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Introduction (This information is correct as of June 2017)

There are many exciting opportunities awaiting students who are about to enter Senior Secondary education. This booklet is written to provide students and their parents with an understanding of the Senior 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.

Senior School Studies
Within some restrictions, and the requirements of the Western Australian Certificate of Education, university and TAFE entrance, most students should be able to match their personal educational goals with the following functions of Senior Secondary education:

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

Students are offered subjects to study which they can mix and match:

- SCSA courses
- Vocational Education and Training (Australian Qualifications (AQF)) certificates
- Endorsed programs incl. Workplace Learning, Surf Lifesaving, etc.

The School Curriculum and Standards Authority (SCSA) develops and accredits courses in Year 11 and 12. SCSA also provides for the certification of student achievement.

Courses: SCSA courses are offered as either General or ATAR.

**ATAR courses:** For students who are aiming to enrol in a university course. These courses are examined by SCSA and contribute to the calculation of an Australian Tertiary Admission Rank (ATAR) – (a minimum of 4 two unit combinations required in Year 12). These courses have content that is relevant, challenging and engaging.

All students studying 1 or more ATAR courses will be required to sit an external exam at the end of Year 12.

**General courses:** Students who are aiming to enter further vocationally based training or the workforce straight from school. These courses have an externally set task (EST) set by SCSA in Year 12. These courses are varied and provide both theoretical and practical learning opportunities.

Course structure: All courses are divided in two unit combinations to complete a full year study. Units 1 and 2 will be studied in Year 11 and Units 3 and 4 will be studied in Year 12. Each pair of units will be taught as a yearlong course and students will receive the same grade and mark for each units of the course at the end of the year.

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

Students will study six subjects in Year 11, choosing from a range of ATAR courses, General courses and Australian Qualifications (AQF) Certificates. Information on these options will be detailed in this booklet.

Although the system is designed to be flexible, there are restrictions on changing subjects. For most subjects, however, it is essential that the Year 11 subject be taken first. This information will be indicated in each subject descriptor in the Year 12 Selection Book.

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

(Vocational Education and Training)

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

Woodvale SC offers a number of Certificate courses in Year 11 and 12. These Certificates are delivered in a similar manner to all other courses. We have strong partnerships with Registered Training Organisations who oversee the delivery and assessment of these Certificates.

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

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

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

VET can contribute up to eight of the 20 units needed to achieve the WACE. Students 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></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Certificate I</td>
<td>2 units</td>
<td>2</td>
</tr>
<tr>
<td>Certificate II</td>
<td>4 units</td>
<td>2</td>
</tr>
<tr>
<td>Certificate III and higher</td>
<td>6 units</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

**Workplace Learning** (ADWPL) is a SCSA-developed endorsed program that is managed by individual schools. To complete this program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. Workplace Learning is an integral part of selected Certificate courses as well as the INSTEP program.
<table>
<thead>
<tr>
<th>Aust Code</th>
<th>State code</th>
<th>Courses</th>
<th>Duration</th>
<th>Year Offered</th>
<th>Auspicing RTO and Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM20110</td>
<td>S677</td>
<td>Certificate II in Animal Studies</td>
<td>2 Years</td>
<td>11</td>
<td>South Metropolitan TAFE (52787)</td>
</tr>
<tr>
<td>BSB20115</td>
<td>J335</td>
<td>Certificate II in Business</td>
<td>1 Year</td>
<td>11 &amp; 12</td>
<td>Skills Strategies International Pathways Skills Centre (2401)</td>
</tr>
<tr>
<td>BSB30115</td>
<td>W902</td>
<td>Certificate III in Business</td>
<td>1 Year</td>
<td>12</td>
<td>Skills Strategies International Pathways Skills Centre (2401)</td>
</tr>
<tr>
<td>SIT20416</td>
<td>J616</td>
<td>Certificate II in Hospitality (Kitchen Operations)</td>
<td>2 Years</td>
<td>11</td>
<td>Hospitality Group Training (WA) Inc (03886)</td>
</tr>
<tr>
<td>CUA20615</td>
<td>D353</td>
<td>Certificate II in Music</td>
<td>1 Year</td>
<td>11</td>
<td>Australian Centre for Advanced Studies Inc (50392)</td>
</tr>
<tr>
<td>CUA30915</td>
<td>D354</td>
<td>Certificate III in Music</td>
<td>1 Year</td>
<td>11 &amp; 12</td>
<td>Australian Centre for Advanced Studies Inc (50392)</td>
</tr>
<tr>
<td>CUA40915</td>
<td>D357</td>
<td>Certificate IV in Music</td>
<td>1 Year</td>
<td>12</td>
<td>Australian Centre for Advanced Studies Inc (50392)</td>
</tr>
<tr>
<td>SIS20213</td>
<td>J755</td>
<td>Certificate II Outdoor Recreation</td>
<td>2 Years</td>
<td>11</td>
<td>Australian YMCA Institute of Education &amp; Training (3979)</td>
</tr>
<tr>
<td>SUS20115</td>
<td>J756</td>
<td>Certificate II in Sport and Recreation (Soccer)</td>
<td>2 Years</td>
<td>11</td>
<td>Australian YMCA Institute of Education &amp; Training (3979)</td>
</tr>
<tr>
<td>SIS20513</td>
<td>VEVSRS/VTVSRS</td>
<td>Certificate II in Sport Coaching (Basketball)</td>
<td>2 Years</td>
<td>11</td>
<td>Australian YMCA Institute of Education &amp; Training (3979)</td>
</tr>
<tr>
<td>CUA20715</td>
<td>D650</td>
<td>Certificate II in Visual Arts (Technical Graphics)</td>
<td>1-2 Years</td>
<td>11</td>
<td>VETiS Consulting Services Pty Ltd (52499)</td>
</tr>
<tr>
<td>CUA31115</td>
<td>D664</td>
<td>Certificate III in Visual Arts (Technical Graphics)</td>
<td>1 Year</td>
<td>12</td>
<td>VETiS Consulting Services Pty Ltd (52499)</td>
</tr>
</tbody>
</table>

N.B Certificate courses that run over two years must be started in Year 11
Achievement of the WA Certificate of Education signifies that a student has successfully met the standards expected in their Secondary Schooling.

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 2019, 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 and in subsequent years if needed. 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.*

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

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE Career &amp; Enterprise</td>
<td>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/Anly.</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>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>LIST B</td>
<td></td>
</tr>
<tr>
<td>ACF Account/Finance</td>
<td>MAA Maths Applications</td>
</tr>
<tr>
<td>BLY Biology</td>
<td>MAE Maths Essentials</td>
</tr>
<tr>
<td>CHE Chemistry</td>
<td>MAM Maths Methods</td>
</tr>
<tr>
<td>HBY Human Biology</td>
<td>MAS Maths Specialist</td>
</tr>
<tr>
<td></td>
<td>PHY Physics</td>
</tr>
<tr>
<td></td>
<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 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 five year period.

Enrolment Process

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

1. Individual teachers will speak to classes about specific courses. English teachers will lead students though the course handbook & selection process.
2. Year 10 Parent Information Evening.
3. Semester 1 Reports issued.
4. Draft Course Selection Sheets will be given to students – indicates pre-requisites.
5. Parent interview afternoon.
6. Completion of final course selections on-line.
8. Review of changes based on reports if required.
9. Confirmation of Enrolment will occur in Term 4

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

- If you wish to attend TAFE or enter the workforce you will need to select six courses preferably no more than three
- ATAR course unit combinations. A certificate course must be included.
- If you wish to attend university directly from the College you will need to select six courses with a minimum of four ATAR course unit combinations. Certificate courses may be beneficial. You cannot select INSTEP.
- If you wish to enrol in the INSTEP program then you will need to select six courses including an English Unit, Career and Enterprise plus at least one Certificate.

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

Subject Charges

All Year 11 and 12 subjects 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/carers. Consequently, a screening process will take place for next year’s course selection. Courses costing $100 or more can only be selected if all charges have been paid (or negotiated payment plans are up to date) by Friday 30 June 2017. Further, courses costing $100 or more will require full payment by 9 February 2018. Students who don’t meet these requirements will be allocated a lower cost preference.

Financial Assistance

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

Contact

For further assistance with either the counselling process or any of the above information please contact either the Associate Principal (Year 10), the Student Services Coordinator or the VET Coordinator at Woodvale Secondary College on 9309 0808.
INSTEP
Innovative Skills Training & Education Program

INSTEP is an integrated, work-based learning program. It is designed to offer students the opportunity of gaining an understanding of, and entry level skills in the workplace, while continuing with their Senior School studies.

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

Successful students will choose six courses including Career & Enterprise, English and any Certificate course. They will attend school for four days. One day per week they will be placed in their chosen industry area. Students complete two placements per year and are required to attend a prescribed number of days as outlined by WSC’s VET coordinator. Students will complete a Logbook consisting of a Daily Log and a Skills Journal. Each complete placement will be counted as 1 Unit toward WACE.

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

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

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

Applying for INSTEP - Students need to indicate their interest in this course by ticking the INSTEP box 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.

Alternative Senior School Option:
New to 2018 – By invitation only

For those students who are not aiming to achieve all requirements for WACE but intend completing Year 12 with an extensive WA Statement of Student Achievement (WASSA).

Students will be enrolled in Certificate II in Skills for Work and Vocational Pathways (FSK20113) – (providing a pathway to employment or vocational training, entry level digital literacy and reading, writing, numeracy at ACSF Level 3). Students will select from additional courses as per other students in consultation with the Associate Principal and Course coordinator.
UNIVERSITY ADMISSION 2020
Admission Requirements for School Leavers

ABBREVIATIONS

The following abbreviations have been used in this brochure:

- AQF: Australian Qualifications Framework
- ATAR: Australian Tertiary Admission Rank
- EAL/D: 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 13 June 2017 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 from 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 29 February 2020 (ie those born on or after 1 March 2000). It is relevant only for admission in 2019 and is subject to change without notice.

WAYNE BETTS
TISC Executive Officer

PARTICIPATING UNIVERSITIES

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

DISCLAIMER

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

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

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2019. Application will be via TISC’s website.

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

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

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

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

REQUIREMENTS FOR UNIVERSITY ADMISSION

To be considered for university admission as a school leaver applicant, normally you must:
1. meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority, and
2. achieve competence in English as prescribed by the individual universities, and
3. obtain a sufficiently high ATAR/Selection Rank for entry to a particular course, and
4. satisfy any prerequisites or special requirements for entry to particular courses.

PORTFOLIO ENTRY INTO SELECTED COURSES AT CURTIN UNIVERSITY

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

PORTFOLIO ENTRY PATHWAY TO EDITH COWAN UNIVERSITY(ECU)

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

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.ecugetready.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 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 Senior secondary school studies. Your application will be considered on an individual basis. The WACE, awarded by the School Curriculum and Standards Authority, is not required by any of the universities for students from non-standard schools.

SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS

Curtin University

Curtin University will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:
- 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 ECU’s competence in English requirement; and
- met course prerequisite requirements.

Students may apply direct to ECU.

Murdoch University

School leavers will be eligible for admission into most Murdoch degree courses, with successful completion of a Certificate IV.

They must also have:
- achieved WACE; and
- met Murdoch’s competence in English requirement.
The University of Western Australia

The University of Western Australia will accept an AQF/TAFE qualification at Diploma level as a basis of admission for the Bachelor of Arts, Commerce, Design and Science courses. Separate evidence of English competence is also required. However, school leavers using a diploma achieved during their Years 11 and 12 must also have:

- achieved WACE; and
- met UWA’s competence in English requirement.

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 Seenvoaks 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 (EAL/D) ATAR.

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

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

ENGLISH ATAR; LITERATURE ATAR; ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT ATAR

Curtin University

Murdoch University

The University of Western Australia

You must achieve a scaled score of at least 50.

Edith Cowan University

You must achieve

- a scaled score of at least 50 or
- a letter grade of A, B or C in units 3 and 4 studied in Year 12.

CONCESSIONS

Curtin University

The University of Western Australia

(a) If you have not met the requirement for one of these universities, that university will concede competence in English to you if you have

- achieved a moderated numeric school assessment or numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language/Dialect ATAR, a moderated written school assessment or written exam mark of at least 60 is required.

(b) If you have not met requirement (a) above for Curtin University or The University of Western Australia, but you have:

- achieved an ATAR/Selection Rank above the minimum specified annually by the university, and
- achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or another test of English approved by the university(ies) early in January.

Murdoch University

(a) If you have not met the requirement for this university, Murdoch University will concede competence in English to you if you have

- achieved a moderated numeric school assessment or numeric examination assessment of at least 55 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, a moderated written school assessment or written exam mark of at least 55 is required.

(b) If you have not met requirement (a) above for Murdoch University, but you have:

- achieved an ATAR above the minimum specified annually by the university, and
- achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR,

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

3. THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR is calculated using scaled scores in ATAR courses.

SCALING

All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the ATAR course examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

CALCULATION OF THE TEA

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

In 2019, the TEA will be calculated by adding a student's best four scaled scores plus any applicable course-specific bonuses, as detailed below, 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 2015.
• 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 2015 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.

• A Mathematics bonus of 10% of the scaled score for each of Mathematics: Methods ATAR and Mathematics: Specialist ATAR is added to the aggregate of the best four scaled scores. You receive the Mathematics bonus irrespective of whether your Mathematics: Methods ATAR and/or Mathematics: Specialist ATAR course scaled scores are counted in the best four.

• The Mathematics bonus does not apply to scaled scores from WACE Mathematics 2A/2B, 2C/2D, 3A/3B, 3C/3D or WACE Mathematics Specialist 3A/3B or 3C/3D.

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

• Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2019 and will be used directly in the calculation of an ATAR, if applicable.

• The maximum TEA is 430.

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

**PRIOR YEAR ATAR**
If you have an ATAR from a previous year, you will be given the benefit of the higher of your previous ATAR and your current ATAR. If you have not previously satisfied the WACE requirement or a university’s competence in English requirement, you must satisfy current requirements.
COURSES WHICH ARE USED TO FORM THE ATAR

NOTE:
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 ATAR course examination to obtain a scaled score.

ATAR Courses

Aboriginal and Intercultural Studies ATAR
Accounting and Finance ATAR
Ancient History ATAR
Animal Production Systems ATAR
Applied Information Technology ATAR
Arabic ATAR*
Aviation ATAR
Biology ATAR
Business Management and Enterprise ATAR
Career and Enterprise ATAR
Chemistry ATAR
Children, Family and the Community ATAR
Chinese: Background Language ATAR*
Chinese: First Language ATAR*
Chinese: Second Language ATAR*
Computer Science ATAR
Dance ATAR
Design ATAR
Drama ATAR
Earth and Environmental Science ATAR
Economics ATAR
Engineering Studies ATAR
English as an Additional Language/Dialect (EAL/D) ATAR
English ATAR
Food Science and Technology ATAR
French: Background Language ATAR*
French: Second Language ATAR*
Geography ATAR
German: Background Language ATAR*
German: Second Language ATAR*
Health Studies ATAR
Hebrew ATAR*
Human Biology ATAR
Indonesian: Background Language ATAR*
Indonesian: First Language ATAR*
Indonesian: Second Language ATAR*
Integrated Science ATAR
Italian: Background Language ATAR*
Italian: Second Language ATAR*
Japanese: Background Language ATAR*
Japanese: First Language ATAR*
Japanese: Second Language ATAR*
Korean: Background Language ATAR*
Literature ATAR
Malay: Background Speakers ATAR*
Marine and Maritime Studies ATAR
Materials Design and Technology ATAR
Mathematics: Applications ATAR
Mathematics: Methods ATAR
Mathematics: Specialist ATAR
Media Production and Analysis ATAR
Modern Greek ATAR*
Modern History ATAR
Music ATAR
Outdoor Education ATAR
Philosophy and Ethics ATAR
Physical Education Studies ATAR
Physics ATAR
Plant Production Systems ATAR
Polish ATAR*
Politics and Law ATAR
Psychology ATAR
Religion and Life ATAR
Spanish ATAR*
Vietnamese ATAR*
Visual Arts ATAR

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 2019, 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 use the following course combinations in calculating your ATAR. It may be possible to take both courses but the result in only one may be used to calculate your ATAR.

Chemistry ATAR with Integrated Science ATAR
Chinese: Background Language ATAR with
Chinese: Background Language ATAR with Chinese: Second Language ATAR
Chinese: First Language ATAR
Chinese: Second Language ATAR with Chinese: First Language ATAR
English as an Additional Language/Dialect ATAR with Literature ATAR
English ATAR with English as an Additional Language/Dialect ATAR
English ATAR with Literature ATAR
French: Background Language ATAR with French: Second Language ATAR
German: Background Language ATAR with German: Second Language ATAR
Indonesian: Background Language ATAR with Indonesian: First Language ATAR
Indonesian: Background Language ATAR with Indonesian: Second Language ATAR
Indonesian: First Language ATAR with Indonesian: Second Language ATAR
Indonesian: First Language ATAR with Malay: Background Speakers ATAR
Indonesian: First Language ATAR with Malay: Background Speakers ATAR
Indonesian: Second Language ATAR with Malay: Background Speakers ATAR
Italian: Background Language ATAR with Italian: Second Language ATAR
Japanese: Background Language ATAR with Japanese: First Language ATAR
Japanese: Background Language ATAR with Japanese: Second Language ATAR
Japanese: Second Language ATAR with Japanese: First Language ATAR
Mathematics: Applications ATAR with Mathematics: Methods ATAR
Mathematics: Applications ATAR with Mathematics: Specialist ATAR
Physics ATAR with Integrated Science ATAR

UNACCEPTABLE COURSE COMBINATIONS

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 2015 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 cannot both count, etc.

In addition:

Biology ATAR with WACE Biological Sciences
Chemistry ATAR 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
English as an Additional Language/Dialect ATAR with WACE English
English as an Additional Language/Dialect ATAR with WACE Literature
English ATAR with WACE English as an Additional Language/Dialect
English ATAR with WACE Literature
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
Heritage Chinese Mandarin
Human Biology ATAR with WACE Biological Sciences
Human Biology ATAR with WACE Human Biological Science
Indonesian: Background Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers
Indonesian: First Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers
Indonesian: Second Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers
Italian: Background Language ATAR with WACE Italian
Italian: Second Language ATAR with WACE Italian
Japanese: Background Language ATAR with any WACE Japanese course
Japanese: First Language ATAR with any WACE Japanese course
Japanese: Second Language ATAR with any WACE Japanese course
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 Chinese: Background Speakers with WACE Chinese: Second Language
WACE Chinese: Background Speakers with WACE Heritage Chinese Mandarin
WACE Chinese: Second Language with WACE
WACE English as an Additional Language/Dialect with WACE Literature
WACE English with WACE English as an Additional Language/Dialect
WACE English with WACE Literature
WACE Indonesian: Background Speakers with
WACE Indonesian: Background Speakers with WACE Malay: Background Speakers
WACE Indonesian: Second Language
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 WA
CE Heritage Korean
WACE Malay: Background Speakers with WACE Indonesian: Second Language
WACE Physics with WACE Integrated Science

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

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

You will not be able to use results from courses sat on a non-school basis to meet the WACE requirement.

SELECTION RANKS
For most courses, 2019 Year 12 students will be selected for admission to university in 2020 on the basis of their ATAR. However, some universities assign students who are eligible for alternative entry pathways a Selection Rank that is higher than their ATAR. For these students, selection into courses at the university concerned is based on this enhanced Selection Rank.

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

Eligibility for the entry pathways is based on specified criteria. TISC advises students of their eligibility at the time of the Year 12 results/ATAR release in late December, via the Universities Admission Advice Letter (UAAL). The appropriate Selection Rank is automatically applied for offer rounds. For 2020 admission, Curtin University has the StepUp to Curtin Entry Pathway, ECU has the ECU Access Pathway, Murdoch University has the RISE Pathway and UWA has the Broadway Alternative Entry Pathway. For further details about any of these pathways, see the individual university section on TISC’s website.

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

Generally a scaled score of 50 or more in an ATAR course is required for prerequisites purposes. See individual university course entries which follow for details.

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

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

CURTIN UNIVERSITY
BENTLEY CAMPUS
Kent Street
BENTLEY WA 6102
GPO Box U1987
PERTH WA 6845
Telephone: (08) 9266 7805
Fax: (08) 9266 4108
Web: www.curtin.edu.au
Email: admissions@curtin.edu.au

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

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

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

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

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

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

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

ALBANY CENTRE
35 Stirling Terrace
ALBANY WA 6330
Telephone: (08) 9842 0888
Fax: (08) 9842 0877
Web: www.albany.uwa.edu.au
Email: albany.centre@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
TAFE and Private Training Providers

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

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

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

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

**TAFE**

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

**Private Training Providers**

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

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

**Australian Qualifications Framework**

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

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

**YEAR 12**

- Diploma
  - Advanced Diploma
  - 2/3 Years

**YEAR 11**

- Certificate (Levels III/IV)
  - 1/2 Year

**YEAR 10**

- Certificate (Levels I/II)
- Pre-Apprenticeship
  - 1 Year

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

**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. Advice should be sought from the relevant University/TAFE)

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

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

Entry to non-competitive courses

There are some courses at TAFE which are deemed non-competitive. For these courses a minimum level of literacy and numeracy is required.

Applicants for non-competitive courses need to demonstrate these minimum literacy and numeracy skills as outlined in the chart below.

A school leaver can apply by providing evidence against either the requirements in the ‘School leaver’ column or in the ‘AQF’ column.

<table>
<thead>
<tr>
<th>Qualification being applied for</th>
<th>SCHOOL LEAVER COURSE REQUIREMENTS</th>
<th>AQF equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Certificate II</td>
<td>OLNA or NAPLAN 9 Band 8</td>
<td>Certificate I or II</td>
</tr>
<tr>
<td>Certificate III</td>
<td>OLNA or NAPLAN 9 Band 8</td>
<td>Certificate I or II</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>C grades in Year 11 WACE General English, and OLNA or NAPLAN 9 Band 8</td>
<td>Certificate II or III</td>
</tr>
<tr>
<td>Diploma or Advanced Diploma</td>
<td>Completion of WACE General or ATAR (minimum C grades) or equivalent</td>
<td>Certificate III</td>
</tr>
</tbody>
</table>

Some courses may have specific entrance requirements such as maths or a folio. Students are advised to check the course entrance requirements for specific details on these.

Entry to Competitive courses

Applicants for competitive courses need to meet the Literacy and numeracy skills as above.

Applicants who have met the first requirement will then be asked to provide evidence against the selection criteria as below.

Selection Criteria = Maximum 90 points

Academic achievement = 60 points + Work History = 30 points

ACADEMIC ACHIEVEMENT /60

The score will be generated from the three completed full-year courses that achieve the highest points.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WACE COURSES</th>
<th>C grade</th>
<th>B grade</th>
<th>A grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>GENERAL</td>
<td>11</td>
<td>12.5</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>ATAR</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>GENERAL</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>ATAR</td>
<td>18</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

WORK HISTORY = 30 POINTS

Credit for total work hours is calculated at 0.003 per hour. This can be for employment, work experience, community services or volunteer work.

Proof must be provided.

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

Offers are issued mid-January.

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

What does this mean for students selecting their learning program for Year 12?

Students should select a broad range of courses and experiences for which they have satisfied the minimum recommended requirements. A student wanting to be prepared for the broadest range of training courses would typically include in their program of study, English and Maths courses, combined with other courses in their area of interest as well as part time work and/or workplace learning and/or volunteer experience or other workplace experience.

Completion of a certificate course at school will enhance a student’s application.

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

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

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

Australia’s Career Information Service www.myfuture.edu.au
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
Centrelink www.centrelink.gov.au
Curtin University www.curtin.edu.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
North Metro TAFE www.northmetrotafe.wa.edu.au
People and their jobs www.abc.net.au/acedayjobs
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
South Metro TAFE www.southmetrotafe.wa.edu.au
University of Notre Dame Australia www.nd.edu.au
University of Western Australia www.studyat.uwa.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, TAFE and tertiary handbooks, DVDs and general resources on a range of different career and educational opportunities. Please consult the teacher-librarians.

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

4. **SCHOOL LIASON OFFICERS ATTACHED TO UNIVERSITIES**
   They are available to discuss courses with high school students. They can be contacted at the various universities.
   
   (i) **CURTIN UNIVERSITY OF TECHNOLOGY - Bentley Campus**
       Prospective Students’ Office
       Phone: 9266 3399

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

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

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

   (v) **UNIVERSITY OF NOTRE DAME**
       (Private University) – Separate entry process to the four Government Universities.
       Email: future@nd.edu.au
       Phone: 9433 0533
School Curriculum and Standards Authority Exhibitions & Awards

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

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

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

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

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

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

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

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

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

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

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

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

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.

<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>CUF07</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>SIS10/SRC04/SRO03/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>
A Certificate of merit or a Certificate of distinction is to be award to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, obtains:

<table>
<thead>
<tr>
<th>Certificates of merit</th>
<th>150-189 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates of distinction</td>
<td>190-200 points</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ATAR</td>
<td>Gen.</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</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 I replaces two Year 11 and two Year 12 units.

**Selection of Courses: Information for students**

When selecting courses for Year 11, consider the following:

- Are you planning to go to university straight after school? If yes, you need to choose 4, 5 or 6 ATAR courses.
- Are you planning a TAFE or vocational pathway? Choose courses/certificates that are relevant to your career pathway.

Also think about what area of study you can achieve at a higher level but will still provide a challenge.

- Certificate courses (VET) count toward WACE, gain entry to TAFE AND give vocational skills that link to the workplace.

Think about:

1. Which subjects are you best at now?
2. Which subjects do you enjoy the most?
3. Are there any courses necessary for the university or course or job that you are aiming at?
   a) Have you checked the university course pre-requisites?
   b) Have you checked the course selection criteria?
4. What are your chances of being successful in those courses? Try to avoid choosing courses which are too hard for you. There is little point in tackling difficult courses if you only end up with poor results or fail. Teachers can give you good advice on this in their own learning area.
5. Have you met the pre-requisites? Some courses will require achievement at a minimum standard in lower school studies.
6. Have you discussed your course selection with: the English teacher; your parents; your Contact teacher; and friends?
7. Try to pick a broad range of courses rather than concentrate all your efforts on courses that are very similar to each other.
8. Once you have handed in your course choices it may be difficult to change them. Please be very sure about what you have selected to avoid this problem.
9. Ensure that your current compulsory charges have been fully paid up (or payment plans adhered to) by the relevant date if wanting to select any course costing $100 or more.
Courses Offered in Year 11 2018

<table>
<thead>
<tr>
<th>ATAR COURSES</th>
<th>COST ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance AEACF</td>
<td>60</td>
</tr>
<tr>
<td>Biology AEBLY</td>
<td>50</td>
</tr>
<tr>
<td>Chemistry AECHE</td>
<td>50</td>
</tr>
<tr>
<td>Chinese AECSL</td>
<td>95</td>
</tr>
<tr>
<td>English AEENG</td>
<td>48</td>
</tr>
<tr>
<td>Geography AEGEO</td>
<td>50</td>
</tr>
<tr>
<td>Human Biology AEHBY</td>
<td>50</td>
</tr>
<tr>
<td>Japanese AEJSL</td>
<td>95</td>
</tr>
<tr>
<td>Literature AELIT</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics Applications AEMAA</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics Methods AEMAM</td>
<td>40</td>
</tr>
<tr>
<td>Mathematics Specialist AEMAS</td>
<td>40</td>
</tr>
<tr>
<td>Media Production &amp; Analysis AEMPA</td>
<td>90</td>
</tr>
<tr>
<td>Modern History AEHIM</td>
<td>50</td>
</tr>
<tr>
<td>Physical Education Studies AEPES</td>
<td>200*</td>
</tr>
<tr>
<td>Physics AEPHY</td>
<td>50</td>
</tr>
<tr>
<td>Politics and Law AEPAL</td>
<td>50</td>
</tr>
<tr>
<td>Psychology AEPSY</td>
<td>50</td>
</tr>
<tr>
<td>Visual Arts AEVAR</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CERTIFICATES</th>
<th>RTO</th>
<th>CODE</th>
<th>COST ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM20110 Certificate II - Animal Studies</td>
<td>South Metropolitan TAFE</td>
<td>52787</td>
<td>80</td>
</tr>
<tr>
<td>SIS20513 Certificate II – Sport Coaching (Basketball)</td>
<td>Australian YMCA Institute of Education &amp; Training</td>
<td>3979</td>
<td>175*</td>
</tr>
<tr>
<td>BSB20115 Certificate II – Business</td>
<td>Skills Strategies International</td>
<td>2401</td>
<td>110*</td>
</tr>
<tr>
<td>SIT20416 Certificate II – Hospitality (Kitchen Operations)</td>
<td>Hospitality Group Training (WA) Inc</td>
<td>0386</td>
<td>165*</td>
</tr>
<tr>
<td>CUS20615 Certificate II – Music Industry Foundation</td>
<td>COSAMP</td>
<td>41549</td>
<td>185*</td>
</tr>
<tr>
<td>CUS30915 Certificate III – Music Western Art</td>
<td>COSAMP</td>
<td>41549</td>
<td>185*</td>
</tr>
<tr>
<td>SIS20213 Certificate II - Outdoor Recreation</td>
<td>Australian YMCA Institute of Education &amp; Training</td>
<td>3979</td>
<td>270*</td>
</tr>
<tr>
<td>SIS20115 Certificate II – Sport &amp; Recreation (Soccer Boys)</td>
<td>Australian YMCA Institute of Education &amp; Training</td>
<td>3979</td>
<td>220*</td>
</tr>
<tr>
<td>SIS20115 Certificate II – Sport &amp; Recreation (Soccer Girls)</td>
<td>Australian YMCA Institute of Education &amp; Training</td>
<td>3979</td>
<td>220*</td>
</tr>
<tr>
<td>CUA20715 Certificate II – Visual Arts – (Technical Graphics)</td>
<td>VETiS Consulting Services Pty Ltd</td>
<td>52499</td>
<td>85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL COURSES</th>
<th>COST ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and Construction GEBCN</td>
<td>175*</td>
</tr>
<tr>
<td>Career &amp; Enterprise GECAEI – INSTEP</td>
<td>120*</td>
</tr>
<tr>
<td>Children, Family &amp; The Community (Childcare) GECFC</td>
<td>82</td>
</tr>
<tr>
<td>Drama GEDRA</td>
<td>60</td>
</tr>
<tr>
<td>English GEENG</td>
<td>40</td>
</tr>
<tr>
<td>Food Science and Technology GEFST</td>
<td>160*</td>
</tr>
<tr>
<td>Health Studies GEHEA</td>
<td>100*</td>
</tr>
<tr>
<td>Human Biology GEHY</td>
<td>50</td>
</tr>
<tr>
<td>Materials Design &amp; Technology – Jewellery GEMDTM</td>
<td>190*</td>
</tr>
<tr>
<td>Materials Design &amp; Technology – Wood GEMDTW</td>
<td>164*</td>
</tr>
<tr>
<td>Mathematics Essentials GEMAE</td>
<td>75</td>
</tr>
<tr>
<td>Media Production &amp; Analysis GEMPA</td>
<td>90</td>
</tr>
<tr>
<td>Physical Education Studies GEPES</td>
<td>150*</td>
</tr>
<tr>
<td>Psychology GEPSY</td>
<td>50</td>
</tr>
<tr>
<td>Visual Arts GEVAR</td>
<td>75</td>
</tr>
</tbody>
</table>

Costs are an indication only.

* Courses costing $100 or more can only be selected if all charges have been paid (or negotiated payment plans are up to date) by end of Term 2 in the current year.

NOTE CAREFULLY

- All accredited courses and certificates contribute to WACE.
- Students with CLEAR university intentions should take at least four ATAR courses according to their INTERESTS and ABILITY.
- Students with NO university intentions should take mainly TAFE/Apprenticeship/Employment Stream courses and include a Certificate in the selection.
- Students cannot select both English and Literature.
- All students must select six courses and three “reserve” choices.
- ATAR courses which are studied in Year 12 will require the sitting of external examinations at the end of that year.
- Students must not select more than three certificate courses.
The Arts

COURSES

DRAMA
Drama GENERAL

MEDIA
Media Production and Analysis GENERAL
Media Production and Analysis ATAR

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

VISUAL ART
Visual Arts GENERAL
Visual Arts ATAR

Drama

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

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

Pre-requisites
None.

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

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

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

Media

MEDIA PRODUCTION & ANALYSIS - GENERAL (GEMPA)
Pre-requisites – preferably Year 9 and Year 10 Media

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

- Social Media
- Advertising
- Video games

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

- Lifestyle shows
- Current affairs stories
- Magazine and newspaper pages
- Reality TV

MEDIA PRODUCTION & ANALYSIS - ATAR (AEMPA)
Pre-requisites
English B Grade recommended. Media C grade or better. It is recommended that students be studying ATAR English to complete ATAR Media theoretical requirements.

Unit 1 – Popular culture
The focus for this unit involves identifying what is meant by ‘popular’ culture considering the types of media, ideas and audiences from which popular culture evolves. In contexts related to popular culture, students have the opportunity to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions. Students develop production and analytical skills and apply
their understanding of media language and audiences while learning about and working in specific production contexts. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions in the following contexts:

- music video
- film

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

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

- The news media
- documentaries
- digital news media.

Music
CUA20615 CERTIFICATE II MUSIC INDUSTRY FOUNDATION (CT2EMI)
This course is offered to students under the auspices of the College of Sound and Music Production (RTO #41549).

Pre-requisites
Must be learning a musical instrument

Pathway
This course is for students with an extensive and comprehensive musical knowledge and performance skill. This course is designed for students who want to study music in Senior school but not to university level. This is a nationally recognised VET course which will give students an advantage when applying for courses offered by TAFE and other training institutions.

Description
- Six zones per week
- One private instrumental lesson per week.
- Inclusion in one or more of the senior ensembles.
- Based on 8 units of study such as performing, composing sound, using midi devises, stage craft and developing music knowledge and listening skills.
- Excursions and performances as required

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.

Website: cosamp.com.au.

CUA30915 CERTIFICATE III – MUSIC WESTERN ART (CT3EMW)
This course is offered to students under the auspices of the College of Sound and Music Production. (RTO #41549).

Pre-requisites
Students must have achieved a minimum ‘B’ grade in Year 10 Class and Instrumental Music or the equivalent grade 3-4 in the AMEB courses of theory and instrumental performance.

Pathway
This course is for students with an extensive and comprehensive musical knowledge and performance skill. This course is designed for students who aspire to further their music studies to the highest possible level and is pathway to music studies at a tertiary level.

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

Assessment
Students will be assessed to industry standards in order to receive certification. Students will be assessed on a number of competencies and marked either “competent” or “non-competent” for each of the competencies in order to be awarded this certificate.

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

VISUAL ARTS - GENERAL (GEVAR)

Pre-Requisites
None.

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

Through personal research and appreciation, students explore the themes of Experiences and Explorations.

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

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

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

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

VISUAL ARTS - ATAR (AEVAR)

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

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

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

Production – Students produce a body of work that includes:
- A folio work that displays drawing skills, media techniques and processes related to investigations of artists and art movements
- A final major artwork.

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

Investigation – Students record, observe and research artists, styles and techniques related to their arts practice. They explore historical, social and cultural issues in society.
English

COURSES
English GENERAL
English ATAR
Literature ATAR

ENGLISH - GENERAL (GEENG)

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

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

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

ENGLISH - ATAR (AEENG)

Pre-requisites
This is the standard English course for students wanting to go to university. Students tackling this demanding English course will need to have achieved an 'A' or 'B' grade in Year 10 English and at least 65% in the Semester 1 English exam. Please consult your English teacher for advice on your ability to succeed in this course.

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

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

Students who complete these units will generally be expected to move onto English ATAR units 3&4 in Year 12.

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

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

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

Unit 2
Develops students’ knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses. The Year 11 Literature course is designed for those students who may wish to continue their education at tertiary level. Successful students should gain the confident and precise use of language that further studies will demand.

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

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

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

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

PHYSICAL EDUCATION STUDIES - GENERAL (GEPE)
Pre-requisites
An enthusiastic approach to sport. An ‘A’ or ‘B’ grade in Year 10 Physical Education is recommended.

Sporting Contexts
The concepts of this course will be covered through the sporting contexts of Tennis, Netball, Softball, Badminton, Volleyball or Squash (3 selected).

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

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

Unit 2
Students will also cover the practical concepts relating to coaching and the principle of maintaining possession through game skills analysis. Students will be expected to extend their understanding of influences on their own mental skills in relation to participation in sport. The course includes practical coaching of other students.

PHYSICAL EDUCATION STUDIES - ATAR (AEPES)
This course leads to Physical Education Studies in Year 12 which can be used for University entrance.

Pre-requisites
An enthusiastic approach to sport and a preparedness to work hard in both theory and practical classes. Year 10 Science Biology Stream result of 65% or more and Physical Education grade A or B is required. Competency in Mathematics is highly desirable.

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

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

Unit 1
The focus of this unit is to explore personal potential and is therefore aimed at exploring training methods, strategies, tactics and sport specific training to enhance skilled performance. Attitudes and values will be explored as will the psychological and social influences that motivate participants to achieve in sport.

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

There will be a written exam.

HEALTH STUDIES - GENERAL (GEHEA)
Pre-requisites
An interest in individual and community health issues and the importance of health promotion strategies.

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

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.
This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

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

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

SIS20513 CERTIFICATE II SPORT COACHING (BASKETBALL) (CT2EBB)
This course is offered to students under the auspices of Australian YMCA Institute of Education & Training (RTO# 3979)

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

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

Description
The course is offered over two years. This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport.

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

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

Website. www.ymcaeducation.com

SIS20115 CERTIFICATE II SPORT & RECREATION (SOCCER BOYS - CT2ESM) (SOCCER GIRLS - CT2ESF)
This course is offered to students under the auspices of Australian YMCA Institute of Education & Training (RTO# 3979)

NB: Boys and girls will be in separate classes.

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

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

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

Website. www.ymcaeducation.com

SIS20213 CERTIFICATE II OUTDOOR RECREATION (CT2EOE)
This course is offered to students under the auspices of Australian YMCA Institute of Education & Training (RTO# 3979)

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

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

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

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

Students will be expected to attend zone zeros for extended practical sessions – 8am start.

Website. www.ymcaeducation.com
Humanities and Social Sciences

COURSES
Accounting and Finance ATAR
Career and Enterprise INSTEP GENERAL
Geography ATAR
History Modern ATAR
Politics and Law ATAR
Psychology ATAR
Psychology General
Certificate II - Business

ACCOUNTING and FINANCE – ATAR (AEACF)

Pre-requisites
Maths A stream (B Grade & 50% moderated exam score) or Maths C stream (B Grade & 65% moderated exam score) and English (B Grade).

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

Unit 1
The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

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

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

CAREER AND ENTERPRISE – INSTEP GENERAL (GCEAE)

Pre-requisites
Minimum ‘C’ grade in Year 10 HaSS.

Compulsory for all INSTEP students.

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

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

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

Career Possibilities and Course Benefits
This course enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.
GEOGRAPHY - ATAR (AEGEO)
Pre-requisites
A or B grade in Year 10 HaSS (Humanities and Social Sciences) and 65% or better for Year 10 semester 1 exam. Interested in reading and sound English skills are highly recommended.

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

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

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

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

MODERN HISTORY - ATAR (AEHIM)
Pre-requisites
A or B grade in Year 10 HaSS (Humanities and Social Sciences) and 65% or better for Year 10 semester 1 exam. Interested in reading and sound English skills are highly recommended.

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

Unit 1 – Understanding the modern world
This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

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

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

POLITICS AND LAW - ATAR (AEPAL)
Pre-requisites
A or B grade in Year 10 HaSS (Humanities and Social Sciences) and 65% or better for Year 10 semester 1 exam. Interested in reading and sound English skills are highly recommended.

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

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

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

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

Pre-requisites
A or B grade in Year 10 Humanities and Social Sciences and Science. 65% or better for Year 10 semester I exam in Humanities and Social Sciences. Interested in reading and sound English skills are highly recommended.

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

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

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

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

PSYCHOLOGY – GENERAL (GEPSY)

Pre-requisites
None, however, it is highly recommended to have as a minimum a C grade in Year 10 Science and HaSS. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

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

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

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

Career Possibilities and Course Benefits
The study of this course is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media, marketing and management. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.
BSB20115 CERTIFICATE II - BUSINESS (CT2EB)
This course is offered to students
Under the auspices of Skills Strategies International (RTO# 2401)

Pre-requisites
None.

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

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

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

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

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

Website www.skillsstrategies.wa.edu.au
Languages

Benefits of learning languages in senior school
*The 10% Languages bonus is added to the scaled LOTE score towards TEA (tertiary entrance aggregate) e.g. a scaled score of 60 in Japanese becomes a scaled score of 66.

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

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

COURSES
Chinese Second Language ATAR
Japanese Second Language ATAR

CHINESE: SECOND LANGUAGE ATAR (AECSL)

Description
Through the study of Chinese, students can gain access to the rich cultural tradition of China and an understanding of different attitudes and values within the wider Australian community and beyond. In the Chinese: Second Language course students develop the necessary skills, understandings and values to communicate effectively with Chinese speakers in both social and workplace contexts in Western Australia and elsewhere.

The Chinese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese and extend and refine their communication skills.

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

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

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

JAPANESE: SECOND LANGUAGE ATAR (AEJSL)

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

The 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 lifelong language learning.

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

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

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

COURSES
Mathematics: Essentials - GENERAL
Mathematics: Methods - ATAR
Mathematics: Specialist - ATAR
Mathematics: Applications - ATAR

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

MATHEMATICS: ESSENTIALS - GENERAL (GEMAE)
Pre-requisites
C grade or better in Year 10 Mathematics is an advantage regardless of pathway. Students on an alternative pathway for maths in year 10 are encouraged to discuss their year 11 subject selection with their Maths teacher.

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

MATHEMATICS: APPLICATIONS - ATAR (AEMAA)
Pre-requisites
Successful completion of Year 10 Core pathway with a course mark of 70% or better or Year 10 Accelerated pathway with minimum 50% in the Year 10 Semester 1 exam.

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

MATHEMATICS: METHODS - ATAR (AEMAM)
Pre-requisites
Successful completion of Year 10 Accelerated pathway with a minimum 65% in the Year 10 Semester 1 exam.

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

MATHEMATICS: SPECIALIST - ATAR (AEMAS)
Pre-requisites
Successful completion of Year 10 accelerated pathway with a minimum 70% in the Year 10 Semester 1 exam.

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

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

COURSES

Biology ATAR
Chemistry ATAR
Human Biology ATAR
Integrated Science GENERAL
Certificate II in Sampling and Measurement
Physics ATAR
Certificate II in Animal Studies

BIOLOGY - ATAR (AEBLY)

Pre-requisites
Achieve at least 65% in Year 10 Biology stream (includes coursework and exam result). Biology requires the ability to apply concepts to a variety of situations. Students will also require sound science inquiry skills and the confidence to complete independent long term investigations. Sound English comprehension and expression skills are necessary to be able to understand and explain the content of the course.

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

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

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

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

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

CHEMISTRY - ATAR (AECHE)

Pre-requisites
Achieve at least 75% in Year 10 Science Accelerated Pathway Chemistry stream (includes coursework and exam result). They will also require sound English comprehension and expression skills in order to be able to understand and explain the content of this course.

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

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

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

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

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

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

Pre-requisites
Achieve at least 65% in Year 10 Science Biology stream (includes coursework and exam result).

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

Description
Unit 1 - The Functioning human body
In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2 - Reproduction and inheritance
In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

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

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

HUMAN BIOLOGY – GENERAL (GEHBY)

Pre-requisites
Achieve 50% plus in Year 10 Science Biology stream (includes coursework and exam result)

Rationale:
The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Description:
Unit 1 – Healthy body
This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes.

The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning. The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Unit 2 – Reproduction
This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Where there are instances of infertility, options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined. Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division.

Assessment type Weighting
Science inquiry: Practical and investigations 40%
Extended responses 20%
Tests 40%

Career Possibilities:
Studying Human Biology is an advantage to students interested in science, physical education, biomedical sciences, nursing and health sciences in general.

PHYSICS - ATAR (AEPHY)

Pre-requisites
Achieve at least 75% in Year 10 Science Accelerated Pathway Physics stream (includes coursework and exam result). As algebra is a key skill used every day in a Physics class, students should also have above average Maths results to have good prospect of success. They will also require sound English comprehension and expression skills in order to be able to understand and explain the content of this course.

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

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

Unit 1 – Thermal, nuclear and electrical physics
- An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met.
- In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies.
  Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy.
  Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy.
  They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Unit 2 – Linear motion and waves
- Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena.
- Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.
- Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

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

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

There are very many careers that employ technology, and which require an ability to APPLY Physics. A large number of courses at Universities and TAFE require students to take some units of Physics as options or service units. For that reason High School Physics is strongly recommended. Check with your Science Teacher or the Head of Learning Area for additional information.

ACM20110 CERTIFICATE II in ANIMAL STUDIES (CT2EV)
This course is offered to students under the auspices of South Metropolitan TAFE (RTO# 52787)

Pre-requisites
A ‘C’ grade or better in Science and an interest in working with animals. Acceptance into this course is by application. Students need to attend an interview and present a portfolio. Application packages are available from the Science Department and the VET Office.

Description
This course is offered to students under the auspices of Polytechnic West (RTO# 1979)
This is a two-year course for students who are interested in careers in the veterinary sciences. As part of an industry partnership with Vetwest Animal Hospitals, students will be given the opportunity to work in a veterinary practice in conjunction with studying Certificate II in Animal Studies (ACM20110).

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

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

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

What Can You Achieve If You Enrol And Complete This Course?
- Study a nationally recognised Veterinary Nursing Training Package – CERTIFICATE II IN ANIMAL STUDIES (ACM20110) - recognised Australia wide. (Certification validated through Polytechnic West (formerly Swan TAFE).
- Direct links and ease of entry into TAFE courses eg Certificate IV in Veterinary Nursing.
- Work experience in the Veterinary Industry.
- Practical experience in a profession.
- An increased opportunity to enter the workforce.
- The Royal Live Saving Senior First Aid Certificate.
- 2 ADWPL Units are awarded towards WACE on the successful completion of Year 11.

Students can complete Veterinary Studies as part of their normal timetable together with other School Curriculum and Standards Authority courses. Veterinary Studies is packaged as a two-year course that will lead to the Certificate II in Animal Studies (ACM20110).

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

Website. http://www.polytechnic.wa.edu.au
Technology

COURSES

DESIGN AND TECHNOLOGY
- Materials, Design & Technology (Wood) - GENERAL
- Materials, Design & Technology (Jewellery) – GENERAL
- Building and Construction – GENERAL

HOME ECONOMICS
- Children Family and Community - Caring for Others – Child Focus - GENERAL
- Food, Science and Technology – GENERAL

Design & Technology

MATERIALS DESIGN AND TECHNOLOGY
WOODWORK – GENERAL (GEMDTW)

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

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

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

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

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

BUILDING & CONSTRUCTION – GENERAL

The Building and Construction General course develops students' knowledge and practical appreciation of building technologies. The course encompasses the skills and applications of many of the trades and professions in the building and construction industries. Students have the opportunity to develop and practise the skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

It develops interaction and communication skills with varied audiences and fosters an understanding of teamwork. It prepares students to appreciate the continually changing conditions and expectations within building professions and encourages innovation and creativity.

The course requires compliance with the Occupational Safety and Health Act 1996 and trains students in the principles of occupational safety and health (OSH). The course is an introduction to future pathways and studies in trades, engineering and architecture or may lead to alternate employment options, further vocational education and industry training.

The Building and Construction General course is designed to facilitate achievement of the following outcomes –

<table>
<thead>
<tr>
<th>Type of assessment:</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Design - design portfolio, observation checklists, evaluation tools (self or peer), journal entries, design proposals and project proposal presented using a range of communication strategies.</td>
<td>20%</td>
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<tr>
<td>Production - manufactured products, building and construction tasks, journal, observation checklists and evaluation tools (self or peer).</td>
<td>70%</td>
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<tr>
<td>Response - Students apply their knowledge and skills in responding to a series of stimuli or prompts. Types of evidence can include: verbal responses, worksheets, assignments, essays, tests, oral and ICT visual response, observation checklists.</td>
<td>10%</td>
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Outcome 1 – Building and construction processes:
Investigate issues, values, needs and opportunities in building and construction; devise and generate ideas and prepare building and construction proposals; produce solutions and manage building and construction processes; evaluate intentions, plans and actions.

Outcome 2 – Building and construction understanding:
Understand the properties and structure of materials used in construction; convey principles of sound building practices in building construction and design; demonstrate orthographic, pictorial projection and model shapes, locations and arrangements related to construction.

Outcome 3 – Building and construction technology:
Monitor and manage construction resources; apply building and construction procedures; manage and safely operate equipment and use resources appropriately.

Outcome 4 – Building and construction in society:
Understand that beliefs, values and ethical positions are interconnected and impact on building and construction technologies; consider consequences when evaluating building and construction solutions; understand the principles and underlying standards that regulate the building and construction industry.

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

Organisation of content:
The course content is the focus of the learning program. The course content is divided into three areas:
- Design, planning and management: Planning and management, design processes, drafting.
- Materials: Properties and selection, working with materials.
- Systems: Structures and services, environment and sustainability.
School-based assessment:

Grading:
Schools report student achievement in terms of the following grades:
A Excellent achievement B High achievement C Satisfactory achievement D Limited achievement E Very low achievement.

MATERIALS DESIGN AND TECHNOLOGY
JEWELLERY – GENERAL (GEMDTM)

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

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

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

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

Pathways:
- This course is a recommended prerequisite for MDT Jewellery in Year 12.
- MDT (Jewellery) is a general course and hence counting towards WACE.
- Past students have used Jewellery folio work to obtain TAFE placements for jewellery and design pathways.

CUA20715 CERTIFICATE II in VISUAL ARTS -TECHNICAL GRAPHICS (CT2EVC)
This course is offered to students under the auspices of VETis Consulting (RTO# 52499)

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

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

Students can progress to a wide selection of creative and productive industries. It will assist students 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 4 core and 5 elective Units of Competency.

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

Students will develop a portfolio of work which highlights their ability to produce technical drawings using computer based drawing programs. Through an appreciation of design, personal creativeness can be applied to their work. Past students have successfully used these portfolios in gaining recognition of skills when applying for jobs and further training.

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

Home Economics

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

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

Content
Students will complete 2 units of study.

Unit 1 – Families and relationships
This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Students design and produce products and services that meet the needs of individuals.

Unit 2 – Our community
Students will explore the health of children and communities and the protective and preventative strategies that impact on growth and development. Students will create products, services or systems that will assist families to achieve their needs and wants.

Assessment

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

SIT20416 CERTIFICATE II - HOSPITALITY KITCHEN OPERATIONS (CT2EHK)
This course is offered to students under the auspices of Hospitality Group Training (RTO# 0366)

This course will be studied over 2 years.

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

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

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

Content
Students will study thirteen units, eight of which are core and five elective units over 2 years. Students will acquire a range of technical, personal, interpersonal and organisational skills relating to the catering and hospitality industry. They will develop key competencies valued both within and beyond the workplace.

CORE UNITS
BSBWOR203 Work effectively with others
SITHCCC001 Use food preparation equipment
SITHCCC011 Use cookery skills effectively
SITHCCC005 Prepare dishes using basic methods of cookery
SITHKOP001 Clear kitchen premises and equipment
SITXFSA001 Use hygienic practices for food safety
SITXINV002 Maintain the quality of perishable items
SITXWHS001 Participate in safe work practices

ELECTIVE UNITS
SITHCCC002 Prepare and present simple sandwiches
SITHCCC003 Prepare and present sandwiches
SITHCCC006 Prepare appetisers and salads
SITHFAB005 Prepare and serve espresso coffee
SITXCCS003 Interact with customers

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

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

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

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

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

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

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

Unit 2 – Food for communities
This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Assessment

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