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Welcome to the final year of secondary education and congratulations on your achievements so far. It is expected that most students will continue studying courses from Year 11. However, if you are choosing to make changes, this Handbook should be of assistance.

The courses you choose for Year 12 need careful consideration as you need to be aware of:
- requirements of the WACE
- requirement for post-school training and education e.g. University/TAFE
- post-secondary options in education and training.

There needs to be a balance of:
- knowing the rules and regulations of the School Curriculum and Standard Authority (SCSA)
- meeting the pre-requisites of post-secondary course
- consider your interests, abilities and academic achievement so far.

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– A Further Explanation

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 four two unit combinations required in Year 12). These courses have content that is relevant, challenging and engaging. All students studying one or more ATAR courses will be required to sit an external exam at the end of Year 12. Students who have an ATAR can apply to universities across Australia.

**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 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).
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 of 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).

An Endorsed Program is a significant learning program that has been developed by a school community organisation or private provider and endorsed by SCSA. A student can only use endorsed programs for 2 units of equivalence in Year 11 and two units in Year 12 - but this must be considered in relation to the total number of equivalences being claimed for through VET. Examples of endorsed programs include: Provider developed AMEB, Girl Guides, Instrumental Music, Rockschool, Surf Lifesaving, Duke of Edinburgh and Authority developed – Community Service, Elite Sports, Recreational Pursuits. Further information can be found at 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. At WSC Workplace Learning is an integral part of selected Certificate courses as well as the INSTEP program.
### Our Certificate Courses on offer in 2019

<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>ACM20117</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 (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 (2401)</td>
</tr>
<tr>
<td>SIT20416</td>
<td>J616</td>
<td>Certificate II in Kitchen Operations (Hospitality)</td>
<td>2 Years</td>
<td>11</td>
<td>Hospitality Group Training (WA) Inc (0386)</td>
</tr>
<tr>
<td>CUA30915</td>
<td>D354</td>
<td>Certificate III in Music Industry</td>
<td>1 Year</td>
<td>11 &amp; 12</td>
<td>College of Sound &amp; Music Production (41549)</td>
</tr>
<tr>
<td>CUA40915</td>
<td>D357</td>
<td>Certificate IV in Music Industry</td>
<td>1 Year</td>
<td>12</td>
<td>College of Sound &amp; Music Production (41549)</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>J756</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 Visual Arts (Technical Graphics)</td>
<td>1-2 Years</td>
<td>11 &amp; 12</td>
<td>VETiS Consulting Services Pty Ltd (52499)</td>
</tr>
<tr>
<td>CUA31115</td>
<td>D664</td>
<td>Certificate III 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.
6. Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in the Year 9 NAPLAN assessments will be recognised as meeting the minimum standard for that component. In March each year, Year 10 students who have not demonstrated the literacy and numeracy standard will sit the Online Literacy and Numeracy Assessment (OLNA). Students who do not meet the standard will have the opportunity to re-sit the assessment in September or in subsequent years 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.*

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

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>MAA Maths Applications</td>
</tr>
<tr>
<td>CFC Child, Fam. &amp; Com.</td>
<td>MAE Maths Essentials</td>
</tr>
<tr>
<td>CSL Chinese: Sec Lang</td>
<td>MAM Maths Methods</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>MAS Maths Specialist</td>
</tr>
<tr>
<td>ENG English</td>
<td>PES Phys. Ed. Studies</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>PHY Physics</td>
</tr>
<tr>
<td>HEA Health Studies</td>
<td>PSY Psychology</td>
</tr>
<tr>
<td>JSL Japanese: Sec Lang</td>
<td></td>
</tr>
<tr>
<td>LIT Literature</td>
<td></td>
</tr>
<tr>
<td>HIM Modern History</td>
<td></td>
</tr>
<tr>
<td>MPA Media Prod/Analy.</td>
<td></td>
</tr>
<tr>
<td>PAL Politics and Law</td>
<td></td>
</tr>
<tr>
<td>VAR Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Of the 20 units required for a WACE, up to a maximum of four Year 11 and four Year 12 units may be substituted by VET and/or endorsed programs. A student may choose to substitute using only VET programs (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (of a total of eight units but with a maximum of four units with endorsed programs).
- Year 12 students enrolled in Units 3 and 4 in an ATAR course must sit the external examination in that course. If they do not sit, or do not make a genuine attempt in this examination, the grades for the pair of units completed in that year will not contribute to the calculation of the achievement standard, but they will still count in the breadth-and-depth requirement. They will not receive a course report.

**Statement of Results**

A WASSA, Western Australian Statement of Student Achievement, is given to all students who complete at least one course unit, endorsed program or unit of competence. The Statement of Results will include:
- English language competence, if achieved;
- completion of requirements for the awarding of the WACE;
- exhibitions and awards granted;
- WACE course scores;
- grades achieved in course units;
- VET qualifications and units of competency successfully completed;
- endorsed programs achieved;
- a WACE Course Report is also issued to all students who sit the external examination in that course. It provides information on College raw & moderated marks, raw & standardised exam marks, WACE course score, state wide distribution of WACE course scores, the candidature of the course and a description of knowledge, skills and understandings.

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

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

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

Many courses cost significant amounts of money to run for our students and require the full payment of the compulsory charges by all parents/guardians. Consequently, a screening process will take place for 2018 course selection. **Courses costing $100 or more can only be selected if all 2018 charges have been paid (or negotiated payment plans are up to date) by Friday 1 July 2018.** Further, courses costing $125 or more will require full payment by Friday 8 February 2019. Students who don’t meet these requirements will be allocated a lower cost preference.

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

Contact
For further assistance with either the course selection process or any of the above information please contact either the Associate Principal, the Student Services Coordinator or the VET Coordinator at Woodvale Secondary College on 9309 0808.
INSTEP

Innovative Skills Training & Education Program

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

Year 12 students are able to apply for the INSTEP programme. New Year 12 applicants must submit an application letter, Portfolio and attend an informal interview.

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

Placements are available in but not limited to the areas of:

- Retail
- Office and Commerce
- Hospitality
- Trades (excluding electrical)
- Welfare and related services

On completion of the course students will receive:

- A Certificate of Completion,
- A “Skills Profile” of their achievements,
- A Student Portfolio &
- TAFE entry points

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

Applying for INSTEP - Students need to indicate their interest in this course 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.
University Admission 2020

Admission Requirements for School Leavers

*Information correct as of June 2018*

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 3 March 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 28 February 2019 (ie those born on or after 1 March 1999). 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 2018. Application will be via TISC’s website.

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

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

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

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

- successfully completed an AQF/TAFE Certificate IV; and
- achieved WACE; and
- met Curtin University’s competence in English requirement; and
- met course prerequisite requirements.

Edith Cowan University

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

- successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
- achieved WACE; and
- met 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 Murdoch University’s 4-week preparation course, OnTrack Sprint, with successful completion of a Certificate IV. They must also have:

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

The University of Western Australia

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

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

1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

You must satisfy the requirements of the WACE to enter all four universities, unless you are an applicant from a non-standard WA school.

You can obtain detailed information about the WACE from the School Curriculum and Standards Authority, Mason Bird Building, Level 2, 303 Sevenoaks Street, Cannington 6107, phone (08) 9273 6300, www.scsa.wa.edu.au

2. COMPETENCE IN ENGLISH

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in one of the courses:

- English ATAR, Literature ATAR or English as an Additional Language/Dialect (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.

9
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). 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 2014.
• No more than two mathematics scaled scores can be used in the calculation of an ATAR.
• There are unacceptable course combinations whereby scores in both courses cannot both be used (see explanation under Unacceptable Course Combinations below).
• A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2014 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.
• A Mathematics bonus of 10% of the scaled score for each of Mathematics: Methods ATAR and Mathematics: Specialist ATAR is added to the aggregate of the best four scaled scores.
• You receive the Mathematics bonus irrespective of whether your Mathematics: Methods ATAR and/or Mathematics: Specialist ATAR course scaled 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 2018 and will be used directly in the calculation of an ATAR, if applicable.
- The maximum TEA is 430.

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

**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

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

**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.
NOTE:
1. Subject also to unacceptable combinations below, no more than two mathematics scaled scores can be used in the calculation of an ATAR.
2. There may be some additional interstate language courses* and examinations available in WA in 2017, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.
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: Background Language ATAR with Malay: Background Speakers ATAR
Indonesian: First Language ATAR with Indonesian: Second Language 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 – INCLUDING COURSES 2013 – 2015
If you have results from past study in WACE courses, you cannot use the following combinations in calculating your ATAR. If you are repeating Year 12 studies, you may have results from both courses but the results in only one may be used to calculate your ATAR. Results from study prior to 2013 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 Human Biological Science
Indonesian: Background Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers ATAR
Indonesian: First Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers ATAR
Indonesian: Second Language ATAR with any WACE Indonesian course or WACE Malay: Background Speakers ATAR
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
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
Malay: Background Speakers
WACE Indonesian: Second Language
WACE Japanese: Background Speakers with WACE Heritage Japanese
WACE Japanese: Background Speakers with WACE Japanese
WACE Japanese: Second Language with WACE Heritage Japanese
WACE Korean First Language with WACE Heritage Korean
WACE Malay: Background Speakers with WACE
Indonesian: Second Language
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 WACE courses on a non-school basis contact SCSA, Mason Bird Building, Level 2, 303 Sevensoaks 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, 2018 Year 12 students will be selected for admission to university in 2019 on the basis of their ATAR. However, some universities assign students who are eligible for alternative entry pathways a Selection Rank that is higher than their ATAR. For these students, selection into courses at the university concerned is based on this enhanced Selection Rank.

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

Eligibility for the entry pathways is based on specified criteria. TISC advises students of their eligibility at the time of the Year 12 results/ATAR release in late December, via the Universities Admission Advice Letter (UAAL). The appropriate Selection Rank is automatically applied for offer rounds. For 2019 admission, Curtin University has the StepUp to Curtin Entry Pathway, ECU has the ECU Access Pathway, Murdoch University has the RISE Pathway and UWA has the Broadway Alternative Entry Pathway. For further details about any of these pathways, see the individual university section on TISC’s website.

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

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

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

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

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

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

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

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

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

Peel Campus (Mandurah)
THE STUDENT CENTRE
Education Drive
Mandurah WA 6210
Telephone: 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
Online enquiries: ask.uwa.edu.au
Web: www.studyat.uwa.edu.au

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

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

UNIVERSITY OF NOTRE DAME
19 Mouat Street
FREMANTLE WA 6160
Telephone: (08) 9433 0555
Fax: (08) 9433 0544
Web: www.nd.edu.au
Email; enquiries@nd.edu.au
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 70 campuses across the State managed by 5 TAFE Colleges. There are two Metropolitan TAFE Colleges: North Metro encompassing 8 Campuses, and South Metro encompassing 13 Campuses. There are 3 Regional TAFE Colleges across WA. All TAFE Colleges offer a range of courses and study is available on a full-time or part-time basis. Some smaller campuses only offer part-time and evening classes. TAFE is a popular choice for many people with more than 120,000 people studying at campuses across the State.

**Private Training providers**

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

**Australian Qualifications Framework**

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

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

- **YEAR 12**
  - Diploma
  - Advanced Diploma
  - 2/3 Years
- **YEAR 11**
  - Certificate (Levels III/IV)
  - 1/2 Years
- **YEAR 10**
  - Certificate (Levels I/II)
  - Pre-Apprenticeship
  - 1 Year

1. **Applying to TAFE:** Positions at TAFE can be very competitive and some are subject to a ranking process based on school results, work experience and other qualifications gained through State or Private Training Providers.
2. This means that while year 10 students may meet the entry requirements, when selection criteria are applied students with higher levels of schooling are more successful in gaining entry.
3. **Articulation into University:** Students can gain entry into many University courses upon successful completion of a Certificate IV, Diploma or Advanced Diploma course and be given advanced standing (i.e. the University course will be shortened. On some occasions the student enters second year. Advice should be sought from the relevant University/TAFE)

TAFE 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 at http://tasonline.tafe.wa.edu.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 are 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.

Literacy and Numeracy skills

<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>OLN A or NAPLAN 9 Band 8</td>
<td>Certificate I or II</td>
</tr>
<tr>
<td>Certificate III</td>
<td>OLN A 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 OLN A 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 December. 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 https://myfuture.edu.au
Australia wide job search http://jobsearch.gov.au
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 Jobs and Small Business http://www.jobs.gov.au
Dept of Training and Workforce Development (WA) info on training, apprenticeships, traineeships. www.dtwd.wa.gov.au
Edith Cowan University www.ecugreatcareers.com or www.ecu.edu.au
Good Universities guide www.gooduniguide.com.au
Job search – Career One www.careerone.com.au
Job search www.seek.com.au
Murdoch University http://www.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
South Metro TAFE www.southmetrotafe.wa.edu.au
University of Notre Dame Australia www.notredame.edu.au
University of Western Australia http://www.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. **JOBS AND SKILLS CENTRES**
   Western Australia’s TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance. Services are free, and accessible to all members of the community. The centres are located on TAFE campuses, with additional outreach locations for regional areas. Each of the centres is staffed by people who can provide free professional and practical advice on training and employment opportunities including careers advice, apprenticeship and training information. Support services for employers and business, as well as specialist services for Aboriginal people, ex-offenders and people from a culturally or linguistically diverse background are also available. The centres also provide an online jobs board, to connect jobseekers with employment opportunities and to help employers attract and recruit employees. Contact: 08 6551 5000

3. **TECHNICAL & FURTHER EDUCATION**
   State training providers offers a variety of short and long courses in skills training. For information see the VET Coordinator or contact the nearest TAFE campus.

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

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

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

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

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

   (v) **UNIVERSITY OF NOTRE DAME (Private University)**
   – Separate entry process to the four Government Universities.
   Email: future@nd.edu.au
   Phone: 9433 0533
School Curriculum and Standards Authority Exhibitions and 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>
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<td>Construction</td>
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<td>Engineering</td>
<td>MEM05</td>
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<tr>
<td>Health</td>
<td>HLT07</td>
</tr>
<tr>
<td>Information and Communications</td>
<td>ICA05/ICA11</td>
</tr>
<tr>
<td>Music</td>
<td>CUA09</td>
</tr>
<tr>
<td>Rural Production</td>
<td>RT03/AHC10</td>
</tr>
<tr>
<td>Screen and Media</td>
<td>CUF07</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>SIST0/SRC04/SRO3/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:
Certificates of merit 150-189 points
Certificates of distinction 190-200 points

The allocation of points for the achievement of a certificate of merit or distinction are according to the following rules and table:
1. Points are accrued at the unit level
2. Points are accrued from 20 Year 11 and Year 12 units if which at least 10 must be Year 12 units
3. The units used to calculate a student’s points will be those that maximise the student’s score
4. Repeated units cannot be used in the determination of this award
5. Unit equivalents from AQF VET certificates and endorsed programs can be used to meet the requirements. Conditions apply.
6.

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

*Certificate IV replaces two Year 11 and four Year 12 units, Certificate III replaces two Year 11 and four Year 12 units, Certificate II replaces two Year 11 and two Year 12 units.
Subjects/Courses Offered in Year 12 2019

Please read the required prerequisites listed further in the handbook. Students cannot choose some certs if they haven't achieved the earlier cert in that field.

<table>
<thead>
<tr>
<th>ATAR Subjects</th>
<th>RTO</th>
<th>RTO Code</th>
<th>COST ($)</th>
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<tbody>
<tr>
<td>Accounting &amp; Finance - ATACF</td>
<td></td>
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<tr>
<td>Biology - ATBLY</td>
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<tr>
<td>Chemistry - ATCHE</td>
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<tr>
<td>Chinese (Second Language) AECSL</td>
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<tr>
<td>English – ATENG</td>
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<tr>
<td>Geography - ATGEO</td>
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<tr>
<td>Human Biology – ATHBY</td>
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<tr>
<td>Japanese (Second Language) AEJSL</td>
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<td>Literature - ATLIT</td>
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<td>Mathematics Applications – ATMAA</td>
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<td>Mathematics Methods – ATMAM</td>
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<td>Mathematics Specialist - ATMAS</td>
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<tr>
<td>Media Production &amp; Analysis - ATMPA</td>
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<tr>
<td>Modern History - ATHIM</td>
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<tr>
<td>Physical Education Studies -- ATPES</td>
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<tr>
<td>Physics - ATPHY</td>
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<tr>
<td>Politics &amp; Law – ATPAL</td>
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<tr>
<td>Psychology – ATPSY</td>
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<tr>
<td>Visual Arts - Certificate ATVAR</td>
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<table>
<thead>
<tr>
<th>General and Cert Subjects</th>
<th>RTO</th>
<th>RTO Code</th>
<th>COST ($)</th>
</tr>
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<tbody>
<tr>
<td>ACM20117 - Animal Studies</td>
<td>South Metropolitan TAFE</td>
<td>52787</td>
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<tr>
<td>SIS20513 Certificate II – Sport Coaching (Basketball)</td>
<td>Australian YMCA Institute of Education &amp; Training</td>
<td>3979</td>
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<tr>
<td>BSB20115 Certificate II – Business</td>
<td>Skills Strategies International</td>
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<td>127*</td>
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<tr>
<td>BSB30112 Certificate III – Business</td>
<td>Skills Strategies International</td>
<td>2401</td>
<td>140*</td>
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<td>CIT20012 Certificate II – Kitchen Operations (Hospitality)</td>
<td>Hospitality Group Training (WA) Inc</td>
<td>0286</td>
<td>162*</td>
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<tr>
<td>CUA09105 Certificate III – Music Industry</td>
<td>COSAMP</td>
<td>41549</td>
<td>185*</td>
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<tr>
<td>CUA40915 Certificate IV – Music Industry</td>
<td>COSAMP</td>
<td>41549</td>
<td>185*</td>
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<tr>
<td>SIS20213 Certificate II - Outdoor Recreation</td>
<td>Australian YMCA Institute of Education &amp; Training</td>
<td>3979</td>
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<tr>
<td>SIS202115 Certificate II – Sport &amp; Recreation (Soccer)</td>
<td>Australian YMCA Institute of Education &amp; Training</td>
<td>3979</td>
<td>220*</td>
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<tr>
<td>CUV30111 Certificate III – Visual Arts (Tech Graphics)</td>
<td>VETiS Consulting Services Pty Ltd</td>
<td>52499</td>
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<tr>
<td>Building &amp; Construction - GTBCN</td>
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<td>Career and Enterprise – INSTEP - GTCAE</td>
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<tr>
<td>Children, Family &amp; Community – Childcare - GTCFC</td>
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<tr>
<td>Drama – GTDRA</td>
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<tr>
<td>English – GTENG</td>
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<tr>
<td>Human Biology – GTHBY</td>
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<td>70</td>
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<tr>
<td>Materials Design – Jewellery – GTMDTM</td>
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<td></td>
<td>175*</td>
</tr>
<tr>
<td>Materials Design – Wood - GTMDTW</td>
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<td>156*</td>
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<tr>
<td>Mathematics Essentials - GTMAE</td>
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<tr>
<td>Media Production &amp; Analysis - GTMPA</td>
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<td></td>
<td>100*</td>
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<tr>
<td>Physical Education Studies – GTPES</td>
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<td>200*</td>
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<tr>
<td>Visual Arts - GTVAR</td>
<td></td>
<td></td>
<td>75</td>
</tr>
</tbody>
</table>

*RTO and Auspice information correct at time of printing

NOTE CAREFULLY

- All accredited courses and certificates contribute to Secondary Certification (WACE).
- Students with CLEAR university intentions should take at least four ATAR subjects according to their INTERESTS and ABILITY.
- Students with NO university intentions should take mainly General/Certificate subjects.
- Students cannot select both English and Literature.
- All students must select six courses unless studying five courses from the ATAR Stream or four ATAR stream courses and a Certificate II. In these cases the student may apply for Study Zone class.
- ATAR courses will require the sitting of external examinations.
- Students must not select more than two certificate courses without approval.
- Students will only receive credit for one course if they choose any of the following combinations;
  - Psychology ATAR and General Psychology
  - Physical Education ATAR and General Physical Education
  - Visual Arts ATAR and General Visual Arts
  - Media ATAR and General Media.

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.
The Arts

COURSES

DRAMA
Drama - General

MEDIA
Media Production and Analysis – General
Media Production and Analysis – ATAR

MUSIC
Certificate III Music Industry
Certificate IV Music Western

VISUAL ART
Visual Arts – General
Visual Arts – ATAR

Drama

DRAMA – GENERAL (GTDRA)

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

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

Unit 3 – Reinterpretation of drama for contemporary audiences.
This unit focuses on reinterpretation of dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches.

Unit 4 – Contemporary and devised drama.
This unit focuses on interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama.

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

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

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

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

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

Media

MEDIA PRODUCTION & ANALYSIS - GENERAL (GTMPA)

Pre-requisites
Nil. Completion of Media in Year 11 is strongly suggested. This is not an ATAR pathway subject.

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

The focus for General Unit 4 is Representation and Reality. A range of non-fiction commercial and non-commercial media styles and genre provide opportunities to examine how reality is dramatized and re-presented whilst engaging and informing audiences. Students create their own non-fiction media works learning about aspects of production.

Assessment
The three types of assessment listed below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Media Production and Analysis course.

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

Production (60%) Extended production project in which students explore ideas, control and manage the processes required to achieve/manage the aesthetic quality of production. This includes the making of music videos and compilation of the Woodvale SC Leavers DVD.

Externally set task (15%)
Students apply their knowledge and skills in analysing and responding to a series of stimuli or prompts provided by the School Curriculum and Standards Authority.
How will this course help students in the future?
This course does not link to a university pathway, although many students undertake Broadcasting or Digital Media at TAFE following completion. Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications. General Media Production and Analysis units aim to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media as well as its practical application.

MEDIA PRODUCTION & ANALYSIS - ATAR (ATMPA)
Pre-requisites
Year 9, 10 and/or 11 at C level. Completion of 11 ATAR English at C level. Completion of ATAR Media Units 1 and 2.

This course has an external WACE written exam and practical production exam submission.

Semester 1: Unit 3
The focus for Unit 3 is Media Art. This unit provides the opportunity for students to understand and explore what is meant by media art and learn about the influence, appeal and impact of independent media and aesthetic techniques.

Students learn film history, including technological innovations, as they view and analyse contemporary and traditional examples of media art. They consider the importance of context, values and personal styles that influence media art. Students will also learn about auteur theory and the auteurs that have changed the face of filmmaking.

Students are encouraged to experiment with technologies, narratives, and aesthetic techniques to express their ideas and creativity. They have the opportunity to develop competence in production skills and processes in short film production and begin to show the development of their personal auteur style.

Semester 2: Unit 4
The focus for Unit 4 is Power and Persuasion, which may range from the seductive nature of persuasive media to the selective concept of propaganda.

Students will extend their understanding of non-fiction media, such as feature film, documentary, podcast, news and social media, examining the way media and its users can reflect, challenge and shape values, beliefs and ideologies.

Students will synthesise a range of ideas, skills and processes to create their own media productions that express their views and show a distinct flair or personal style.

School-based assessments
Written Component (100%)
Response (40%)
Research work where students are required to plan and communicate findings based on the analysis of audiences, media contexts and example works.
Two written examinations (60%)

Practical Component (100%)
Short Film
Students will complete one year-long WACE exam practical production in which they will control and manage the production process required to achieve the aesthetic quality of a high quality short (5 minute) film production.

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

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

Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media. Students will get hands-on experience with a range of multi-media equipment, including cameras, drones, microphones, lights, green screens and editing software. Studies are of high vocational relevance in a workplace increasingly dominated by multimedia technology and engaging content. In this course, students will be able to produce, transform and deconstruct media work combining video and audio production skills.

Music
CUA30915 CERTIFICATE III MUSIC INDUSTRY (CT2EMI)

This course is offered to students under the auspices of the College of Sound and Music Production, (RTO #41549).

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

Pathway
This course is typically for students who want to continue musical studies in 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 11 units of study such as recording and mixing sound, using midi devices, 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: http://www.cosamp.com.au
CUA40915 CERTIFICATE IV – MUSIC INDUSTRY (CT3EMW)

This course is offered to students under the auspices of the College of Sound and Music Production (RTO #41549).

Pre-requisites
These courses are typically for students with an extensive and comprehensive musical knowledge and performance skill. Students must have successfully completed Cert III or equivalent grade 5 AMEB courses of theory/ musicianship and instrumental.

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

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

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

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

Website: http://www.cosamp.com.au

Visual Arts

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

VISUAL ARTS GENERAL (GTVAR)

Pre-requisites
Unit 1 and 2 recommended.

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

Through personal research and appreciation students explore the themes of Inspirations and Investigations.

Assessment
The course is school based and students sit externally set tasks. The unit content is divided into three teaching and learning areas:

Production – Students produce a major artwork based on a folio of 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 (ATVAR)

Pre-requisites
Completion of ATAR Unit 1 and 2. Completing ATAR English.

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

The course focuses on the themes Commentaries and Points of View as semester themes. This is a List A WACE course for entry to university study.

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

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

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

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

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

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

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

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

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

Unit 3
Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.
LITERATURE ATAR (ATLIT)

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

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

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

Career Possibilities
Specific career paths for students completing Senior School Literature involve any occupations which have language analysis as a major component: i.e. journalism, law, teaching, publishing, etc.

English Course Pathways

The following indicate likely pathways for students including prerequisites.

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LOWER SCHOOL

YEAR 11

Year 10 (Grade A) → Literature ATAR 1 & 2 (Year 11)

Year 10 (Grade A or B) → ENGLISH ATAR 1 & 2 (Year 11)

Year 10 (Grade C/D/E) → ENGLISH GENERAL 1 & 2 (Year 11)

YEAR 12

Literature ATAR 3 & 4 (Year 11) → Literature ATAR 3 & 4 (Year 12) (Recommended pathway)

ENGLISH ATAR 3 & 4 (Year 12) → ENGLISH ATAR 3 & 4 (Year 12)

ENGLISH GENERAL 3 & 4 (Year 12) → ENGLISH GENERAL 3 & 4 (Year 12)
Health and Physical Education

COURSES
Physical Education Studies - General
Physical Education Studies - ATAR
Certificate II Sports Coaching (Basketball)
Certificate II Sport & Recreation (Soccer)
Certificate II Outdoor Recreation (Outdoor Education)
Health Studies

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

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

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

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

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

Organisation of content
The course content is divided into six interrelated content areas.

- Developing physical skills, strategies and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

There is an externally set assessment worth 15% of the total mark.
The content will be covered using the Physical contexts of Volleyball and Badminton.

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

This course has a comulsory external WACE exam and practical.

Pre-requisites
An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2 in Year 11.
The theoretical component of the course will account for 70% of their final grade.

Unit 3
The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings, to improve the performance of themselves and others in physical activity. On completion of this unit, students should be able to:

- adjust and refine movement skills in a variety of competitive situations
- define transfer of learning and understand its effects
- evaluate the different types of transfer and their impact on skill execution and movement efficiency
- analyse movement skills of self and others and design coaching/teaching programs to improve performance
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum
- understand and describe the microstructure of skeletal muscles and how they contract
- understand the relationship between muscle contraction and the amount of force exerted
- investigate the relationship between nutritional requirements and energy demands during physical activity
- understand the implications of preparing and performing in different environmental conditions
- explain the physiological impact of performance enhancers
- analyse mental skills strategies used during pre- and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.

Unit 4
The focus of this unit is to extend understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance. On completion of this unit, students should be able to:

- adapt and implement strategic responses, varying in complexity, to situational demands in dynamic and challenging environments
- explain and apply fluid mechanics, such as spin, Bernoulli’s principle and drag, in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify characteristics of fast and slow twitch fibres, and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- apply Carron’s model of group cohesion to analyse participation in physical activity.
The content will be covered using the physical contexts of Volleyball and Badminton where students will partake in practical examinations during class time that will contribute to 30% of their grade.
Soccer and completing a Senior First Aid Course
running lower school Winter Lightning Carnivals, playing
others in coaching Primary School students, organising and
knowledge of the sport and recreation industry, working with
years to complete). Act
during Year 11 and Year 12 (i.e. the course will take two
work toward achieving a Certificate II in Sport and Recreation
strategies of soccer, students will have the opportunity to
Th
Description
practical trial.
Participation in the Soccer Program. Any student not currently
Pre
Sporting Context
The concepts of this course will be covered through Soccer.
Pre-requirements
Participation in the Specialised Basketball Program. Any student not currently in the Year 11 Basketball class must undergo a practical trial.
Description
The course is continued from year 11 and is delivered 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.
Students must complete all units of competency.
Website: www.ymcatraining.org.au
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-requirements
Participation in the Specialised Basketball Program. Any student not currently in the Year 11 Basketball class must undergo a practical trial.
Description
The course is continued from year 11 and is delivered 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.
Students must complete all units of competency.
Website: www.ymcatraining.org.au
SIS20313 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)
Sporting Context
The concepts of this course will be covered through Soccer.
Pre-requirements
Participation in the Soccer Program. Any student not currently in the Year 10 or Year 11 Soccer class must undergo a practical trial.
Description
Through playing, coaching and studying the skills and strategies of soccer, students will have the opportunity to work toward achieving a Certificate II in Sport and Recreation during Year 11 and Year 12 (i.e. the course will take two years to complete). Activities will include developing knowledge of the sport and recreation industry, working with others in coaching Primary School students, organising and running lower school Winter Lightning Carnivals, playing Soccer and completing a Senior First Aid Course. Delivery is practical based as well as some classroom theory work during single zones.
Website: www.ymcatraining.org.au
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-requirements
Year 11 Certificate II Outdoor Recreation.
Practical Component
Description
The Year 12 course will be a continuation of Year 11 and will involve completion of the units required for students to achieve a Certificate II in Outdoor Recreation. New practical activities are included. Highlight: 3-Day Camp to assess Camping & Minimum Impact Techniques, Bushwalking and Navigation. Please see the description above for the list of units
Students will be expected to attend zone zeros for extended practical sessions.
Website: www.ymcatraining.org.au
HEALTH EDUCATION STUDIES GENERAL (GTHEA)
Pre-requirements
A grade of ‘C’ grade or higher in lower school Health Education. Completion of Year 11 Health Studies is an advantage.
Description
The Year 12 Syllabus is divided into two units (Unit 3 and Unit 4) which are delivered as a pair.
Unit 3
This unit focuses on building students’ knowledge and understandings of health determinants and their interaction and contribution to personal community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behavior and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.
Unit 4
The unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about Australia’s National Health Priority Areas (NHPAs) and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.
Humans and Social Sciences

COURSES
Accounting and Finance - ATAR
Career and Enterprise - General
Geography - ATAR
History Modern - ATAR
Politics and Law - ATAR
Psychology - ATAR
Certificate III – Business

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

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

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

Unit 4
The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The Framework for the Preparation and Presentation of General Purpose Financial Reporting (The Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

Career Possibilities and Course Benefits
Financial Planner, Accounts Manager, Bookkeeper, Accounts Clerk, Business Manager/Owner, Chartered Accountant, Certified Practicing Accountant, Auditor and Forensic Accountant. Possible exemption at 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 (GTCAE)
Pre-requisites
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. This course is delivered within the framework of the students developing, reviewing and updating an individual pathway plan and a career portfolio to assist in their personal career development. Compulsory for all INSTEP students.

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

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

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

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

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

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

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

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

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

MODERN HISTORY - ATAR (ATHIM)

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

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

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

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

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

POLITICS AND LAW - ATAR (ATPAL)

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

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

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

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

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

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

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

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

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

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

PSYCHOLOGY – GENERAL (GTPSY)

Pre-requisites
This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12 and an understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

Unit 3
This unit expands on personality theories studies in Unit 1. Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution, are explored. Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles.

Unit 4
This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students continue to develop and apply their understanding of psychological research and data collection methods.

Career Possibilities and Course Benefits
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. This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.
BSB20112 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.

Leads to
This course will give students a pathway into Certificate III in post school training opportunities. 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.

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

Website www.skillsstrategies.wa.edu.au

BSB30112 CERTIFICATE III
BUSINESS (CT3EB)
This course is offered to students
Under the auspices of Skills Strategies International
(RTO# 2401)

Pre-requisites
Certificate II Business (Year 11)

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

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

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

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

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

Benefits of learning languages in senior school
*The 10% LOTE bonus is available to ALL Year 12 students.
This is where an additional 10% is added to the scaled LOTE score towards TEA (tertiary entrance aggregate) e.g. a scaled score of 60 becomes a scaled score of 66
More information on the 10% LOTE bonus for students entering West Australian universities is available.

Pre-requisites
Students achieving a passing grade in Year 11 languages courses are encouraged to continue their studies in Year 12.

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

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

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

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

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

Unit 4
This unit focuses on かこと未来 (Reflections and horizons).

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

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

COURSES
Mathematics Essentials – General
Mathematics Applications – ATAR
Mathematics Methods – ATAR
Mathematics Specialist - ATAR

MATHEMATICS ESSENTIALS – GENERAL (GTMAE)

Pre-requisites
Students need to achieve a C grade or above in Unit 1 & 2, or completion of Year 11 Applications Unit 1 & 2.

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

MATHEMATICS APPLICATIONS – ATAR (ATMAA)

Pre-requisites
Students need to achieve a C grade or above in Unit 1 & 2 or completion of Year 11 Methods Unit 1 & 2.

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

Mathematics Methods – ATAR (ATMAM)

Pre-requisites
Students need to achieve a C grade or above in Unit 1 & 2.

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. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

MATHEMATICS SPECIALIST – ATAR (ATMAS)

Pre-requisites
Students need to achieve a C grade or above in Unit 1 & 2.

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

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

COURSES

Biology - ATAR
Chemistry – ATAR
Human Biology – ATAR
Integrated Science Certificate II in Sampling & Measurement
Physics – ATAR
Certificate II Animal Care

BIOLOGY - ATAR (ATBLY)

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

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

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

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

Assessment type
Practical Skills and Fieldwork 20%
Extended Response 10%
Tests 20%
Exams 50%

Career Possibilities
Most tertiary institutions offer Science courses with major studies in Biology. A pass in Unit 3 and Unit 4 Biology would obviously be an advantage for acceptance into these courses. Many career opportunities exist in the Biological area including: Marine Biologist, Forensic Biologist, Parks Ranger, Horticulturist, Ecotourism, Viticulturist, Forester, Agriculturist, Aquaculture Breeder or Developer, Quarantine Officer, Veterinarian, Bio technician, Department of Environment and Conservation Officer, Science Teacher, Research Scientist, Botanist, Geneticist.

CHEMISTRY – ATAR (ATCHE)

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

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

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

Unit 4
Organic chemistry
Chemical synthesis

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

Career Possibilities
A sound knowledge of advanced level chemistry is essential to further studies in Applied Chemistry and Chemical Engineering. All science related areas require a strong foundation in chemistry. Areas as diverse as: Agriculture, Geochemistry, Biology, Biochemistry, Geology/Mining, Engineering, Naturopathy, Environmental Science, Pharmacy, Forensic Science, Cosmetic Science, Sports Science, Occupational Health and Safety Work, Medicine, Dentistry and Metallurgy.
HUMAN BIOLOGY – ATAR (ATHBY)
Pre-requisites
Students should have completed Year 11 Human Biology with a minimum grade of a high ‘C’ grade or in negotiation with a Human Biology teacher.

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

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

Assessment type
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<tr>
<th>Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Science inquiry</td>
<td>10%</td>
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<tr>
<td>Tests</td>
<td>25%</td>
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<tr>
<td>Examination</td>
<td>50%</td>
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Career Possibilities
Studying Human Biology is an advantage to students interested in areas such as science/physical education, biomedical sciences, nursing, physiotherapy, occupational therapy, nutrition, natural medicines and sports science.

HUMAN BIOLOGY - GENERAL
Pre-requisites:
Students should have completed Year 11 General or ATAR Human Biology with a “C” grade or in negotiation with their Year 11 Human Biology teacher.

Rationale:
In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world. As a science, the subject matter of this course is founded on systematic inquiry; knowledge and understanding of human biology has been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Description:
Unit 3 – coordination
This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. They are encouraged to interpret and communicate their findings in a variety of ways. Students are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Unit 4 – Infectious disease
This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines. Improvement in technology and transportation has resulted in humans becoming less geographically isolated, resulting in the transmission of disease becoming an increasing global issue. The frequency of particular diseases in geographical areas is dependent upon population density and standards of sanitation and health services. Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in a variety of ways.

Assessment type
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<tbody>
<tr>
<td>Science inquiry: Practical and investigations</td>
<td>30%</td>
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<tr>
<td>Extended responses</td>
<td>20%</td>
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<tr>
<td>Tests</td>
<td>35%</td>
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<tr>
<td>Externally set task</td>
<td>15%</td>
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Career Possibilities:
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education. Appreciation of the range and scope of such professions broadens students’ horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.
PHYSICS - ATAR (ATPHY)

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

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

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Content
The essential content will be studied in the following:

Unit 3 Gravity and electromagnetism
- Gravity and motion
- Electromagnetism

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

Assessment type Weighting
Science Inquiry 20%
Tests 30%
Examinations 50%

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

ACM20117 CERTIFICATE II in ANIMAL STUDIES (CT2EV)

Pre-requisites
It is expected that students have completed the Year 11 Animal Studies course. This course is offered to students under the auspices of South Metropolitan TAFE (RTO# 52787)

Description
Continuation of Year 11 Animal Studies course. This is a two-year course for students who are interested in careers in the veterinary sciences. As part of an industry partnership with Vetwest Animal Hospitals, students will be given the opportunity to work in a veterinary practice in conjunction with studying Certificate II in Animal Studies (ACM20117).

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. (ADWPL)

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

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

COURSES

DESIGN AND TECHNOLOGY

HOME ECONOMICS
Certificate II Hospitality (Kitchen Operations) Children, Family & the Community – Caring for Others: Child Focus – GENERAL

Design & Technology

BUILDING & CONSTRUCTION – GENERAL (GTBCN)

N.B. This course is available to both male and female students. Enrolments of female students has increased in recent years.

Prerequisites – There are no prerequisites for this course, although Building & Construction – General at year 11 level would be advantageous.

Course Delivery
The course involves the delivery of two units as described below:

Unit 3
This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction.

Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use, and the recycling of building materials.

Unit 4
This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues.

New criteria are incorporated in the specifications of design projects and skills are practised in these areas of content. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.

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

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.

CUA31115 CERTIFICATE III in VISUAL ARTS - TECHNICAL GRAPHICS (CT3VC)

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

Students must have completed Certificate II in Visual Arts – Technical Graphics in the prior year.

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

We offer a choice of two pathways in the design section of the course, either building design or product design. This Certificate consists of 4 core and 8 elective Units of
Competency. Credit is given for 1 core and 4 elective units which were completed during Certificate II Visual Arts - Technical Graphics. Students will study an additional 3 core and 4 elective units to complete Certificate III Visual Arts - Technical Graphics.

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 creativity can be applied to their work. Past students have successfully used these portfolios in gaining recognition of skills when applying for jobs and further training.

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


MATERIALS DESIGN AND TECHNOLOGY
JEWELLERY – General (GTMDTM)

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

Description
This course will appeal to students interested in fine design and creative arts, both ATAR and Non-ATAR. It is increasingly popular with male students as well as maintaining its attraction to females.

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 and titanium may be used in conjunction with gemstones, pearls, dichroic glass and leather to produce items of jewellery. Wax and acrylic are also used to form project work which is then cast into metal. Learning occurs in an Industry Standard facility.

Design project work usually follows a theme, for example ‘beach’, ‘Australiana’ ‘Raw n Refined’ or ‘kinetic’

Pathways:
- MDT (Jewellery) is a General course and hence counting towards WACE.
- Past students have used Jewellery folio work to help obtain TAFE placements for jewellery and design pathways.

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

MATERIALS DESIGN AND TECHNOLOGY
WOOD – GENERAL (GTMDTW)

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

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

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

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

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

SIT20416
CERTIFICATE II - KITCHEN OPERATIONS (HOSPITALITY) (CT2EHK)
This course is offered to students under the auspices of Hospitality Group Training (RTO# 0386) Website. http://www.hgtwa.com.au

**Pre-requisites**
Students must have studied Cert II Kitchen Operations in Year 11 to select this course in Year 12. This course will be studied over two 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 larger 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 dishes
- SITHCCC003 Prepare and present sandwiches
- SITHCCC006 Prepare appetisers and salads
- SITHFAB005 Prepare and serve espresso coffee
- SITXCSS003 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 VET units towards their WACE.

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

**Pathways from qualification**
After achieving SIT20416 Certificate II in Kitchen Operations, individuals could progress to Cert III qualifications in commercial cookery, patisserie and catering operations.

**CHILDREN, FAMILY AND THE COMMUNITY CARING FOR OTHERS: CHILD FOCUS - GENERAL (GTCFC)**

**Description**
This course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of families to develop skills to lead a healthy life. They develop an appreciation of how environment creates optimal growth and development for children, families and communities.

**Content**
Students will complete two units of study.

**Unit 1 – Building on relationships**
This unit focuses on principles of development with particular emphasis on domains and theories of development. They examine the dynamic nature of families in Australia in a very practically based manner.

**Unit 2 – My place in the community**
Students examine how society impacts on a child’s development. With specific emphasis on the changes to our society, issues and trends relating to child development. Students will run playgroup and be involved in other practically based activities.

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

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