# YEAR 12 COURSE HANDBOOK 2016

## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>VET Information</td>
<td>3</td>
</tr>
<tr>
<td>WACE</td>
<td>4</td>
</tr>
<tr>
<td>INSTEP</td>
<td>5</td>
</tr>
<tr>
<td>University Admissions 2017</td>
<td>6</td>
</tr>
<tr>
<td>State Training Providers (STPs formerly TAFE)</td>
<td>11</td>
</tr>
<tr>
<td>STP Entrance Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Useful Websites</td>
<td>14</td>
</tr>
<tr>
<td>Career Information</td>
<td>15</td>
</tr>
<tr>
<td>School Curriculum and Standards Authority</td>
<td>16</td>
</tr>
<tr>
<td>Exhibitions and Awards</td>
<td></td>
</tr>
<tr>
<td>List of Year 12 Courses Offered</td>
<td>18</td>
</tr>
<tr>
<td>The Arts – Drama, Media, Music and Visual Arts</td>
<td>19</td>
</tr>
<tr>
<td>English</td>
<td>23</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>25</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>28</td>
</tr>
<tr>
<td>Languages</td>
<td>32</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34</td>
</tr>
<tr>
<td>Science</td>
<td>35</td>
</tr>
<tr>
<td>Technology – Design &amp; Technology and Home Economics</td>
<td>38</td>
</tr>
</tbody>
</table>
Introduction (This information is correct as of June 2015)

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

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

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

Although the system is designed to be flexible, there are still restrictions on changing courses. In some courses, it may be possible for a student to take a Year 12 course without doing this course in Year 11. For many courses it is essential 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. For example, a student may not be placed into a course because the classes are full or two of the choices occur at the same time on the timetable. The fact that the course appears in this booklet does not mean that it will definitely be running. The completion of the subject selection form is an expression of interest.

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

Woodvale Secondary College offers a range of options including:

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

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

Courses– A Further Explanation
The courses:

- can be used for the calculation of an Australian Tertiary Admissions Ranking (ATAR) in Year 12 if sufficient pairs of units are undertaken at ATAR level and can all count towards selection for training providers;
- provide students with more choice, as in other Australian states;
- have course content that is relevant, challenging and engaging for a range of students.

Each course unit has a syllabus with essential content. Students select units appropriate to their stage of development. University bound students will typically study a program of ATAR units over two years. Other students may take a mixture of ATAR, General and Certificate courses.
VET Information – Certificates (Vocational Education and Training)

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

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

Students need to choose either four ATAR courses in Year 12 or complete a Certificate II qualification or higher to achieve their WACE.

VET is not graded, however, each unit equivalent contributes to the WACE requirement of unit completion.

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

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

**Endorsed Program** is a significant learning program that has been developed by a school community organisation or private provider and endorsed by SCSA. A student can only use endorsed programs for 2 units of equivalence in Year 11 and two units in Year 12 - but this must be considered in relation to the total number of equivalences being claimed for through VET.

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

**Our Certificate Courses on offer in 2016**

<table>
<thead>
<tr>
<th>Aust Code</th>
<th>State code</th>
<th>Courses</th>
<th>Year Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM20110</td>
<td>S677</td>
<td>Certificate II in Animal Studies Year 11</td>
<td>11/12</td>
</tr>
<tr>
<td>BSB201112</td>
<td>J335</td>
<td>Certificate II in Business</td>
<td>11/12</td>
</tr>
<tr>
<td>BSB30112</td>
<td>W902</td>
<td>Certificate III in Business</td>
<td>12</td>
</tr>
<tr>
<td>CPC10111</td>
<td>D381</td>
<td>Certificate I in Construction – Pathways</td>
<td>11</td>
</tr>
<tr>
<td>CPC20211</td>
<td>D383</td>
<td>Certificate II in Construction - Pathways</td>
<td>12</td>
</tr>
<tr>
<td>MEM10105</td>
<td>W231</td>
<td>Certificate I in Engineering</td>
<td>11</td>
</tr>
<tr>
<td>MEM20105</td>
<td>W233</td>
<td>Certificate II in Engineering</td>
<td>12</td>
</tr>
<tr>
<td>SIT10213</td>
<td>J615</td>
<td>Certificate II in Hospitality</td>
<td>12</td>
</tr>
<tr>
<td>SIT20213</td>
<td>J616</td>
<td>Certificate II in Hospitality (Kitchen Operations)</td>
<td>11</td>
</tr>
<tr>
<td>2215VIC</td>
<td>7167</td>
<td>Certificate III Japanese/Chinese</td>
<td>11/12</td>
</tr>
<tr>
<td>CUS20109</td>
<td>D353</td>
<td>Certificate II in Music</td>
<td>11</td>
</tr>
<tr>
<td>CUS30109</td>
<td>D354</td>
<td>Certificate III in Music</td>
<td>11/12</td>
</tr>
<tr>
<td>CUS40109</td>
<td>D357</td>
<td>Certificate IV in Music</td>
<td>12</td>
</tr>
<tr>
<td>MSL20109</td>
<td>W734</td>
<td>Certificate II in Sampling and Measurement</td>
<td>11/12</td>
</tr>
<tr>
<td>SIS2013</td>
<td>J755</td>
<td>Certificate II Outdoor Recreation</td>
<td>11/12</td>
</tr>
<tr>
<td>SUS20313</td>
<td>J756</td>
<td>Certificate II in Sport and Recreation (Basketball or Soccer)</td>
<td>11/12</td>
</tr>
<tr>
<td>CUV20111</td>
<td>D650</td>
<td>Certificate II in Visual &amp; Contemporary Craft (Tech Graph)</td>
<td>11/12</td>
</tr>
<tr>
<td>CUV30111</td>
<td>D664</td>
<td>Certificate III in Visual &amp; Contemporary Craft (Tech Graph)</td>
<td>12</td>
</tr>
</tbody>
</table>
WACE
For each course unit the college will award a letter grade of A B C D or E (or U in special circumstances if the course requirements were not finished in the given time due to extenuating circumstances). Achievement of a grade entitles a student credit towards the Western Australian Certificate of Education (WACE). The College recognises that if a student achieves this certificate then they have achieved graduation from Woodvale Secondary College.

To qualify for the Western Australian Certificate of Education in 2017, a student must meet the following conditions:

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

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

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

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

LIST A and LIST B Courses offered for Year 12, 2016.

Choose at least one course from each lists:

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

<table>
<thead>
<tr>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACF Account/Finance</td>
</tr>
<tr>
<td>BIO Biology</td>
</tr>
<tr>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>HBY Human Biology</td>
</tr>
<tr>
<td>ISC Integrated Science</td>
</tr>
<tr>
<td>MDT Materials, Design</td>
</tr>
<tr>
<td>MAT Mathematics</td>
</tr>
<tr>
<td>MAS Maths Specialist</td>
</tr>
<tr>
<td>PES Phys. Ed. Studies</td>
</tr>
<tr>
<td>PHY Physics</td>
</tr>
<tr>
<td>PSY Psychology</td>
</tr>
</tbody>
</table>

Notes:
- Of the 20 units required for a WACE, up to a maximum of four Year 11 and four Year 12 units may be substituted by VET and/or endorsed programs. A student may choose to substitute using only VET programs (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (of a total of eight units but with a maximum of four units with endorsed programs).
- Year 12 students enrolled in Units 3 and 4 in an ATAR course must sit the external examination in that course. If they do not sit, or do not make a genuine attempt in this examination, the grades for the pair of units completed in that year will not contribute to the calculation of the achievement standard, but they will still count in the breadth-and-depth requirement. They will not receive a course report.
Statement of Results
A WASSA, Western Australian Statement of Student Achievement, is given to all students who complete at least one course unit, endorsed program or unit of competence. The Statement of Results will include:

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

Detailed information about Secondary Graduation may be obtained from the School Curriculum and Standards Authority, Mason Bird Building, 303 Sevenoaks Street, Cannington 6107, www.scsa.wa.edu.au.

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

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 2016 course selection. Courses costing $100 or more can only be selected if all 2015 charges have been paid (or negotiated payment plans are up to date) by Friday 3 July 2015. Further, courses costing $125 or more will require full payment by Friday 19 February 2016. 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 course selection process or any of the above information please contact either the Associate Principal, the Student Services Coordinator or the VET Coordinator at Woodvale Secondary College on 9309 0808.

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

Year 11 students are able to apply to do INSTEP in Year 12. Students applying for INSTEP for the first time in Year 12 must submit an application letter, Portfolio and attend an interview.

Successful students will choose six courses including Career & Enterprise, English and a Certificate course. They will attend school for four days. One day per week they will be placed in their chosen industry area. Students complete two placements per year. The Workplace Learning will require attendance on Woodvale SC prescribed number of days. Students will also complete a Logbook consisting of a Daily Log and Skills list. Each complete placement will be counted as 1 Unit toward WACE.

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

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

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

Applying for INSTEP - Students need to indicate their interest in this course on the subject selection form. They also need to collect a package from the VET Co-ordinator to assist in their application. Students and parents are encouraged to contact the VET coordinator for further information.
UNIVERSITY ADMISSION 2017
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
- IELTS International English Language Testing System
- LOTE Language Other Than English
- RTO Registered Training Organisation
- TEA Tertiary Entrance Aggregate
- TISC Tertiary Institutions Service Centre
- UWA The University of Western Australia
- 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.

This information is correct as at 23 March 2015 and is based on information provided by the participating universities and information relating to changes in senior secondary schooling in Western Australia, available from the School Curriculum and Standards Authority (SCSA) at the time of publication.

References to ATAR courses apply to courses offered in Year 12 in 2016. References to WACE courses apply to stage 2 or stage 3 of courses offered in Year 12 prior to 2016.

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

STEVE HOATH
TISC Executive Officer

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

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

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

UNIVERSITY APPLICATION PROCEDURES
Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2016. Application will be via TISC’s website.

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

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

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

If you are not one of the above, you are an international student and you need to apply direct to the International Centre at the relevant university.
To be considered for university admission as a school leaver applicant, normally you must:
1. Meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority, and
2. Achieve competence in English as prescribed by the individual universities, and
3. Obtain a sufficiently high ATAR/Selection Rank for entry to a particular course, and
4. Satisfy any prerequisites or special requirements for entry to particular courses.

PORTFOLIO ENTRY PATHWAY TO ECU
Edith Cowan University offers an additional pathway for entry by school leaver students. To be considered for admission by Portfolio Entry Pathway, school leavers must meet WACE, English competency requirements, satisfy any prerequisites or special requirements for entry to particular courses and have studied a minimum of four courses in Year 12. Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

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

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

SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS
Curtin University
Curtin University will expect school leaver applicants who seek entry via this pathway to have, as a minimum:
• Successfully completed an AQF/TAFE Certificate IV; and
• Achieved WACE; and
• Met Curtin University’s competence in English requirement; and
• Met course prerequisite requirements.

Edith Cowan University
ECU will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:
• Successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
• Achieved WACE; and
• Met Edith Cowan University’s competence in English requirement; and
• Met course prerequisite requirements.

Students may apply direct to ECU using the Portfolio Entry Pathway.

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

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

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

1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)
You must satisfy the requirements of the WACE to enter all four universities, unless you are an applicant from a non-standard WA school. You can obtain detailed information about the WACE from the School Curriculum and Standards Authority, Mason Bird Building, Level 2, 303 Sevenoaks Street, Cannington 6107, phone (08) 9273 6300, www.scsa.wa.edu.au.

2. COMPETENCE IN ENGLISH
For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in one of the courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EALD) ATAR. You can meet the competence in English requirement with Year 12 results obtained in any calendar year.

If you have not met the above requirements for the university(ies) of your choice but you have
• Achieved an ATAR above the minimum specified annually by the university(ies), and
• Achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR,

then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another test of English approved by the university(ies) early in January.
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.

CALCULATION OF THE TEA

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

- Courses which can be used in the ATAR are listed below.
- For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no subject or course counting more than once. You may use previous scaled scores back to 2012.
- No more than two mathematics scaled scores can be used in the calculation of an ATAR.
- There are unacceptable course combinations whereby scores in both courses cannot both be used (see explanation under Unacceptable Course Combinations below).
- A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2012 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.
- In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis (see explanation under Courses Studied on a Private Basis below).
- Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2016 and will be used directly in the calculation of an ATAR, if applicable.
- The maximum TEA is 410.

TEA TO ATAR

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

PRIOR YEAR ATAR

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

COURSES WHICH ARE USED TO FORM THE ATAR

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

Courses

- Aboriginal and Intercultural Studies
- Accounting and Finance
- Ancient History
- Animal Production Systems
- Applied Information Technology
- Arabic
- Aviation
- Biological Science
- Business Management and Enterprise
- Career and Enterprise
- Chemistry
- Children, Family and Community Health
- Chinese: Background Language
- Chinese: First Language
- Chinese: Second Language
- Computer Science
- Dance
- Design
- Drama
- Earth and Environmental Science
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Economics
- Engineering Studies
- English
- English as an Additional Language
- Mathematics: Applications
- Mathematics: Methods
- Music
- Outdoor Education
- Philosophy and Ethics
- Physical Education Studies
- Physics
- Plant Production Systems
- Polish
- Politics and Law
- Psychology
- Religion and Life
- Spanish
- Visual Arts

NOTE:

1. Subject also to unacceptable combinations below, no more than two mathematics scaled scores can be used in the calculation of an ATAR.

2. There may be some additional interstate language courses* and examinations available in WA in 2016, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.

3. * indicates a Language Other Than English (LOTE) course.
UNACCEPTABLE COURSE COMBINATIONS – ATAR COURSES
You cannot take both courses but the result in only one may be used to your ATAR.
Chemistry ATAR with Integrated Science ATAR
Physics ATAR with Integrated Science ATAR
English ATAR with English as an Additional Lang/Dialect ATAR
English ATAR with Literature ATAR
English as an Additional Lang/Dialect ATAR with Literature ATAR
Chinese: Background Lang ATAR with Chinese: Second Lang ATAR
Chinese: Background Lang ATAR with Indian: First Lang ATAR
Chinese: Second Lang ATAR with Chinese: First Lang ATAR
French: Background Lang ATAR with French: Second Lang ATAR
German: Background Lang ATAR with German: Second Lang ATAR
Indonesian: Background Lang ATAR with Indonesian: First Lang ATAR
Indonesian: Background Lang ATAR with Indonesian: Second Lang ATAR
Indonesian: First Lang ATAR with Indonesian: Second Lang ATAR
Indonesian: Background Lang ATAR with Malay: Background Speak ATAR
Indonesian: First Lang ATAR with Malay: Background Speak ATAR
Indonesian: Second Lang ATAR with Malay: Background Speak ATAR
Italian: Background Lang ATAR with Italian: Second Lang ATAR
Japanese: Background Lang ATAR with Japanese: First Lang ATAR
Japanese: Background Lang ATAR with Japanese: Second Lang ATAR

UNACCEPTABLE COURSE COMBINATIONS – INCLUDING COURSES 2012-2015
If you have results from past study in WACE courses, you cannot use the following combinations in calculating your ATAR. If you are repeating Year 12 studies, you may have results from both courses but the results in only one may be used to calculate your ATAR. Results from study prior to 2012 cannot be used in the ATAR.
Where ATAR courses have replaced WACE courses, the ATAR and the corresponding previous WACE course cannot both count. For example, English ATAR and WACE English cannot both count; Chemistry ATAR and WACE Chemistry etc.

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

WACE Indonesian: Background Speakers with WACE Malay: Background Speakers
WACE Japanese: Background Speakers with WACE Heritage Japanese
WACE Japanese: Background Speakers with WACE Japanese: Second Language
WACE Japanese: Second Language with WACE Heritage Japanese
WACE Korean First Language with WACE Heritage Korean
WACE Malay: Background Speakers with WACE Indonesian: Second Language

COURSES STUDIED ON A PRIVATE BASIS
You may use results in courses sat privately in the calculation of your ATAR. Your scaled score in courses you sit privately will be based on your course examination mark only.
The School Curriculum and Standards Authority (SCSA) administers private candidate. SCSA places restrictions on school leaver students sitting ATAR courses as private candidates. If you wish to sit WACE courses on a private basis contact SCSA, Mason Bird Building, Level 2, 303 Seenvoaks Street, Cannington 6107, phone (08) 9273 6300, www.scsa.wa.edu.au for advice. SCSA has a deadline for enrolling as a private candidate.

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

SELECTION RANKS
For most courses, 2016 Year 12 students will be selected for admission to university in 2017 on the basis of their ATAR. However, some universities assign students who are eligible for alternative entry pathways a Selection Rank that is higher than their ATAR. For these students, selection into courses at the university concerned is based on this enhanced Selection Rank.
Eligibility for the entry pathways is based on specified criteria. TISC advises students of their eligibility at the time of the Year 12 results/ATAR release in late December, via the Universities Admission Advice Letter (UAAL). The appropriate Selection Rank is automatically applied for offer rounds. For further details about alternative entry pathways for 2017 contact the university concerned in 2016.

4. PREREQUISITES
Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally a scaled score of 50 or more in an ATAR course is required for prerequisites purposes. See individual university course entries which follow for details.
Prerequisites may be satisfied by results from the current year or previous four years. For results prior to 2016, a scaled score of 50 or more from stage 3 of the specified WACE course is required, except that a scaled score of 50 or more in WACE Mathematics 2C/2D may be acceptable for some university courses. Murdoch University does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.
For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from individual universities.

Acknowledgement of source:
2017 Admission Requirements for School Leavers
TSC, Perth Western Australia.
(TISC is a registered trademark of Tertiary Institutions Service Centre.)
ADDRESSES

CURTIN UNIVERSITY

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

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

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

EDITH COWAN UNIVERSITY

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

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

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

THE UNIVERSITY OF WESTERN AUSTRALIA

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

TERTIARY INSTITUTIONS SERVICE CENTRE
Level 1, 100 Royal Street
EAST PERTH WA 6004
Telephone: (08) 9318 8000
Fax: (08) 9225 7050
Web: www.tisc.edu.au

UNIVERSITY OF NOTRE DAME
19 Mouat Street
FREMANTLE WA 6160
Telephone: (08) 9433 0555
Fax: (08) 9433 0544
Web: www.nd.edu.au
Email: enquiries@nd.edu.au
State and Private Training Providers

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

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

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

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

State Training Providers (formerly known as TAFE)

Funded by the Government, there are more than 50 campuses across the State managed by 11 State Training Providers (formerly TAFE colleges). There are four State Training Providers in and around Perth, and seven in regional areas stretching from Albany in the south to Wyndham in the north. All State Training Providers offer a range of courses and study is available on a full-time or part-time basis. Some smaller campuses only offer part-time and evening classes. A State Training Provider is a popular choice for many people with more than 120,000 people studying at campuses across the State. West Coast Institute of Training, Central Institute of Training, Polytechnic West and Challenger Institute of Technology are STPs located in the metropolitan region. They each have their own website for further information.

Private Training providers

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

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

Australian Qualifications Framework

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

There are six levels of awards granted by State Training Providers and students may enter these with varying levels of schooling dependent on school results.
1. **Applying to State Training Providers:** Positions at State Training providers are very competitive and some are subject to a ranking process based on school results, work experience and other qualifications gained through State or Private Training Providers.

2. 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.

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

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

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

To get into STP course, ENTRANCE REQUIREMENTS need to be met for the course. For courses that are considered to be competitive, SELECTION CRITERIA also have to be addressed. Courses that require selection criteria to be addressed will be clearly indicated.

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

Entrance requirements will be either

- A prerequisite qualification e.g. Cert III Music to get into Cert IV Music
  OR
- 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>

IMPORTANT
All applicants must meet entry requirements BUT note that courses have been split into competitive and non-competitive for entry purposes. About 30% of courses are competitive and applicants for these courses will also need to meet selection criteria.

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

SELECTION CRITERIA MODEL

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

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

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

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

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

Offers are issued mid January 2017.

Further information is available on the Department of Training and Workforce development website: http://www.dtwd.wa.gov.au

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

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

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

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

Australia's Career Information Service  www.myfuture.edu.au
Australia wide job search  www.jobsearch.gov.au
Career Advice  www.deewr.gov.au/Youth/Pages/default.aspx
Career Employment, Training Information in WA  Career advice, employment assistance  www.youth.gov.au
Central Institute of Technology (ex Central STP)  www.central.wa.edu.au
Centrelink  www.centrelink.gov.au
Challenger Institute  www.challenger.wa.edu.au
Curtin University  www.curtin.edu.au
DEEWR Job Guide  www.jobguide.deewr.gov.au
Dept of Training and Workforce Development (WA)  info on training, apprenticeships, traineeships.  www.dtwd.wa.gov.au
Edith Cowan University  www.ecugreatcareers.com or  www.ecu.edu.au
Good Universities guide  www.gooduniguide.com.au
Job search – Career One  www.careerone.com.au
Job search  www.seek.com.au
Murdoch University  http://choose.murdoch.edu.au
People and their jobs  www.abc.net.au/acedayjobs
Polytechnic West (ex Swan STP)  www.polytechnic.wa.edu.au/
Register of private training providers  www.grouptraining.com.au
School Curriculum and Standards Authority  www.scsa.wa.edu.au
Skills shortages and training opportunities  www.skillsinfo.gov.au
University of Notre Dame Australia  www.nd.edu.au
University of Western Australia  www.studyat.uwa.edu.au
West Coast Institute of Technology (ex West Coast STP)  www.wcit.wa.edu.au
Career Information

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

Information can be obtained from:

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

2. **COLLEGE LEARNING RESOURCE CENTRE**
   The Learning Resource Centre has a selection of pamphlets, job guides, STP and tertiary handbooks, DVDs and general resources on a range of different career and educational opportunities. Please consult the teacher-librarians.

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

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

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

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

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

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

   (v) **UNIVERSITY OF NOTRE DAME**
   Email: future@nd.edu.au
   Phone: 9433 0533
School Curriculum and Standards Authority Exhibitions & Awards

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

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

- be an Australian citizen or a permanent resident of Australia;
- be enrolled as a full-time student in a registered secondary school; and
- have satisfied the requirements for a WACE at the time of the determination of the awards.

Beazley Medal: WACE
The Beazley Medal WACE is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for General Exhibitions.

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

- completed a nationally recognised VET qualification to a minimum AQF level 2, and
- achieved a VET exhibition in one of the industry areas.

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

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

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

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

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

<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>Construction</td>
<td>CPC08</td>
</tr>
<tr>
<td>Engineering</td>
<td>MEM05</td>
</tr>
<tr>
<td>Health</td>
<td>HLT07</td>
</tr>
<tr>
<td>Information and Communications</td>
<td>ICA05/ICA11</td>
</tr>
<tr>
<td>Music</td>
<td>CUS09</td>
</tr>
<tr>
<td>Rural Production</td>
<td>RTE03/AHC10</td>
</tr>
<tr>
<td>Screen and Media</td>
<td>COF07</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>SIT10/SRC04/SRO05/SRS03</td>
</tr>
<tr>
<td>Tourism, Hospitality and Events</td>
<td>SIT07</td>
</tr>
<tr>
<td>Visual Arts, Craft and Design</td>
<td>CUV03</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 Merit and Certificates of Distinction

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses undertaken together with the student’s level of achievement. These awards will be based solely on the grades awarded to students by their schools.

A Certificate of merit or a Certificate of distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, obtains:
- Certificates of merit 150-189 points
- Certificates of distinction 190-200 points

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

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

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

*Certificate IV replaces two Year 11 and four Year 12 units, Certificate III replaces two Year 11 and four Year 12 units, Certificate II replaces two Year 11 and two Year 12 units.
## Subjects/Courses Offered in Year 12 2016

<table>
<thead>
<tr>
<th>Tertiary Stream</th>
<th>TAFE/Apprenticeship/Employment Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance - ATACF</td>
<td>Certificate II – Animal Care Vet Studies</td>
</tr>
<tr>
<td>Biology - ATBLY</td>
<td>Certificate II – Sports Coaching (Basketball)</td>
</tr>
<tr>
<td>Chemistry - ATCHE</td>
<td>Certificate II – Business</td>
</tr>
<tr>
<td>Chinese - ATCSL - Cert III Applied Languages</td>
<td>Certificate III – Business</td>
</tr>
<tr>
<td>English – ATENG</td>
<td>Certificate II – Construction</td>
</tr>
<tr>
<td>Geography - ATGEO</td>
<td>Certificate II – Engineering</td>
</tr>
<tr>
<td>Human Biology – ATBY</td>
<td>Certificate II – Hospitality</td>
</tr>
<tr>
<td>Japanese - ATJSL – Cert III Applied Languages</td>
<td>Certificate III – Music Industry</td>
</tr>
<tr>
<td>Literature - ATLIT</td>
<td>Certificate IV – Music Western</td>
</tr>
<tr>
<td>Maths Specialist - ATMAS</td>
<td>Certificate II – Outdoor Recreation (continuation from Yr 11)</td>
</tr>
<tr>
<td>Maths Methods – ATMAM</td>
<td>Certificate II – Sport &amp; Recreation (Soccer)</td>
</tr>
<tr>
<td>Media Production &amp; Analysis - ATMPA</td>
<td></td>
</tr>
<tr>
<td>Physical Education Studies – ATPES</td>
<td>Career and Enterprise – INSTEP - GTCAE</td>
</tr>
<tr>
<td>Physics - ATPHY</td>
<td>Children, Family &amp; Community – Childcare - GTCFC</td>
</tr>
<tr>
<td>Politics &amp; Law – ATPAL</td>
<td>Drama – GTDRA</td>
</tr>
<tr>
<td>Psychology – ATPSY</td>
<td>English – GTENG</td>
</tr>
<tr>
<td>Visual Arts - ATVAR</td>
<td>Health Studies – GTHEA</td>
</tr>
<tr>
<td></td>
<td>Integrated Science GTISC + Certificate II in Sampling &amp; Measurement</td>
</tr>
<tr>
<td></td>
<td>Materials Design – Jewellery – GTMDTM</td>
</tr>
<tr>
<td></td>
<td>Materials Design – Wood - GTMDTW</td>
</tr>
<tr>
<td></td>
<td>Maths Essentials - GTMAE</td>
</tr>
<tr>
<td></td>
<td>Media Production &amp; Analysis - GTMPA</td>
</tr>
<tr>
<td></td>
<td>Physical Education Studies – GTPES</td>
</tr>
<tr>
<td></td>
<td>Visual Arts - GTVAR</td>
</tr>
</tbody>
</table>

### NOTE CAREFULLY
- All accredited courses and certificates contribute to Secondary Graduation (WACE).
- Students with CLEAR University intentions should take at least 4 Tertiary Stream courses according to their INTERESTS and ABILITY.
- Students with NO university intentions should take mainly STP/Apprenticeship/Employment Stream courses.
- Students cannot select both English and Literature or both Human Biology and Biology or Materials Design - Wood and Materials Design - Jewellery.
- All students must select 6 courses unless studying 5 courses from the Tertiary Stream or 4 Tertiary stream courses and a Certificate II. In these cases the student may apply for Study Zone class.
- Stage 3 courses will require the sitting of external examinations unless exempt.
- Students must not select more than three certificate courses.
The Arts

COURSES

DRAMA
Drama - General (GTDRA)

MEDIA
Media Production and Analysis –
   General (GTMPA)
Media Production and Analysis – ATAR (ATMPA)

MUSIC
Certificate III Music Industry (CT3TM)
Certificate IV Music Western (CT4TM)

VISUAL ART
Visual Arts – General (GTVAR)
Visual Arts – ATAR (ATVAR)

Drama

DRAMA – GENERAL (GTDRA)

Pre-requisites
Completion of Drama in Year 11 is preferred. This is not an ATAR pathway subject.

Description
The Drama courses offered at Woodvale SC are not just for students who enjoy acting, but also for those who are interested in other aspects of theatre such as lighting, music, costume and set design as well as audio visual control.

Unit 3 – Representational - realist drama
Unit 4 – Presentational – non-realist drama

Students will:
- Extend their voice and movement skills
- Engage in theory relevant to Drama forms
- Develop specific techniques to enable them to present believable characters
- Learn how to write and devise realistic dialogue
- Explore techniques of characterisation
- Consider audience/performance relationships
- Research, workshop, interpret, perform and produce texts

Assessment
Performance/production
Improvising and devising original drama, interpreting drama texts, rehearsing, designing lighting, sound, sets, costumes and graphics for programs, posters and promotion. Demonstrating the use of drama skills, techniques, processes and technologies in a range of performance contexts. (Weighting 55%)

Response
Response to, and analysis of own, others’ or professional drama works in relation to elements, principles, techniques and/or processes of drama. Responses may be oral, or in written forms, and include supporting annotated diagrams and/or illustrations. (weighting 30%).

Externally set task
A written task or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school. (weighting 15%)

Benefits
All students can benefit from the skills-building activities practised in Drama, which will help prepare them for many pathways. These skills include:
- Speaking in public
- Working co-operatively
- Understanding spoken language and increasing vocabulary
- Presenting themselves confidently in many different situations
- Following timelines and meeting deadlines
- Understanding body language

Media

MEDIA PRODUCTION & ANALYSIS - GENERAL (GTMPA)

Pre-requisites
Nil. Unit 1 and 2 recommended.

Description
The focus for General Unit 3 is Entertainment. Students view, listen to, and analyse relevant media works as their experience of the language of media is reinforced. They examine how audiences’ cultural experiences influence responses to media. Students will build upon a basic production processes and create their own productions.

The focus for General Unit 4 is Representation and Reality. A range of non-fiction commercial and non-commercial media styles and genre provide opportunities to examine how reality is dramatized and represented 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.

Response (25%) Research work in which students reflect on viewed media works — this includes evaluating the music video industry and the representation of celebrity.

Production (60%) Extended production project in which students explore ideas, control and manage the processes required to achieve/manage the aesthetic quality of production. This includes the making of music videos and compilation of the Woodvale SC Leavers DVD.
Externally set task (15%)  
Students apply their knowledge and skills in analysing and responding to a series of stimuli or prompts provided by the School Curriculum and Standards Authority.

How will this course help students in the future?  
This course does not link to a university pathway, although many students undertake Broadcasting or Digital Media at TAFE following completion. 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. General Media Production and Analysis units aim to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media as well as its practical application.

MEDIA PRODUCTION & ANALYSIS -  
ATAR (ATMPA)  
Pre-requisites  
Completion of ATAR Units 1 and 2. Completing ATAR English.

This course has an external WACE exam plus a practical production submission.

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

Students view and analyse contemporary and traditional examples of media art, identifying techniques and themes created and audiences’ interpretations of these. 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 short film production and begin to show the development of personal directorial style.

The recommended focus for ATAR Unit 4 is Power and Persuasion, which may range from the seductive nature of popular media forms to the concept of ‘new media’ and citizen journalism.

Through this broad focus students extend their understanding of non-fiction media forms, examining the way the media, and indeed its users, are able to reflect, challenge and shape values, beliefs and ideologies. Students view and critically analyse a range of media works, considering the purposes and values of producers and audiences.

Students will 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  
Written Component (100%)  
Response (40%)  
Research work where students are required to plan and communicate findings based on the analysis of audiences, media contexts and example works.  
Written Examination (60%)  
Two unit based exams.

Practical Component (100%)  
Short Film  
Extended production project in which students explore ideas, control and manage the processes required to achieve/manage the aesthetic quality of short film production.

WACE Examination details. 
Production submission component  
(Short Film produced during the course - submitted for external assessment Term 3) 50%  
Written component (two and a half hour exam) 50%

How will this course help students in the future?  
ATAR students are able to utilise this course for University pathways.

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 also of vocational relevance in a workplace dominated increasingly by multimedia applications. Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

Music  
CERTIFICATE III– MUSIC INDUSTRY (CT3TM) (CUS30109) (D354)  
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 STP 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.

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

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

Certificate IV– Music Western (CT4TM) (CUS40109) (D357)
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.

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

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

Visual Arts
The Visual Art course of study provides students the opportunity to develop self-esteem, discipline and initiative as they inquire, explore and experiment with art skills, techniques and processes. Students, through studio practice, produce traditional, modern and contemporary art forms and artworks. Areas of study and practice include drawing, ceramics, 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 GENERAL (GTVAR)
Pre-requisites
Unit 1 and 2 recommended.

Description
The course of study develops a 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 Inspirations and Investigations 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:

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.

Analysis – Students learn the language of art as they analyse, appreciate and understand the production of artworks.

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

VISUAL ARTS ATAR (AT4VAR)
Pre-requisites
Completion of ATAR Unit 1 and 2.
Completing ATAR English.

Description
The course is very demanding in developing 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.

21
The course focuses on the themes 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:

Production – Students present a body of work that displays:
  • A folio of drawing, design and media techniques.
  • A final major art work for external marking.

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.

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 - GENERAL (GTENG)
English - ATAR (ATENG)
Literature - ATAR (ATLIT)

ENGLISH - GENERAL (GTENG)
Pre-requisites
Students enrolling in GTENG are expected to have completed GEENG or AEENG in Year 11.

Unit 3
Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.
Students:
• explore attitudes, text structures and language features to understand a text’s meaning and purpose
• examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
• consider how perspectives and values are presented in texts to influence specific audiences
• develop and justify their own interpretations when responding to texts
• learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Learning outcomes
By the end of this unit, students:
• examine the ways that perspectives are presented in literary, everyday and workplace texts
• understand how language choices influence specific audiences
• create oral, written and multimodal texts that convey a perspective.

Unit 4
Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them.
Students:
• explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
• analyse the ways in which authors influence and position audiences
• investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
• construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
• consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Learning outcomes
By the end of this unit, students:
• investigate the way language is used to present issues and attitudes
• understand ways in which language is used to influence and engage different audiences
• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events.

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

ENGLISH - ATAR (ATENG)
Pre-requisites
This is the standard English for students wanting to go to University. Students enrolling in ATENG are expected to have achieved a ‘C’ grade or higher in AEENG, in Year 11.

Unit 3
Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4
Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.
LITERATURE ATAR (ATLIT)

Pre-requisites
A ‘C’ grade or better in Year 11 Literature.

Unit 3
Unit 3 develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

Unit 4
Unit 4 develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

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, law, teaching, publishing, etc.

English Course Pathways

The following indicate likely pathways for students including prerequisites. They may be subject to change pending further information from the School Curriculum and Standards Authority.
Health and Physical Education

COURSES
Physical Education Studies - General (GTPES)
Physical Education Studies - ATAR (ATPES)
Certificate II Sports Coaching (Basketball) (CT2TBB)
Certificate II Sport & Recreation (Soccer) (CT2TSF/CT2TSM)
Certificate II Outdoor Recreation (Outdoor Education) (CT2TOE)
Health Studies (GTHEA)

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 (GTPES)
Pre-requisites
Physical Education Studies - General (GEPES) preferred in Year 11 and B Grade in Year 10 Physical Education.

Description
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class hours.

Unit 3
The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4
The focus of this unit is for students to assess their own and others’ movement competency, and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others’ performance in physical activity.

Organisation of content
The course content is divided into six interrelated content areas.
- Developing physical skills, strategies and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

The content will be covered using the Physical contexts of Volleyball and Badminton.

PHYSICAL EDUCATION STUDIES - ATAR (ATPES)
The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Pre-requisites
An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2 in Year 11.

Unit 3
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 the performance of themselves and others in physical activity. On completion of this unit, students should be able to:
- adjust and refine movement skills in a variety of 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 of 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
- analyse mental skills strategies used during pre- and post-performance to manage stress, motivation,
concentration, arousal levels and self-confidence.

Unit 4
The focus of this unit is to extend understanding by students 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 dynamic and challenging environments
• 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 characteristics of fast and slow twitch fibres, and their relationship to physical performance types
• critically evaluate training programs designed to improve performance
• apply Carron’s model of group cohesion to analyse participation in physical activity.

Prescribed list of sports for practical (performance) WACE examination
• AFL
• Badminton
• Basketball
• Cricket
• Hockey
• Netball
• Soccer
• Tennis
• Touch
• Volleyball

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

CERTIFICATE II SPORT & RECREATION (SOCCER BOYS) – CT2TSM (SOCCER GIRLS) – CT2TSF (SIS20313) (J756)

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

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

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

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

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au
CERTIFICATE II OUTDOOR RECREATION (CT2TOE) (SIS20213) (J755)

Pre-requisites
Year 11 Certificate II Outdoor Recreation.

Practical Component

Description
The Year 12 course will be a continuation of Year 11 and will involve completion of the units required for students to achieve a Certificate II in Outdoor Recreation. New practical activities are included. **Highlight:** 3-Day Camp to assess Camping & Minimum Impact Techniques, Bushwalking and Navigation. Please see the description above for the list of units

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

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

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.

Phone: 61888120
Email solutions@vetisconsulting.net.au
Website. [http://www.vetisconsulting.net.au/](http://www.vetisconsulting.net.au/)

HEALTH EDUCATION STUDIES – GENERAL (GTHEA)

Pre-requisites
A grade of ‘C’ grade or higher in lower school Health Education. Completion of Year 11 Health Studies is an advantage.

Description
The Year 12 Syllabus is divided into two units (Unit 3 and Unit 4) which are delivered as a pair.

Unit 3
This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behavior and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 4
The unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about Australia's National Health Priority Areas (NHPAs) and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.
COURSES
Accounting and Finance - ATAR (ATACF)
Career and Enterprise - General (GTCAE)
Geography - ATAR (ATGEO)
History Modern - ATAR (ATHIM)
Politics and Law - ATAR (ATPAL)
Psychology - ATAR (ATPSY)
Certificate II - Business – (CT2TB)
Certificate III – Business (CT3TB)

ACCOUNTING and FINANCE – ATAR (ATACF)
Pre-requisites
An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Unit 3
The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business’s future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

Unit 4
The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Framework for the Preparation and Presentation of General Purpose Financial Reporting (The Framework) and the Accounting Standards are used in the 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, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

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

CAREER AND ENTERPRISE INSTEP - General (GTCAE)
Pre-requisites
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. This course is delivered within the framework of the students developing, reviewing and updating an individual pathway plan and a career portfolio to assist in their personal career development.

Compulsory for all INSTEP students.

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

Unit 3
This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 4
This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

Career Possibilities and Course Benefits
This course enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.
GEOGRAPHY - ATAR (ATGEO)
Pre-requisites
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

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

Unit 3 – Global environmental change
In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

Unit 4 – Planning sustainable places
In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

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

MODERN HISTORY - ATAR (ATHIM)
Pre-requisites
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

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

Unit 3 – Modern nations in the 20th century
This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 – The modern world since 1945
This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.

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

POLITICS AND LAW - ATAR (ATPAL)
Pre-requisites
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

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

Unit 3 – Political and legal power
This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

Unit 4 – Accountability and rights
This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

Career Possibilities and Course Benefits
The study of Politics and Law can be a valuable background to careers such as law, political advocacy, public administration, community development, teaching, journalism, government and commerce.
PSYCHOLOGY - ATAR (ATPSY)

Pre-requisites
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

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

Unit 3
This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

Unit 4
This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

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

CERTIFICATE II - BUSINESS (CT2B) (BSB20112) (J335)

Pre-requisites
None.

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

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

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

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

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

This course is offered to students under the auspices of VETisConsulting (RTO# 52499)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au
CERTIFICATE III in BUSINESS (CT3TB)  
(BSB30112) (W902)

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, desktop publishing, business records management, working effectively in a business environment and occupational safety and health.

Leads to  
Employment or further STP 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.

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

COURSES
Chinese Second Language ATAR (ATCSL) / Certificate III Applied Languages (CT3TLC)
Japanese Second Language ATAR (ATJSL) / Certificate III Applied Languages (CT3TLJ)

More information on the 10% LOTE bonus for students entering West Australian universities is available.

CHINESE: SECOND LANGUAGE - ATAR (ATCSL) and CERTIFICATE III APPLIED LANGUAGES (CT3TLC) (2215VIC) (7167)

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

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

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

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

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

Unit 3
This unit focuses on 目前情况 (Here and now). Through the three topics: Relationships, Celebrations and traditions, and Communicating in a modern world, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Unit 4
This unit focuses on 有什么打算? (What next?). Through the three topics: Reflecting on my life and planning my future, The environment, and Current issues, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

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

This course is offered to students under the auspices of Central Institute of Technology (RTO#1988).

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone:1300 300 822
Email:enquiry@central.wa.edu.au
Website:http://www.central.wa.edu.au/
JAPANESE: SECOND LANGUAGE - ATAR (ATJSL) and CERTIFICATE III APPLIED LANGUAGES (CT3TLJ) (2215VIC) (7167)

Pre-requisites
This course is only available to students who are deemed to be second language candidates by the School Curriculum and Standards Authority. This course is designed to meet the needs of students who have undertaken studies of Japanese in Year 11 with a passing grade.

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

Students complete the Nationally Accredited Course of Applied Language (Japanese) called: CA17, Certificate III Applied Language (Japanese)

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

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

Structure of the syllabus
Unit 3
This unit focuses on 若い 旅行者 (Young travellers). Through the two topics: Travel 旅行 and Part-time jobs and money アルバイトとお金, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Unit 4
This unit focuses on かこと 未来 (Reflections and horizons). Through the three topics: This year and beyond 今年と将来, Youth events and pathways 若者の行事と進路, and Future plans 未来, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

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.

This course is offered to students under the auspices of Central Institute of Technology (RTO#1988).
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 1300 300 822
Email: enquiry@central.wa.edu.au
Website: http://www.central.wa.edu.au/
Mathematics

COURSES
Mathematics Essentials – General (GTMAE)
Mathematics Applications – ATAR (ATMAA)
Mathematics Methods – ATAR (ATMAN)
Mathematics Specialist - ATAR (ATMAS)

MATHEMATICS ESSENTIALS – GENERAL (GTMAE)
Pre-requisites
Course mark of 55% or better in Year 11 Essentials Unit 1 and 2.

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

MATHEMATICS APPLICATIONS – ATAR (ATMAA)
Pre-requisites
Course mark of 60% or better in Year 11 Applications Unit 1 and 2.

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

Note: Students changing from Methods in Year 11 to Applications in Year 12 will need to complete a package of work over the Christmas school holidays. This will ensure they have the necessary background in finance, matrices, normal distribution and measurement to start Applications Unit 3 and 4. This package will be available on moodle.

MATHEMATICS SPECIALIST – ATAR (ATMAS)
Pre-requisites
Course mark of 65% or better in Year 11 Specialist Unit 1 and 2.

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

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

COURSES
Biology – ATAR (ATBLY)
Chemistry – ATAR (ATCHE)
Human Biology – ATAR (ATHBY)
Integrated Science (1CISC/1DISC)/
Certificate II in Sampling & Measurement (CT2IS)
Physics – ATAR (ATPHY)
Certificate II Animal Care (CT2TV)

BIOLOGY - ATAR (ATBLY)
Pre-requisites
Students need to achieve a high ‘C’ grade or above in Biology Units 1 and 2, or in negotiation with the Biology Teacher. Students will also need sound inquiry skills and the ability to complete independent long term investigations. English comprehension and expression skills are necessary to be able to understand and explain the content of this course.

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 well-being of all organisms, the biosphere and ultimately, ourselves.

Unit 3
The focus for this unit is Heredity and continuity of life
1. DNA
2. The genetic code
3. Genetic variation
4. Mendelian genetics
5. Biotechnology and genetic techniques
6. Evidence of change
7. Natural selection and speciation

Unit 4
The focus for this unit is Maintaining the internal environment
8. Homeostasis: regulation and control
9. Detecting and responding
10. Pathogens
11. Innate responses
12. Adaptive responses
13. Public health
14. Scientific investigations

Assessment
Practical Skills and Fieldwork 20%
Extended Response 10%
Tests and Exams 70%

Career Possibilities
Most tertiary institutions offer Science courses with major studies in Biology. A pass in Unit 3 and Unit 4 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, Bio technician, Department of Environment and Conservation Officer, Science Teacher, Research Scientist, Botanist, Geneticist.

CHEMISTRY – ATAR (ATCHE)
Pre-requisites
Students should have demonstrated a high level of achievement in both the Year 11 Courses Units 1 and 2. A minimum high ‘C’ grade is essential.

Description
Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs.

Unit 3
Equilibrium
Acids and Bases
Oxidation and Reduction
Redox reactions
Electrochemical Cells

Unit 4
Organic chemistry
Chemical synthesis

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 BIOLOGY – ATAR (ATHBY)
Pre-requisites
Students should have completed Year 11 Human Biology with a minimum grade of a high ‘C’ grade or in negotiation with a Human Biology teacher.

Description
Unit 3: Homeostasis And Disease
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body within a normal range. It also includes the body’s immune responses to pathogens.

Unit 4: Human Variation And Evolution
This unit explores the variations in humans, their changing environment and evolutionary trends. It also looks at biotechnological techniques that provide evidence for evolution and an intimate understanding of molecular genetics.

Assessment
Science inquiry 10%
Extended response 15%
Tests 25%
Examination 50%

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

INTEGRATED SCIENCE – GENERAL (GTISC)
CERTIFICATE II in SAMPLING & MEASUREMENT (CT2IS) (MSL20109) W734)
Pre-requisites
Students are required to have completed 11 Integrated Science General in order to continue 12 Integrated Science General.

Students who have not completed Year 11 units in Certificate II in Sampling and Measurement (CT2SM) will be ineligible to be awarded a full certificate at the end of Year 12; however they will receive recognition for the units they have completed in Year 12.

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 an emphasis on real-life science.

There are two units of study:

Unit 3: The Environment 2
The emphasis of this unit is on the processes involved in the movement of energy and matter in ecosystems, focussing on the following topics:
- abiotic and biotic factors of ecosystems
- transfer of energy in an ecosystem.

- interactions within ecosystems and their effect on population dynamics
- changes to ecosystems
- biodiversity
- human impacts on biodiversity
- natural selection

Unit 4: Sports Science
The emphasis of this unit is on the chemical and physical science of sports, focussing on the following topics:
- chemical reactions within the human body
- mixtures and solutions- analysis of sports drinks and supplements
- forces in sport
- transfer of energy

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

Assessment
Investigations and practical tasks 40%
Explanations 30%
School set Tests 15%
Externally set Test 15%

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

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

PHYSICS - ATAR (ATPHY)
Pre-requisites
The Units 3 and 4 course builds on previous student knowledge and skills, developed in Physics ATAR Units 1 and 2 and also introduces considerable new material. Both Unit 1 and 2 must be completed with a minimum high ‘C’ grade.

Description
Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has
helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based. The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Content
The essential content will be studied in the following:

Unit 3 Gravity and electromagnetism
- Gravity and motion
- Electromagnetism

Unit 4 Revolutions in modern physics
- Wave particle duality and the quantum theory
- Special relativity
- The Standard Model

Assessment
Science Inquiry 20%
Tests 30%
Examinations 50%

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 STP require students to take some units of Physics as options or service units. For that reason High School Physics is strongly recommended. Check with your Science Teacher or Head of Learning area for additional information.

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.

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

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

CERTIFICATE II IN ANIMAL STUDIES
(CT2TV) (ACM20110) (S677)
Pre-requisites
It is expected that students have completed the Year 11 Animal Studies course.
This course is offered to students under the auspices of Polytechnic West (RTO# 1979)

Description
Continuation of Year 11 Animal Studies course. This is a two-year course for students who are interested in careers in the veterinary sciences. As part of an industry partnership with Vetwest Animal Hospitals, students will be given the opportunity to work in a veterinary practice in conjunction with studying Certificate II in Animal Studies (ACM20110).
Technology

COURSES
DESIGN AND TECHNOLOGY
Certificate II Construction (Pathways) (CT2TGC)
Certificate II Engineering (CT2TE)
Certificate II Technical Graphics - Visual Arts – Certificate II (CT2TVC)
Certificate III Technical Graphics - Visual Arts – Certificate III (CT3TVC)
Materials Design & Technology – Jewellery - General (GTMDTM)
Materials Design & Technology – Wood - General (GTMDTM)

HOME ECONOMICS
Certificate II Hospitality – (CT2TH) SIT 20213
Children, Family & the Community – Caring for Others: Child Focus – General (GTCFC)

CERTIFICATE II CONSTRUCTION (CT2TGC) (CPC202111) (D383)

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. Certificate II Construction Pathways CANNOT be attained by completing Year 12 only.

The Construction (Pathways) training package is suitable for those students wishing to move into a Trades vocation. 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 industry. Th

What is in the course?
• Work effectively and sustainably in the construction industry
• Plan and organise work
• Conduct workplace communication
• Carry out measurements and calculations
• Read and interpret plans and specifications
• Apply OHS requirements, policies and procedures in the construction industry
• Handle and prepare bricklaying and block-laying materials
• Use bricklaying and block-laying tools and equipment
• Use carpentry tools and equipment
• Handle carpentry materials
• Carry out concreting to simple forms
• 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.

This course is offered to students under the auspices of VETisConsulting (RTO# 52499)
Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.
Phone: 61888120
Email solutions@vetisconsulting.net.au
CERTIFICATE II ENGINEERING (CT2TE) 
(MEM10105) (W233)

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 STP 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.

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

CERTIFICATE II in VISUAL ARTS 
TECHNICAL GRAPHICS (CT2TVC) 
(CUV30111) (D664)

Pre-requisites
There are no pre-requisites required for Certificate II Visual Arts- Technical Graphics. Please Note- This course is typically studied over two years. Students who studied Technical Graphics in Years 9 and 10 with success should able to complete this Certificate in one year.

Description
Technical Graphics is an important form of communication, basic to our industrial and technological world. This course is designed to develop the basic creative and technical skills that underpin this visual language.

Students can progress to a wide selection of creative and productive industries. It will assist students who move into University, Specialist Training Programs or employment in one of the many design and drafting areas, including Engineering, Architecture, Interior Design, Building Design and Product design. Those entering a trade would also benefit from the ability to read and prepare Technical Drawings.

We offer a choice of two pathways in the design section of the course, either building design or product design. Students will study four core and five elective Units of Competency.

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

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

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

CERTIFICATE III in VISUAL ARTS 
TECHNICAL GRAPHICS (CTT3VC) 
(CUV30111) (D664)

Pre-requisites
Students must have completed Certificate II in Visual Arts – Technical Graphics.

Description
This course is designed to further the development of skills and knowledge that underpin Technical Graphics. Students can progress to a wide selection of creative and productive industries. It will assist students who move into University, Specialist Training Programs or employment in one of the many design and drafting areas, including Engineering, Architecture, Interior Design, Building Design and Product design. Those entering a trade would also benefit from the ability to read and prepare Technical Drawings.

We offer a choice of two pathways in the design section of the course, either building design or product design. This Certificate consists of four core and eight elective Units of Competency. Credit is given for 1 core and three elective units which were completed during Certificate II Visual Arts- Technical Graphics. Students will study an additional three core and five elective units to complete Certificate III Visual Arts- Technical Graphics.

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

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

This course is offered to students under the auspices of VETisConsulting (RTO# 52499) Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.

Phone: 61888120
Email solutions@vetisconsulting.net.au
Website: http://www.vetisconsulting.net.au/

MATERIALS DESIGN AND TECHNOLOGY JEWELLERY– General (GTMDTM)

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

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

This course is well balanced with design development strategies leading to project construction within a highly practical course structure. Students are provided opportunity to design and construct unique and exciting pieces of Jewellery. The use of ITC processes such as 3-D printing and laser technology is also available. Materials such as sterling silver, brass, copper, aluminium, and titanium may be used in conjunction with gemstones, pearls, dichroic glass to produce items of jewellery. Wax and polymorph plastic are also used to form project work which is then cast into metal.

Learning occurs in a fun, leisure time atmosphere using industry standard facilities.

Assessment weightings:
- Design – Folio Work 25%
- Production – Project Work 60%
- Response – Written 10%
- Externally Set Task – One Hour Design Based Task 15%

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

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

MATERIALS DESIGN AND TECHNOLOGY WOOD– General (GTMDTW)

Pre-requisites
Completion of the Year 11 General Materials Design and Technology Woodwork course would be an advantage, however it is not essential.

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

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

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

Charges
The fees charged for Materials Design & Technology cover all the furniture making necessities to complete the course. Students may need to negotiate with the teacher if additional consumables are required for extended projects.
CERTIFICATE II HOSPITALITY (CT2TH) (SIT 20313) (J616)
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 12 units must be completed. Students will study 6 core units and 6 elective units.

CORE UNITS
BSBWOR203B  Work effectively with others **
SITXWHS101  Participate in safe work practices **
SITHIND201  Source and use information on the hospitality industry
SITHXIND202  Use hospitality skills effectively
SITXCS202  Interact with customers
SITXCOM201  Show social and cultural sensitivity

ELECTIVE UNITS
SITHCCC102  Prepare simple dishes **
SITHCCC103  Prepare sandwiches **
SITHFAB204  Prepare and serve espresso coffee
SITHCCC202  Prepare appetisers and salads
SITHFAB0003A  Serves food and beverage

** Completed in Certificate I

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

Students will not receive a ‘grade’ for certificate courses but will gain credits towards their WACE as endorsed programs. Upon completion of this certificate students will gain credit for two units towards their WACE.

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

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

CHILDREN, FAMILY AND THE COMMUNITY CARING FOR OTHERS: CHILD FOCUS -GENERAL (GTCFC)
Description
This course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of families to develop skills to lead a healthy life. They develop an appreciation of how environment creates optimal growth and development for children, families and communities.

Content
Students will complete 2 units of study.

Unit 1 – Building on relationships
This unit focuses on principles of development with particular emphasis on domains and theories of development. They examine the dynamic nature of families in Australia in a very practically based manner.
Unit 2 – My place in the community
Students examine how society impacts on a child's development. With specific emphasis on the changes to our society, issues and trends relating to child development. Students will run playgroup and be involved in other practically based activities.

Assessment

<table>
<thead>
<tr>
<th>Weightings</th>
<th>Types of Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Investigation</td>
</tr>
<tr>
<td>50%</td>
<td>Production</td>
</tr>
<tr>
<td>10%</td>
<td>Response</td>
</tr>
<tr>
<td>15%</td>
<td>Externally Set Task</td>
</tr>
</tbody>
</table>

Students will complete one externally set task developed by the School Curriculum and Standards Authority that will be administered during class time by their class teacher.

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