles, safe practice development and emergency response procedures are examined. Personal and interpersonal skills are developed to assist working with others and as a leader. Leadership experiences are provided. Their understanding of the environment with relationship to nature is developed and the concept of sustainability is introduced.

Practical skills will include introductory climbing, abseiling and First Aid.

UNIT 1DOED
The focus of this unit is outdoor leadership. It encourages students to continue to build self-confidence as they are encouraged to develop outdoor leadership skills. Planning and navigation skills, risk management and emergency response process are continued to be developed and extended. Personal and interpersonal skills used to assist in effective outdoor leadership are focused on and developed through experiences. Environmental awareness is increased through more study of parts of the natural environment, introduction to the concept of wilderness, and study of the impact of technology, urbanisation and changing lifestyles. Sustainability projects are examined and students are encouraged to engage with one of their choice.

Students are expected to attend a Zone Zero each week to give an extended practical session and may receive a free zone in lieu of this, providing it is feasible and theory work is up to date.
HEALTH EDUCATION STUDIES
1CHEA/1DHEA

Pre-requisites
A grade of ‘C’ grade or higher in lower school Health Education.

Description
Year 12 Health Education continues to develop the knowledge, understanding and skills necessary to promote health.

UNIT 1CHEA
The focus of this unit is on the interaction of personal, peer and family health. Students will develop strategies to influence personal health to manage influences from peers and family. Through researching relevant issues, students will communicate their findings in a variety of styles.

UNIT 1DHEA
The focus of this unit is on the health of groups and communities. Students will analyse local efforts at health promotion. From here students will explore the health responsibilities of State and Federal bodies.
Science

COURSES
Biological Sciences (3ABIO/3BBIO)
Chemistry (3ACHE/3BCHE)
Human Biological Sciences (3AHBS/3BHBS)
Integrated Science (1CISC/1DISC)
Physics (3APHY/3BPHY)
Veterinary Studies Certificate II Animal Care (CT2V)

BIOLOGICAL SCIENCES
(3ABIO/3BBIO)

Pre-requisites
A high ‘C’ grade or above in 2A/2B Biology , or in negotiation with the Biology teacher.

Description
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 3ABIO
The focus for this unit is maintaining balance.
The essential content includes:
- Ecosystem biodiversity and types
- Environmental impact of humans
- Photosynthesis/Respiration/Energy transfer
- Cell activity control/enzymes
- Homeostasis in plants and animals/water and temperature regulation

Unit 3BBIO
The focus for this unit is evolution.
The essential content includes:
- Conservation and maintaining biodiversity
- DNA/Recombinant DNA techniques/Application of DNA technology
- Variation/meiosis
- Isolation/Selection/Speciation/Evolution
- Evidence for evolution

Assessment
Practical Skills and Fieldwork 20%
Extended Response 20%
Tests and Exams 60%

Career Possibilities
Most tertiary institutions offer Science courses with major studies in Biology. A pass in 3A/3B Biology would obviously be an advantage for acceptance into these courses. 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 (3ACHE/3BCHE)

Pre-requisites
Students should have demonstrated a high level of achievement in both the Year 11 Courses 2ACHE and 2BCHE. A minimum high ‘C’ grade is essential.

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

Unit 3ACHE
The focus of 3ACHE is “Chemical Processes in Industry and the Environment”.
Macroscopic properties of matter
Atomic structure and bonding
Chemical reactions
Chemical equilibrium
Applied chemistry

Unit 3BCHE
The focus of 3BCHE is “Chemistry and Modern Lifestyles”
Chemical reactions
Acids and bases in aqueous solutions
Oxidation and Reduction
Electro-chemistry
Organic chemistry
Further applied chemistry

Assessment
Tests and Examinations 70%
Practical Assessment, Investigations, Assignments and Class Work 30%

Career Possibilities
A sound knowledge of advanced level chemistry is essential to further studies in Applied Chemistry and Chemical Engineering. All science related areas require a strong foundation in chemistry. Areas as diverse as: Agriculture, Geochemistry, Biology, Biochemistry, Geology/Mining, Engineering, Naturopathy, Environmental Science, Pharmacy, Forensic Science, Cosmetic Science, Sports Science, Occupational Health and Safety Work, Medicine, Dentistry and Metallurgy.
**HUMAN BIOLOGICAL SCIENCES (3AHBS/3BHBS)**

**Pre-requisites**
Students should have completed Year 11 Human Biology 2AHBS and 2BHBS with a minimum grade of a high ’C’ grade or in negotiation with a Human Biology teacher.

**Description**

**Unit 3AHBS**
The focus for this unit is Human Regulation. It explores the variations in humans in their changing environment both at the level of the functioning individual and groups of humans as a population or a species.

**Essential content covered includes:**
- Human form and function including cell structure, metabolism and regulation
- Body systems including the nervous and endocrine systems
- Human diversity and change including inheritance, variation and evolution
- The practice of Human Biology including planning and conducting scientific investigations and the relevance to everyday life

**Unit 3BHBS**
The focus of this unit is the Future of Humans. It explores DNA, its manipulation and application in the treatment of diseases, the ageing individual and evolutionary trends in primates and hominins.

**Essential content covered includes:**
- Human form and function including the roles of DNA and RNA, and the bodies specific resistance
- Body systems including the nervous and musculo-skeletal systems, and medical technologies relating to the systems caused by ageing
- Human diversity and change focusing on biotechnological techniques used in inheritance, variation and evolution of the primates and hominins
- The practice of Human Biology including planning and conducting scientific investigations.

**Assessment**
- Investigations 15%
- Extended response 25%
- Tests and exams 60%

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

**INTEGRATED SCIENCE (1CISC/1DISC)**

**Pre-requisites**
Students are not required to have completed 1A/1B Integrated Science, however should have a desire to become better informed in regard to science, science technology and its impact on society.

**Description**
Through studying this course, students will learn to develop an interest in science, a general knowledge of scientific content in a variety of areas, a general knowledge of scientific laws, concepts and principles, to apply scientific knowledge in everyday situations, and to communicate effectively using the terminology of science. Integrated Science is a practical based subject with content relevant to students' needs.

Topics that will be covered include:
1. **Flight**
   - The history of flight and what makes objects fly.
   - The construction of hot air balloons, kites, sailplanes and rockets.
2. **Vehicles and Drivers**
   - This topic aims to raise students' awareness of the pleasures and dangers of the motor vehicle. It covers car design, road rules and driver safety.

**Assessment**
- Investigations and practical tasks 35%
- Explanations 35%
- Tests 30%

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

**PHYSICS (3APHY/3BPHY)**

**Pre-requisites**
The 3A/3B course builds on previous student knowledge and skills, developed in 2APHY and 2BPHY and also introduces considerable new material. A minimum high ‘C’ grade in 2A/2B Physics is essential.

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

**Content**
The essential content will be studied in the following:
- **Motion and forces in Gravitational Fields**
  - explores the motion of objects in one or two dimensions, circular motion and motion under the effects of gravity.
- **Electricity and Magnetism**
  - includes the study of electrical circuits, magnetic fields, charge and energy transfer leading to the motor effect and electromagnetic induction.
- **Particles, Waves and Quanta** covers the electromagnetic spectrum, its nature and behaviour, including concepts like fluorescence and X-Ray's. Topics such as relativity and cosmology will also be introduced.

- **Motion and Forces in Electric and Magnetic Fields** includes the study of the motion of particles within electric and magnetic fields.

- **Working in Physics** includes the development of skills to work practically, analyse systems and problem solve.

**Assessment**
- Experiments and investigations: 30%
- Tests and Examinations: 70%

**Career Possibilities**
Further studies in careers such as Chemistry, Computer Technology, Engineering, Metallurgy, Medicine, Geology, Geophysics, Mining and Mineral Technology, Pharmacy, Medical Imaging all require prior physics knowledge. There are very many careers that employ technology, and which require an ability to APPLY Physics. A large number of courses at Universities and TAFE require students to take some units of Physics as options or service units. For that reason High School Physics is strongly recommended. Check with your Science Teacher or Head of Learning area for additional information.

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**VETERINARY STUDIES - CERTIFICATE II IN ANIMAL CARE (CT2V)**

This course is appropriate for students who are interested in careers in the veterinary sciences. It is expected that students have completed the Year 11 Veterinary Studies programme.

**Description**
Continuation of Year 11 course.

**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.
Society and Environment

**COURSES**

Accounting and Finance (3AACF/3BACF)
Applied Information Technology (1CAIT/1DAIT)
Business - Certificate II in Business (CT2B)
Business - Certificate III in Business (CT3B)
Geography (3AGEO/3BGEO)
Modern History (3AHIM/3BHIM)
Psychology (3APSY/3BPSY)
Workplace Learning (1CWPL/1DWPL)

**ACCOUNTING and FINANCE**

(3AACF/3BACF)

**Pre-requisites**

A "C" grade or better in Accounting and Finance 2A and 2B

**Description**

UNIT 3AACF
The focus for this unit is internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. Students will be able to distinguish between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. Students critically analyse financial information and explore the importance of short and long-term planning for business.

UNIT 3BACF
The focus for this unit is Australian reporting entities (companies) and how they are regulated by the Corporations Act. Students use the Framework for the Preparation and Presentation of General Purpose Financial Reports and the accounting standards in their preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, such as profitability and stability. Students develop an awareness of corporate social disclosure issues and the ethical behaviour within corporations.

**Career Possibilities**

Financial Planner, Accounts Manager, Bookkeeper, Accounts Clerk, Business Manager, Business Owner, Chief Financial Officer (CFO), Chief Executive Officer (CEO), Financial Manager, General Manager, Company Secretary, Charted Accountant, Certified Practicing Accountant, Auditor, Personal Financial Planner.

**Course Benefits**

The knowledge and ability gained will be useful to students in seeking entrance to appropriate tertiary studies (depending on overall TEE results), TAFE accreditation, possible credits granted in business courses, managing personal finances and making sound financial decisions in investments and the management of a small business.

**APPLIED INFORMATION TECHNOLOGY (1CAIT/1DAIT)**

(This course does not count for University entry.)

**Pre-requisites**

There are no pre-requisites for this course.

**UNIT 1CAIT**

**Description**

This unit has an emphasis on hands-on activities and practical use of computers in applying information and communication technologies and using technology to meet modern personal computing needs. The unit also investigates how individuals use, and can be affected by, information technology in their daily lives. Students will use a range of software to create information products and will also acquire and apply a range of knowledge and skills to create information solutions that inform, persuade, educate or entertain.

**UNIT 1DAIT**

**Description**

This unit has an emphasis on hands-on activities and practical use of computers in applying community information and communication technologies and using ICT commonly required in the operation of a small business or community organisation. Students will use a range of software suited to small business, communication and graphics applications. Students will also acquire and apply a range of knowledge and skills to create information solutions suited to marketing, business and personal productivity.

**Career Possibilities**

The use of Applied Information Technology is widespread in industry and students completing this course will gain skills suited to many career pathways.

**BUSINESS - CERTIFICATE II in BUSINESS (CT2B)**

**Pre-requisites**

Nil.

**Description**

This is a competency based course. It is designed to provide students with business, clerical and information technology skills. Certificate II Business Studies is a practical course covering a range of skills such as how to operate a personal computer, introductory word processing, spreadsheets, using the internet and email in a professional manner, occupational health and safety and working with others effectively in a business environment. Personal presentation skills, general clerical skills, office management and reception skills are also covered within the course.
Assessment
Students will be assessed on a set number of competencies and marked either 'competent' or 'not-competent'. Students must achieve 'competent' for each of the competencies in order to be awarded this certificate. Students will not receive a 'grade' for certificate courses but will gain credits towards their WACE as course equivalents.

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

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

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

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

BUSINESS - CERTIFICATE III in BUSINESS (CT3B)

Pre-requisites
Certificate II Business (Year 11)

Description
This is a competency based course. It is designed to provide students with business, clerical and information technology skills. This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

Certificate III Business Studies is a practical course covering a range of skills such as producing business documents, using business databases, desk top publishing, business records management, working effectively in a business environment and occupational safety and health.

Leads to
Employment or further TAFE qualifications in a related field.

Career Possibilities
This course will provide opportunities to visit related industry areas. It is also a requirement that students participate in a work placement linked with this field.

It is designed for students who wish to work within the business sector or any career area where these skills are used eg Hospitality, Small Business, Public Service, Trades, office and clerical positions etc.

Students will not receive a “grade” for certificate courses but will gain up to 6 credits towards their WACE as course equivalents.

GEOGRAPHY (3AGEO/3B GEO)

Pre-requisites
Interest in reading and sound English skills are essential. Stage 3 courses involve a large degree of academic rigour, therefore success at 2A/2B GEO is advised.

Description
UNIT 3AGEO
The focus of this unit is the geography of planning cities. Students will examine the concepts and processes of urban morphology and the role of planning by comparing Perth with the mega city of Tokyo.

UNIT 3BGEO
The focus of this unit is the geography of climate change over geological time. Students will examine the patterns and processes of climate systems. They will also investigate policies and strategies designed to guide future action used to address the effects of climate change.

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

MODERN HISTORY (3AHIM/3BHIM)

Pre-requisites
Interest in reading and sound English skills are essential. Study of Modern History in Year 11 is not a prerequisite, however stage 3 courses involve a large degree of academic rigour.

Description
History is the study and practice of making meaning of our past. Students will investigate the ideas, beliefs and values that shape and influence our lives.

Topics include:
- Australia 1920's – 1950's
- Revolutionary Russia

Career Possibilities
Students will be well prepared for life-long learning or changing careers. Career pathways include: business, government, law, health, science, industry, environment, the arts or teaching.
PSYCHOLOGY (3APSY/3BPSY)
Pre-requisites
Successful completion of 2A/2BPSY is recommended but not a requirement.

Description
Psychology is the scientific study of how we think, feel and act. Psychology aims to answer important questions such as what motivates people and what factors influence their development. Psychology's main aim is to understand humans; focusing on the psychology of self, others and society.

UNIT 3APSY
The content of this unit focuses on behavioural change. Students will expand their knowledge and understanding of human behaviour by looking at behaviour that is dependent on development and maturation.

UNIT 3BPSY
The content of this unit focuses on contexts related to diversity and community. Students will extend their understanding of the relationship between physical, cognitive and social development in shaping behaviour.

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

WORKPLACE LEARNING
(1CWPL/1DWPL)
Pre-requisites
Acceptance into INSTEP program as well as a minimum *C* grade or better in Year 10 Society and Environment.

Description
Workplace Learning will provide students with knowledge and workplace skills within practical work environments as preparation for employment/training in industry areas of their choice.

Career Possibilities
Workplace Learning 1C/1D will provide essential workplace skills in all entry level work placements and training options.
Technology

COURSES

DESIGN AND TECHNOLOGY
Construction (Pathways) Certificate II (CT2G)
Engineering – Certificate II (CT2E)
Furniture Making - Certificate II (CT2F)
Jewellery – Certificate II Jewellery Manufacture (CT2JM)
Technical Graphics - Visual and Contemporary Craft – Certificate II (CT2VC)
Technical Graphics - Visual and Contemporary Craft – Certificate III (CT3VC)

HOME ECONOMICS
Children, Family & the Community – Caring for Others: Child Focus – (1CCFCC/1DCFCC)
Food Science & Technology – Hospitality – (1CFSTH/1DFSTH)
Hospitality – Certificate I – (CT1H) SIT 10207
Hospitality – Certificate II – (CT2H) SIT 20307 (Kitchen Operations)

CONSTRUCTION CERTIFICATE II (PATHWAYS) (CT2G) CPC20211

It is highly recommended that students have completed the Certificate I General Construction qualification offered in Year 11 as a number of the core units would have been attained.

The Construction (Pathways) training package is suitable for those students wishing to move into a Trades occupation. This Certificate allows for inclusion of skills suited for entry to occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction. Students are introduced to bricklaying, carpentry and concreting skills as well as occupational safety and health in the construction industry. This course will provide some credits towards an Apprenticeship in a construction trade.

What is in the course?
- Handle construction materials
- Apply basic levelling procedures

Course Delivery
The course is broken up into three sections:
1. White Card – safety induction (if not already attained)
2. Theory
3. Practical Skills and Projects relating to carpentry, bricklaying and concreting.

All three sections are equally important and must all be completed by the students. The theory aspects of the units are delivered through classroom sessions so that students gain the underpinning knowledge. The teacher guides the student through the practical skills and projects so that the student gains the required skills necessary to meet industry standards. Projects are managed through students working on a simulated construction worksite analysing quality assurance, workplace safety, sustainable environmental practices and basic principles that apply to the construction industry. Students will complete an electronic journal of daily work they have completed during the session and skills learned. The journal will be assessed and form part of the evidence towards competency.

Work experience
At least 10 days work experience is compulsory for all students to complete as part of the requirements of this qualification.

Assessment
Students will be assessed on set competencies and must achieve ‘competent’ status for each of the elements in order to be awarded their certificate. Students do not receive a ‘grade’ for this certificate course but will gain credits towards grad their WACE as course equivalents.

Assessments consist of four areas:
1. White Card
2. Practical projects at school
3. Theory assignments – includes electronic journal of daily work
4. Work Experience of 10 days

Career Pathways
- Apprenticeships
- Working in the Industry – offsite and general trade
- Diplomas/Advanced Diplomas of Building Construction Management/Surveying

Further information can be obtained from Mr Penno or Ms Francis.
ENGINEERING – CERTIFICATE II (CT2E) MEM101105

This course is taken from the Metal & Engineering Industry Training Package (VETIS). It will provide Year 12 students with an opportunity to complete the above certificate and give extra credits when applying for TAFE course exemptions.

The Certificate 2 course consolidates information learnt in Year 11 while learning new skills in the following units: manual heating and thermal cutting, selecting welding processes, applying safe welding practices, sheet metal and plate assembly, interpreting technical drawing, performing engineering measurements, fettle and trimming of metal castings and the completion of a St John 1st. Aid Certificate.

To achieve success in the elements of each unit, students are required to complete research assignments in safety, hand and power hand tools, the design & production processes, mig welding, welding equipment & safety.

Project tasks include an Air Engine, a Machine Vice, a Paper Weight (metal casting) and a community project within the school. The students will need to be complete all activities safely, on time, within budget while working effectively as part of a team member.

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

In this certificate course, assessment is not given as a grade, rather as competency in the set units. Upon completion of Year 12, students will gain credit for approximately 4 units towards their WACE.

FURNITURE WOODWORK - CERTIFICATE II in FURNITURE MAKING (CT2F)

Pre-requisites
Completion of Certificate 1 course is an advantage as some Certificate 2 units may have been completed in the Certificate 1, these units can be completed in Year 12.

Description
This course is the ideal progression from Certificate 1 in Furnishings.

Competencies cover areas such as construction of timber products and joints, use of hand and power tools, the production of timber frames, operation of basic static woodworking machines including drilling, sawing and sanding machines. Fine finishes will be achieved using the application of single pack surface coatings utilising a first class spraying facility.

The program provides an introduction to the furnishing industry, working with materials and hand and power tools commonly used within the industry. This course is a nationally endorsed qualification/training program supported by the Furnishing Industry. Students will gain experience and skills in designing and constructing various pieces of furniture which can be used throughout their future lives.

Projects completed during this course include pieces such as Hall Stands and Cabinets using commercially supplied drawer runners and self-closing hinges as used in modern furniture production.

Tasks and Skills
Entrance Table, Entertainment or other Cabinet.

Fees/Costs
Fees cover the necessities to complete the course. Extended projects may require negotiation with the teacher over additional consumables.

Assessment
Students will be assessed on a number of competencies and marked either 'competent' or 'not competent'. Students must achieve 'competent' for each of the competencies to be awarded this certificate.

JEWELLERY - CERTIFICATE II JEWELLERY MANUFACTURE (CT2JM)

Pre-requisites
None: Students who have never done jewellery before have achieved success beginning in Year 12. Students with some jewellery experience have prior learning as an advantage, however a strong work ethic and creative ability are greatly advantageous.

Description
This course will employ the use of current technology and skills in the jewellery industry. Materials used include sterling silver, brass, dichroic glass and mother of pearl. There is an emphasis on design development requiring students to research and devise their own solutions to set tasks and record skills learned. This qualification develops skills and knowledge in the tools and techniques, basic processes and procedures of jewellery fabrication, in addition to an introduction to aspects of design and technical drawing.

Benefits of the course offered
ATAR based students: Provides an interesting and rewarding leisure time pursuit enabling a balance with highly academic subjects.
TAFE directed students:

- Provides substantial points towards TAFE entry post school even if students are seeking to study a TAFE subject other than jewellery. The Certificate II in Jewellery Manufacture provides entry level training for the jewellery industry.
- The Certificate II in Jewellery program provides entry to the Certificate III in Jewellery Manufacture, which is currently offered as an Apprenticeship Course at Central Institute of Technology.
- For employers in the jewellery industry, the qualification equips students with sufficient skills and attributes to assess suitability for further study / employment in the industry.

Assessment
Students will be assessed on a set number of competencies and must achieve 'competent' in each in order to be awarded this certificate. The units of competency will promote:

- Occupational health and safety in the work environment
- Development and articulation of concepts of student design
- The use of hand tools and machines for basic operations
- Apply quality systems and procedures to create highly finished jewellery.

Fees/Costs
Fees cover all the necessities to complete this course. Students may negotiate with the teacher for additional consumables for extended projects.

Upon completion of Year 12, students will gain credit for a minimum of 5 units towards their WACE.

For further, more specific information, please contact Mr Christmas.

**TECHNICAL GRAPHICS - CERTIFICATE II in VISUAL and CONTEMPORARY CRAFT (CT2VC)**

**Pre-requisites**
Although it is an advantage for students to have studied Technical Graphics in either lower school or Year 11, it is not a pre-requisite. This course caters for those who wish to study Technical Graphics in Year 12 without previous experience and for those completing Certificate II over two years.

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

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

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

**TECHNICAL GRAPHICS CERTIFICATE III in VISUAL and CONTEMPORARY CRAFT (CT3VC)**

**Pre-requisites**
Students must have completed the Certificate II in Visual and Contemporary Craft – Technical Graphics in Year 11.

**Description**
This course follows on from the Year 11 Certificate II Course. Many of the units of the Certificate II course contribute to achieving the Certificate III.

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

We offer a choice of two pathways in the design section of the course, either building design or product design. Students will study 4 core and 8 elective modules of work, many of the modules have been completed in the Certificate II course in Year 11. 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 creativity can be applied to their work.
Home Economics

CHILDREN, FAMILY AND THE COMMUNITY - CARING FOR OTHERS:
Child Focus (1CCFCC/1DCFCC)

Pre-requisites
It is advantageous for students to have studied Child Care in lower school or Year 11 but it is not a requirement.

Description
Caring for others is essentially a practical course, focusing on infants and children. It is useful for all students as potential parents and has more immediate value for those who intend to follow careers which involve contact with children.

Students studying this course will be responsible for organising and running a playgroup where they develop an understanding of the needs and developmental stages of children. The students will have rostered tasks to carry out each week including preparing food, meet and greet, play dough and painting activities. They will also design and produced a range of play/craft activities of their choice. Excursions to a variety of facilities in the local area will enable students to gain a valuable insight into the childcare industry and the roles and responsibilities of care givers. They will also have the opportunity to listen to a variety of guest speakers to discover more about their vocational options relating to the Child Care industry and working with children in the future. Students will also investigate childhood health issues and studying childhood environmental health issues. Finally, students will have the opportunity to learn basic first aid procedures for children. A great asset if you are considering working in the field.

Career possibilities
Future employment opportunities may include Nanny, Childcare worker, Primary teacher, High school teacher, Social worker, Nursing or Community Services. However, more importantly, students are encouraged to consider the implications for future interactions with children as a parent.

FOOD SCIENCE and TECHNOLOGY – HOSPITALITY (1CFSTH/1DFSTH)

Pre-requisites
It is advantageous for students to have studied a foods unit in Year 11, however it is not a requirement.

Description
This unit is designed to examine many of the up to date issues surrounding the selection, service and function of food. Students will examine new food trends and practices, keeping in mind cultural and health concerns whilst experimenting with some great new flavours. There is also an emphasis on catering and functions both large and small scale that will enable students to explore many facets of the hospitality industry.

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

1CFSTH/1DFSTH

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

Students studying this course will examine the following areas:-
- Food choice and lifestyle
- Product development
- Exploration of hospitality equipment and it’s uses
- Hygienic food handling practices
- Food for groups
- Food from other cultures
- Food selection for specific events
- Catering

Students will continue to develop their skills of the eight principles of cooking to a commercial standard through practical activities to enhance their culinary skills. Barista training will also continue to be a feature of this course which is advantageous for students seeking part time employment.

This is a new dynamic unit that is sure to ignite the interest of any would be chefs or great home cooks.

Types of Assessment

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<thead>
<tr>
<th>Weightings</th>
<th>Types of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Investigation</td>
</tr>
<tr>
<td>70%</td>
<td>Production</td>
</tr>
<tr>
<td>10%</td>
<td>Response</td>
</tr>
</tbody>
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Career opportunities
This course enhances employability, leading to further training and employment opportunities in areas that include food preparation and processing, hospitality, retail, community services, health and education.
HOSPITALITY - CERTIFICATE I (CT1H) SIT 10207
Certificate I is an entry level employment qualification, designed to reflect the role of entry level employees who perform routine tasks under direct supervision. It is recognised by industry that training commences at Certificate I level. It is a nationally recognised certificate.

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

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

Content
Students will study seven units, five of which are core units and two are elective units from the Food and Beverage section.

Students will acquire a range of technical, personal, interpersonal and organisational skills relating to the catering and hospitality industry and to develop key competencies valued both within and beyond the workplace. They may cater for functions, follow hygiene and safety procedures and demonstrate good relationships with customers and colleagues. They will also prepare and serve non alcoholic beverages, with particular emphasis on prepare and serve espresso coffee using a commercial coffee machine.

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

ELECTIVE UNITS
SITHCCC102 Prepare simple dishes
SITHCCC103 Prepare sandwiches

Assessment
Assessment is based on units of competency from the Hospitality Training Package. Students will be assessed to industry standards in order to receive certification. Students will be assessed on a set number of competencies and marked either ‘competent’ or ‘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 2 units towards their WACE.

Career opportunities
The study of courses in the hospitality training package can lead to a variety of career opportunities across a range of industries. Commercial and non commercial enterprises for which hospitality competencies are required include resorts, hotels, bed and breakfasts, clubs, restaurants, cafes/coffee shops, bistros, community food service organisations and catering organisations, as well as many enterprises within the tourism sector.

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

HOSPITALITY - CERTIFICATE II (CT2H) (Kitchen Operations) SIT 20307
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 limited range of practical skills in various hospitality enterprises. The qualification is suitable for an Australian apprenticeship pathway.

Pre-requisites
It is a pre-requisite for students to have successfully completed Certificate I in Hospitality. A component of the core and elective units in the Certificate course are completed in the Certificate I course, hence that is why it is a pre-requisite.

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
To achieve a Certificate II in Hospitality (Kitchen Operations) 16 units must be completed. Students will study 11 core units and 5 elective units.

CORE UNITS
BSBWOR203B Work effectively with others **
SITXFSA101 Use hygienic practices for food safety **
SITXWHS101 Participate in safe work practices **
SITHIND201 Source and use information on the hospitality industry
SITXHIND202 Use hospitality skills effectively
SITXCCS202 Interact with customers

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ELECTIVE UNITS
SITHCCC102 Prepare simple dishes **
SITHCCC103 Prepare sandwiches **
SITHFAB203 Prepare and serve non-alcoholic beverages
SITHFAB204 Prepare and serve espresso coffee
SITHCCC202 Produce appetisers and salads

**Completed in Cert 1 course

Assessment
Assessment is based on units of competency from the Hospitality Training Package. Students will be assessed to industry standards in order to receive certification. Students will be assessed on a set number of competencies and marked either ‘competent’ or ‘not competent’. Students must achieve ‘competent’ for each of the competencies in order to be awarded this certificate.

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

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

Career opportunities
On successful completion of this course students are eligible to receive Certificate 2 in Hospitality (Kitchen Operations) This nationally recognised qualification will enable students to pursue entry level employment opportunities within hospitality or further study.