

CORPUS CHRISTI COLLEGE

SEQUERE DOMINUM

YEAR 12
Handbook of Courses
2020

Year 12
Handbook of Courses
2020

Our Motto

**Sequere
Dominum**
'Follow the Lord'

Our Purpose

***We are a Catholic community
committed to empowering every learner
to serve and enrich our changing world***

WELCOME

Welcome to Year 12 at Corpus Christi College. This final year is a culmination of many years of Primary and High School. Your senior year in education is important and requires an increase in workload, responsibility, freedom and the need for self-discipline. We expect a mature commitment and a serious application to your studies.

An important aim of our College is to develop a strong sense of community, helping students, their families and our staff develop their faith and a respect for and commitment to the welfare of others. This is not only achieved through the religious education programme but throughout all aspects of our curriculum. We hope that you will continue to treat other members of the College community with respect and courtesy and take advantage of the range of activities we provide.

There are increased academic demands for all students, in particular for those who are working towards an ATAR (Australian Tertiary Admission Rank) to enter in specific University courses. Term 4 of the Year 11 is when the Year 12 ATAR courses begin whilst all other courses begin at the commencement of the school calendar year. The successful completion of Year 12 increases the range of employment, higher education and further training opportunities open to an individual and you can expect that Corpus Christi will provide an environment which enables our Year 12's to achieve this. Additionally, the knowledge and thinking skills to be gained as a result of participation in the social and extra-curricular activities in Year 12 are worthwhile in their own right and should enhance a student's self-confidence and ability to make a positive contribution to society for the good of others.

As the Deputy Principal of the Senior School, I will continue to work closely with Heads of Year, Heads of Learning Area, classroom teachers, the Head of Vocational Studies, the Careers Counsellor, school psychologists and parents to support the needs of each student. In this way, embracing an inclusive philosophy of education, for us, is about offering a sufficient variety of learning pathways to "best" accommodate the gifted diversity in our student body as well as assisting each student to select the most appropriate pathway for them.

At Corpus Christi College we try to focus on what is best for our students, assist them on their journey beyond the College and how we as a school can provide tailored stepping stones through their chosen pathways to their desired destination. These stepping stones may have changed or be heading in a new direction since the beginning of Year 10 and through the support of the staff at Corpus Christi College, we continue to concentrate our efforts focusing on what is best for each individual student.

Our Year 12 students are an integral part of our school community of faith, learning, respect and service in the Catholic tradition. In order to prepare senior students for the final journey of their secondary school experience, all aspects of Year 12 are designed to meet the needs of all students. I look forward to continuing the work that has been completed in Year 10 and 11 with our students and parents to achieving this goal.

Damian Scali



Deputy Principal Senior School

SECTION A - GENERAL INFORMATION

Our Motto, Our Purpose

Year 12 Subject Selection Process

Year 12 Course Selection 2020

Pre-Requisite for Entry into Year 12 Courses

WACE Requirements

Study Options

Murdoch Flexi Track

TAFE Institute Entrance

Public University Admissions

Alternate University Entry and Prep courses

Careers Information

School Curriculum and Standards Authority (SCSA) Awards

College Awards

SECTION B - YEAR 12 VET ENDORSED UNITS

Elite Sports Performance

Authority-Developed Endorsed Programme (ADESP)

Workplace Learning

Vocational Education and Training (VET)

SECTION C - COURSES

Learning Area: Religious Education

Learning Area: English

Learning Area: Languages

Learning Area: Humanities

Learning Area: Mathematics

Learning Area: Health and Physical Education

Learning Area: Science

Learning Area: Technology and Enterprise

Learning Area: The Arts

NB:

The information provided in this Handbook is correct at the time of publishing and printing.

YEAR 12 SUBJECT SELECTION PROCESS

Setting Students up for Success

The College encourages students to be realistic and decide on a pathway that **sets them up for success rather than failure**. Placement of a student in a programme of study that is too difficult or does not interest them often leads to a loss of enthusiasm, self-esteem, confidence and eventually to failure.

The following key points highlight the importance of making the right choice:

- **It is possible for a student to miss out on both TAFE and University through poor subject selection**
- There are an increasing number of pathways between TAFE and university, and vice versa
- There is an increased range of ways to access a university education outside of the traditional ATAR method. The range of portfolio, scholarship and enabling courses available should be given careful consideration.

Developing quality work habits is essential for success. Consistent effort and application, combined with quality organisational skills are vital. An excellent attendance record is another very important ingredient.

In making decisions, students should consider the following questions:

- What career/course would I like to pursue?
- What is my current level of academic performance?
- What subjects am I passionate about?
- What entrance requirements are needed for my preferred post secondary destination? Have I met these?
- What are the different avenues available to me to access my preferred post secondary destination?

Being Realistic

The various subjects available in Year 12:

- Vary in content and skills
- Vary in the level of complexity
- The learning styles involved vary and may not suit some students.

Students are therefore, advised to select subjects on the basis of, not only those that interest them, but **“mainly on the basis of those in which they have the background to achieve success”** (*Mapping Your Future: CEO*).

Past history would suggest that achievement in Year 11 is a very good predictor of performance in related courses in Year 12. Year 11 Semester One results, therefore are used to determine whether students have the necessary background to achieve success in that subject.

YEAR 12 SUBJECT SELECTION PROCESS

Students receive Subject Selection Handbook

Counselling opportunities available from the
College's Careers Coordinator



Subject Selection Meeting

10 minutes with an assigned Careers Counsellor
Parents encouraged to attend



Complete Subject Selection Online (web choice)

Complete Probation request form if pre-requisite not achieved
Submit web choice printout (with Probation request form) to Student
Services

Year 11 to 12 Timeline

Week 10 Term Two	Students receive Handbook of Courses
Week 10 Term Two	Careers Day
Week Four (Friday) Term Three	Subject Selection due using Webchoice. Print out confirming selections to be submitted to Head of Year 11 or Deputy Principal Senior School, including completed probation request form (if required)

Roles and Responsibilities

Students/Parents	<ul style="list-style-type: none"> • Read the Handbook of Courses • Determine the appropriate pathway based on demonstrated achievement. Be aware of which pre-requisites have been achieved • Consider subject choices required for particular post-secondary courses or careers • Speak with teachers or Head of Learning Areas regarding suitability of specific subjects • Appreciate that some courses maynot be timetabled if there is insufficient demand • Speak with the appropriate Head of Year, relevant Deputy Principal or Careers Coordinator if unsure or confused on any selection matter
Head of Year	<ul style="list-style-type: none"> • Oversee the process of Subject Selection for their Year group • Counsel students/parents regarding suitable subject selections • Advise students/parents where to obtain necessary relevant information • Monitor student selections to ensure suitability for WACE achievement
Deputy Principal	<ul style="list-style-type: none"> • Counsel students/parents regarding suitable subject selections • Approve students who have not achieved necessary pre-requisites and applied for provisional entry • Monitor student selections to ensure suitability for WACE achievement
Careers Coordinator	<ul style="list-style-type: none"> • Counsel students/parents with regards to suitable pathways, career options and subject selection • Monitor student selections to ensure suitability for WACE achievement
Heads of Learning Area	<ul style="list-style-type: none"> • Counsel/advise students regarding suitable subjects in their Learning Area • Determine suitability for a student's application for provisional entry into a specific course

Selecting Subjects

Students will study SIX WACE subjects.

- Students must select a Religion and Life (unit pair)
- Students must select an English unit pair
- Students must select four (4) other subjects (at least one from List B)
- Students must nominate two reserve subjects in case their selection is not possible.

Subject Selection Online (Webchoice)

Students will complete their subject selection using Webchoice. Once students have made their choices (using Webchoice), they should print off a hard copy and hand it to the Head of Year 11 or Deputy Principal Senior School for checking.

1. Students should select subjects for Year 12 based on their current choices in Year 11 and their achievement in Semester One of Year 11.
2. Students should consult the recommendations for each subject when making their subject choices for Year 12.
3. The Head of Year 11 and Deputy Principal Senior School will review all Year 11 Semester One reports and facilitate an interview with students and their parents, for those who should consider a change in subject or pathway.

Semester Two results will be cross referenced for all Year 11 students to ensure that students remain on track to achieve success in Year 12.

Subject changes

1. Subject changes must be made through the Deputy Principal Senior School or Careers Coordinator. It is advised that the relevant Head of Learning Area is also consulted.
2. Students may change to a less rigorous course after the commencement of the academic year, but not to a course of greater difficulty.
3. Due to the commencement of Year 12 in Term Four, course changes should be finalised before the commencement of Term One for Year 12 students. It is not recommended students/parents request a change of subject after this date.

Probation Subjects

- Students on probation will be monitored by teachers and Heads of Learning Area and may be counselled out of probation subjects or pathways.

Extraordinary circumstances regarding a student's course of study or pathway are to be handled by the Careers Coordinator or Deputy Principal Senior School.

STUDY PERIODS

Year 12 students are invited to apply for a private study period. If this request is granted, students will receive five (5) periods a week to use for their own personal study.

As the focus is on independent learning, applications for a Year 12 study period will only be approved if a **student meets all of the following criteria**

1. An outstanding behaviour record over Years 10 and 11
2. A study load which consists of 5 ATAR subjects AFTER the study period is granted
3. Satisfactory grades (High 'C' or above in the 5 remaining ATAR subjects)

Being granted a study period effectively means a student has less attempts to achieve the required 'C' grades for achievement of the WACE. Therefore, a study period cannot be granted until a student has shown satisfactory grades across all subjects as a minimum.

Students experiencing academic difficulties (for example receiving 'D' grades or at risk of achieving 'D' grades) are required to maintain a full load of 6 subjects to maximise opportunities to reach the number of 'C' grades required for achievement of the WACE.

Year 12 Course Selection

The following Courses are being offered by the College to Year 12 students in 2020

	VET Endorsed Units	Code	
	Certificate II - Business	BSB20115	
	Certificate II - Outdoor Recreation	SIS20213	
	Certificate II - Sport Coaching	SIS20513	
Learning Area	Courses	GENERAL	ATAR
Religion	Religion and Life	Units 3-4	Units 3-4
English	English	Units 3-4	Units 3-4
	Literature		Units 3-4
Languages	French - Second Language		Units 3-4
	Indonesian - Second Language		Units 3-4
	Italian - Second Language		Units 3-4
Mathematics	Mathematics	Essentials Units 3-4	Specialist Units 3-4 Methods Units 3-4 Applications Units 3-4
Physical Education	Outdoor Education	Units 3-4	
	Physical Education Studies	Units 3-4	Units 3-4
Science	Biology		Units 3-4
	Chemistry		Units 3-4
	Human Biology		Units 3-4
	Physics		Units 3-4
	Psychology		Units 3-4
Humanities	Career and Enterprise	Units 3-4	
	Economics		Units 3-4
	Geography		Units 3-4
	Modern History		Units 3-4
Technology and Enterprise	Accounting and Finance		Units 3-4
	Applied Information Technology		Units 3-4
	Children, Family and Community	Units 3-4	
	Design - Technical Graphics	Units 3-4	
	Food Science and Technology	Units 3-4	
	Materials Design and Technology - Metal	Units 3-4	
	Materials Design and Technology - Textiles	Units 3-4	
	Materials Design and Technology - Wood	Units 3-4	
The Arts	Dance	Units 3-4	Units 3-4
	Drama		Units 3-4
	Music	8	Units 3-4
	Visual Arts	Units 3-4	Units 3-4

Guidelines for Entry into Year 12 Courses

	VET ENDORSED UNITS	Code	Pre-requisite
	Certificate II and III - Business		Certificate II Business for Certificate II Business
	Certificate II - Outdoor Recreation	SIS20213	N/A
	Certificate II - Sport Career Orientated Coaching	SIS20412	N/A
	Certificate III Sport and Recreation	SIS30115	Certificate II in Outdoor Recreation or Sport Career Orientated Coaching
Learning Area	Courses	Code	Guideline
Religion	Religion and Life	ATREL	55% AEREL
		GREL	N/A
		PREL	N/A
English	English General English	ATENG	55% AEENG
		GENG	N/A
	Literature	ATLIT	55% AELIT
Languages	French - Second Language	ATFRE	55% AEFRE
	Indonesian - Second Language	ATIND	55% AEIND
	Italian - Second Language	ATITA	55% AITA
Mathematics	Mathematics Specialist	ATMAS	55% AEMAS
	Mathematics Methods	ATMAT	55% AEMAM
	Mathematics Applications	ATMAA	55% AEMAA
	Mathematics Essentials	GMAE	NA
Physical Education	Physical Education Studies	GTPES	N/A
	Outdoor Education	GTODE	N/A
	Physical Education Studies	ATPES	55% AEPES
Science	Biology	ATBIO	55% AEBIO
	Chemistry	ATCHE	55% AECHE
	Human Biology	ATHBIO	55% AEHBIO
	Physics	ATPHY	55% AEPHY
	Psychology	ATPSY	55% AEPSY
Humanities	Career and Enterprise	GTCAE	N/A
	Economics	ATECO	55% AEECO
	Geography	ATGEO	55% AEGEO
	Modern History	ATHIM	55% AEHIM
Technology and Enterprise	Accounting and Finance	ATACR	55% AEACF
	Applied Information Technology	ATAIT	55% AEAIT
	Children, Family and Community	GTCFC	N/A
	Design Graphics	GTDEST	N/A
	Food Science and Technology - Hospitality	GTFSTH	N/A
	Materials Design and Technology - Metal	GTMDTM	N/A
	Materials Design and Technology - Textiles	GTMDTT	N/A
	Materials Design and Technology - Wood	GTMDTW	N/A
The Arts	Dance	ATDAN	55% AEDAN
	Dance	GTDAN	NA
	Drama	ATDRA	55% AEDRA
	Music	ATMUS	Minimum Grade 5 performances standard or equivalent
	Visual Arts	ATVAR	55% AEVAR
	Visual Arts	GTVAR	NA

WACE Requirements

Achievement of a WACE signifies that a student has successfully met the breadth and depth, the achievement standard and literacy and numeracy requirements in their senior secondary schooling.

For 2018 and beyond these requirements are:

Breadth and Depth

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 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

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

Literacy and Numeracy Competence

- Complete at least four units of an English course post Year 10 and studied over at least two years
- Demonstrate the minimum standard of literacy by achieving Band 8 **or** higher in the reading and writing components of the NAPLAN or by successfully completing the literacy components of the OLNA
- Demonstrate the minimum standard of numeracy by achieving Band 8 **or** higher in the numeracy components of the NAPLAN or by successfully completing the numeracy components of the OLNA

WACE breadth of study list

List A (arts, languages, social science)	List B (mathematics, science, technology)
Children, Family and the Community Dance Drama Economics English French – Second Language Geography Indonesian – Second Language Italian – Second Language Literature Modern History Music Religion and Life Visual Arts	Accounting and Finance Applied Information Technology Biology Chemistry Design Food Science and Technology Human Biology Materials Design and Technology Mathematics Outdoor Education Physical Education Studies Physics Psychology

Study Options

Year 11 gives students the opportunity to choose courses that reflect their strengths and interests, and support their career aspirations. If students enjoy the courses they study, they are more likely to do well in them.

The Authority provides a wide range of course and programmes for Year 11 and Year 12. Schools make decisions about which courses and programmes they will offer. These decisions are based on a range of factors such as resources, staffing and community need.

There are four types of WACE courses - ATAR, General, VET industry specific and Foundation courses.

WACE Courses

Australian Tertiary Admission Rank (ATAR) courses

ATAR courses are designed for students who are aiming to enrol in an university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR.

General Courses

General courses are designed for students who are aiming to enter vocationally based training or the workforce straight from school. These courses will be not be examined by the Authority. However, they each have an externally set task (EST) which is set by the Authority.

Students who demonstrate the minimum standard of:

- literacy and/or numeracy standard during Semester One of Year 11, will need to enrol in General or ATAR courses in Semester Two
- literacy in Semester Two of Year 11 or during Year 12 are eligible to continue in Foundation English and other List A Foundation courses in Year 12
- numeracy in Semester Two of Year 11 or during Year 12 are eligible to continue in Foundation Mathematics and other List B Foundation courses in Year 12.

A full list of courses and their codes is provided in the *WACE Manual*.

Vocational Education and Training

For students who do not complete at least four Year 12 ATAR courses, the successful completion of a Certificate II (or higher) qualification is one of the minimum requirements for achievement of the WACE. A Certificate II or higher can be obtained through various delivery arrangements with a Registered Training Organisation (RTO). Students may have their VET achievements contribute to the WACE either as:

- a VET industry specific course
- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units - see also unit equivalents), or
- a combination of the above.

VET credit transfer can contribute to eight of the 20 units a student needs to achieve their WACE.

There are special circumstances in which a partly completed Certificate III or higher may meet the minimum requirement of a Certificate II. A comprehensive account of VET procedures, and the process for identifying and presenting a case for a variety of special circumstances, is located on the Authority's website.

For more information on how VET contributes towards your WACE, visit the Authority's VET page at: <http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace>

Note: VET qualifications **do not** contribute to the WACE breadth of study requirement (i.e. they are not identified as List A or List B subjects).

Endorsed Programmes

The College offers two endorsed programmes as outlined in this Handbook. In addition to the these programmes offered internally, the College will enrol students in Endorsed programmes supervised by external providers. Students completing these programmes must provide proof of enrolment and completion directly to the Deputy Principal Senior School.

The list of endorsed programmes is available on the Authority website;

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>

General Features of Programmes VET

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisations (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one of the range of requirements for achieving a WACE. VET credit transfer can contribute up to eight of the 20 units a student needs to achieve their WACE. These qualifications contribute to the WACE as unit equivalents.

School-Based Traineeships and Apprenticeships

School-Based Traineeships (SBT), School-Based Apprenticeships (SBA) and Pre-Apprenticeships in Schools (PAiS) provide opportunities for students to meet their WACE requirements in the same manner as all other VET programs undertaken within the WACE. Fact sheets and business rules relating to SBTs, SBAs and PAiS can be accessed on the Department of Training and Workforce Development (DTWD) website at <http://www.dtwd.wa.gov.au/training-providers-and-schools#toc5>



MURDOCH FLEXI TRACK

Murdoch University – FlexiTrack Program

FlexiTrack High provides a structured, acculturating and supportive learning experience for students preparing for university study at Murdoch. It is holistic in nature, containing activities from *across the disciplines* to grow the learner in knowledge, understanding of self, critical thought and citizenship.

FlexiTrack High is designed specifically for enabling cohorts, utilising the most effective evidence-based teaching and learning approaches. It is holistic in nature, containing activities from *across the disciplines* to grow the learner in knowledge, understanding of self, critical thought and citizenship. It invites a macro understanding of knowledge and an understanding of the university approaches to acquiring knowledge.

The program is heavily scaffolded. Students attempt mini mastery assessments in the early stages of the program to build their self- efficacy and a “Growth Mindset” model is embedded to develop the student’s reflective skills and resilience. Multiple forms of feedback (rubrics, commentary, exemplars, resubmission opportunities and emails) are created to ensure the student has clear guidance and opportunities for dialogue during their learning journey. All activities focus on engaging the learner; popular culture references are often used to meet the learner in a comfortable space where their current knowledge can be built upon and stretched. It focuses on developing academic skills as well as the self-regulation and independent learning competencies needed to engage successfully with undergraduate study.

Students will learn foundational academic skills such as researching, referencing, and critical engagement with academic texts, as well as develop their ability to create a range of academic text types. The program provides students with two educators to support their learning journey, a university academic working in the online space and a school-based facilitator working face-to-face in the school timetable.

Assessments

Assessments in FlexiTrack High are on a pass/fail basis and provide students with the opportunity to resubmit should they not achieve a pass. There are no exams in this program. Students who successfully pass all their assessments will be offered a place at Murdoch University.

Successful completion gives guaranteed entry to courses at Murdoch University.

Cost:

\$1200 paid directly to Murdoch University.

Aims of FlexiTrack High

The aims of FlexiTrack are to prepare students for undergraduate studies at Murdoch University by:

1. Providing instruction in the foundational academic skills of reading, writing, analysing and researching.
2. Developing capacity to engage critically with texts and argue effectively.

Applications:

Places in the Murdoch Flexi Track are limited, and application forms can be collected from Student Services during the subject selection process. Further information and brochures can be collected from the Senior School Deputy office or at this website .

TAFE ENTRANCE

TAFE Institutes have over 400 full-time qualifications in a range of areas:
www.fulltimnecourse.tafe.wa.edu/courses

TAFE Qualification Pathways

TAFEWA qualifications are designed in a sequence so that applicants can move from one qualification to the next, such as a Certificate II to a Certificate III to a Certificate IV to a Diploma. Generally, successfully completing one level provides applicants with the minimum entrance requirements for the next level. A student should start at the qualification level that suits your current knowledge and education level. Applicants can progress through to higher level qualifications as their needs, skills and interests develop.

School	TAFEWA	University
→	→	Doctoral Degree
		Master's Degree
		Graduate Diploma
		Graduate Certificate
		Bachelor's Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
	Certificate IV	
Certificate III	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	

PUBLIC UNIVERSITY ADMISSIONS

Students selecting courses leading to the TEA must ensure that:

- (i) they can meet the prerequisites for all of the subjects to be studied;
- (ii) their commitment to study is sufficient to permit success; and
- (iii) they have a clear idea of the nature of the subjects that they have selected.

For admission to university a student must:

- Meet the requirements for the **WACE** prescribed by the School Curriculum and Standards Authority and
- achieve **competence in English** as prescribed by the individual tertiary institutions, and
- obtain a sufficiently high **ATAR** for entry to a particular university and/or course. Edith Cowan University may require an ATAR for some pathways, and
- Satisfy any **prerequisites** or special requirements for entry to particular courses.

Tertiary Institutions Service Centre — <http://www.tisc.edu.au/static/home.tisc>

Competence in English

Each university sets their own individual requirements in English Language Competence. Generally, English competence can be met by achieving a scaled mark of at least 50 in English or Literature. Universities do have concessions to this requirement provided applicants have met the other stated requirements.

ATAR Information

Access to courses at public universities is decided by a student's ATAR. This is a number that indicates a student's relative position compared with all other students in the State who received an ATAR. The student cohort includes students aiming for university entrance as well as those who are not.

An ATAR ranges from zero to 99.95. An ATAR of 88.50 for example, would mean that this student was in the top 11.50% of all Year 12 students or in other words, the student was better than 88.49% of Year 12 students, irrespective of whether they intended to apply for university entrance. The ATAR is derived from the TEA.

The TEA is calculated by adding the best four scaled scores in courses. Scores can contribute toward a student's TEA over five consecutive years. Students will be informed of their TEA as well as their ATAR. Information relating to cut-offs for various university courses provided by universities and reported in the newspapers will refer to the ATAR.

Any student intending to study for University Entrance should note the following requirements:

- A minimum of four (preferably five) ATAR courses need to be chosen.
- English or Literature ATAR must be studied unless the applicant's first language is not English and the student is eligible to enrol in English as a Second Language (which does not count towards the TEA) or sit an alternative competence test.
- Subject prerequisites for university courses of interest must be met.

University of Western Australia <http://www.uwa.edu.au/>

Curtin University <http://www.curtin.edu.au/>

Murdoch University <http://www.murdoch.edu.au/>

Edith Cowan University <http://www.ecu.edu.au/>

The following subject combinations, if chosen, have the restriction that only one of the pair can be included in calculating the ATAR:

English **with** Literature.

NOTE: In addition to unacceptable course combinations listed above, no more than two Mathematics scaled scores can be used in the calculation of an ATAR.

Minimum ATAR for University Entry 2020

UNIVERSITY	Min ATAR
University of Western Australia	80
Curtin University	70
Murdoch University	70
Edith Cowan University	70

Entry scores for individual courses vary from year to year depending on the demand for and availability of places for school leavers.

In previous years, students with a ATAR lower than the minimum have received second round offers for some courses. While this may encourage many students to select a university course, it should be remembered that:

1. The academic rigour of the course still remains high.
2. Failure rates for first year students at public universities need to be considered.
3. Employment prospects for students graduating with lower grades are not promising.

ALTERNATE UNIVERSITY ENTRY AND UNIVERSITY PREP COURSES

PLEASE NOTE: Please check the individual university websites as this information was correct May 2018 and may change

Edith Cowan University

1. PREP Courses

ECU offers three preparation courses:

- University Preparation Course (UniPrep)
- University Preparation Course - Education Assistant Program
- Indigenous University Orientation Course (IUOC) - a specialised entry pathway for Aboriginal and/or Torres Strait Islander students.

The UniPreps offer an additional entry pathway to ECU. On completion of the general UniPrep or IUOC, you're eligible to be considered for entry to the majority of undergraduate courses at ECU, dependent on prerequisites, meeting academic requirements and availability.

On completion of the University Preparation Course - Education Assistant Program, you're eligible to be considered for entry to our Bachelor of Education courses, dependent on prerequisites, meeting academic requirements and availability. This course is also aimed at people who wish to become an Education Assistant.

ECU will make every effort to offer UniPrep graduates a place in their chosen undergraduate course. However, where the number of eligible applicants is greater than the number of Commonwealth Supported places for the undergraduate course, offers will be made on a competitive basis.

English competency requirements – Uni Prep Courses

English general grade C

2. Alternate Entry

Qualification from a recognised training organisation (RTO)

If you've completed an ECU-approved RTO Advanced Diploma, Associate Diploma or Diploma award, you'll be eligible to be considered for entry to the majority of undergraduate courses.

If you have completed an ECU approved RTO Certificate IV award, you may be eligible to be considered for entry to the majority of our undergraduate courses, provided you also satisfy the following:

- achieve WACE (school leavers only); and
- achieve a minimum final school grade of A in English General or equivalent (C in English ATAR).

Entry to a particular course may require completion of prerequisite studies not covered in your RTO course.

3. Portfolio entry pathway

Our Portfolio entry pathway assesses your application to ECU based on a portfolio of evidence that includes your qualifications/school results (if applicable), work and life experiences. It allows applicants to be considered for entry to undergraduate courses and caters for:

- school leavers with a near-miss ATAR for their chosen course;
- school leavers who will not/did not obtain an ATAR;
- other applicants, who may or may not have completed Year 12.

Portfolio applicants must meet minimum English requirements (C or better in English ATAR or Lit ATAR) or have minimum of English General with a final school grade of A.

Some courses do not accept applications through the Portfolio entry pathway.

As part of your Portfolio, you need to include:

- an introductory letter;
- a resume;
- two written references; and
- copies of any certificates, awards or academic records if applicable (school leavers must also submit their most recent school report).

An interview may also be required as part of the assessment.

Portfolio entry pathway applicants will have their portfolio assessed against the criteria indicated on our website and will be admitted to undergraduate level courses based on a competitive process. Eligibility for this pathway does not guarantee entry into an ECU course at undergraduate level.

MURDOCH UNIVERSITY

OnTrack

is a 14 week, pre-university, equity-focussed program that enables students who don't qualify for entry through other pathways to gain entry into Murdoch University. OnTrack provides an opportunity for you to strengthen your academic skills and understanding of university life and study. Following successful completion of OnTrack, you'll be eligible to be offered a place in a wide range of undergraduate degree courses at Murdoch University commencing the following semester. You apply for [OnTrack](#) through TISC.

FlexiTrack

is a free online university preparation course that qualifies you to apply directly for most undergraduate degree courses at Murdoch University that have an indicative ATAR of 70.00. [FlexiTrack](#) will give you the tuition you need to boost your academic skills and knowledge to an undergraduate level. You can study intensively over 10 weeks, full-time over 20 weeks, or part-time over 12 months.

Are ready to undertake pre-university study and have demonstrated this by:

- You have completed year 11 or year 12 and have achieved 'B' or higher in general English or a 'D' or higher in ATAR English OR
- You have completed any **Certificate III** or any Certificate IV.

OnTrack Sprint

is a 4 week intensive program designed to prepare students who have just missed out on the required ATAR for admission to Murdoch University. It provides an alternative entry pathway for students who have completed their WACE Certificate within the previous 18 months, generated an ATAR between 60.00-69.95 and are Australian Citizens, permanent residents or humanitarian visa holders. Apply directly to Murdoch University for entry into [OnTrack Sprint](#).

CURTIN UNIVERSITY

Enabling Course in Science, Engineering and Health

The Enabling Course in Science, Engineering and Health runs for one year. It's designed for students who don't satisfy the minimum university entrance requirements but who want to undertake studies leading to a degree course at Curtin which has specific subject prerequisites. If you complete the enabling course successfully, you'll be guaranteed a place in a general science course in the Faculty of Science and Engineering. A number of places are also available on a competitive basis in Engineering, Pharmacy and Health Science.

UniReady Enabling Program

The UniReady Enabling Program is offered by Curtin Teaching and Learning and aims to develop independent learning skills in preparation for university-level study. It's a bridging course that facilitates your access to university by meeting the conditions of Curtin's minimum admission requirements. This course is particularly suited to you if you want to enter Humanities, Health Sciences and Business courses as well as some Curtin courses that don't have specific subject prerequisites. (Note: You must be over the compulsory school age as defined by the Western Australian School Education Act 1999 in the year you want to study in the [UniReady Enabling Program](#).)

NOTRE DAME UNIVERSITY

Bridging Program (Tertiary Pathway Program)

The [Tertiary Pathway Program](#) (TPP) is designed for students who have not met the requirements for entry into Bachelor programs. The TPP provides students with academic skills focusing on analysis, research and academic literacy. The program is an alternative pathway into Notre Dame and is a means whereby a student can master competencies needed for successful undergraduate study.

Entry to TPP: Completion of an AQF equivalent of **Certificate III qualification** or higher from a TAFE or other recognised Registered Training Organisation (RTO);

TAFE or RTO pathways for Direct Entry in Notre Dame University

Students who have successfully completed a Certificate IV level qualification at TAFE **after Year 12** are considered to have met minimum entry requirements for most courses except Law, Physiotherapy and Education courses. For course specific minimum entry requirements, refer to the Alternative Entry Pathway flyer or contact the University.

Applicants who have completed a Certificate IV qualification **as part of their Year 12** studies **do not meet** the entry requirements for undergraduate study and must complete the [Tertiary Pathway Program](#) before commencing undergraduate studies.

CAREERS INFORMATION

Careers Advice and Guidance

The College is focused on supporting students to achieving the very best outcomes from their academic studies that will allow them to enjoy their schooling and be successful in moving to the next stage of their lives, and career pathway. The choice of subjects in Years 10, 11 and 12 is an important step in this process.

College Careers Coordinator

The Careers Coordinator is available for individual appointments on Tuesdays, Wednesdays and Thursdays. Career Guidance is provided through individual counselling and up-to-date information about job requirements, education pathways, training pathways and volunteer work. As part of their education towards independent living, students are encouraged to initiate their own appointments. All Year 12 students are allocated a one-to-one meeting in Term Three to review university and TAFE applications and preferences.

MyFuture Pathways Career Afternoon

During Term Two, the College invites all universities, TAFE, apprenticeship providers and private employers to present information on specific courses and possible career pathways. Students choose to attend two sessions.

College Subscription to MyFuture

Every student at the College can access MyFuture at <https://www.myfuture.edu.au> to create their own profile based on quizzes, matching personal attributes to occupations, education and training providers, simplified industry information, earnings data, job prospect predictions and case studies mapped to occupation profiles. Information assists students to:

- Find out more about themselves, their skills, interests, values and aspirations
- Discover what occupations suit them
- Explore creativity and enterprise skills
- Plan a career pathway and set goals.

Careers Resources

Throughout the year, the College invites various external providers to speak about possible future careers and courses of study. TISC also visit to talk about the university application process. A range of resources are located within the VET and Transition Services Office in Mayne Block, at the College. Students are encouraged to collect handbooks, university alternative pathways information, scholarship applications, brochures and booklets related to a range of different career pathways.

SCSA AWARDS

BEAZLEY MEDAL - WACE

This is awarded for excellence to the eligible student who achieves the top SCSA award score. This score is based on the average of five untruncated scaled scores, with at least two from each of List A and List B.

BEAZLEY MEDAL - VET

This is awarded for excellence in studies that include training qualifications and workplace learning. It is awarded to the eligible student who has demonstrated the best results in a vocational education and training programme.

EXHIBITIONS

General

Fifty awards, known as general exhibitions, are awarded to the eligible students who obtain the 50 highest WACE award scores based on the average of five untruncated scaled scores, calculated to two decimal places, with at least two from each of List A and List B.

Subject

A subject exhibition may be awarded to the eligible student obtaining the highest combined mark for each WACE subject. To be eligible for a subject exhibition the student must have completed at least two units in the year of the award being granted. No subject exhibition will be available for students who have not sat the examination in that subject. Only one Exhibition is awarded in each subject.

VET

A VET Exhibition may be awarded to the eligible student who is the top student in each industry area for the award of Certificate of Distinction (VET).

CERTIFICATES OF EXCELLENCE

Subjects

Certificates of Distinction are awarded to eligible students who are in the top 0.5 per cent of candidates, based on the WACE subject score, or the top two candidates (whichever is the greater in a subject when there are at least 100 students).

VET

Certificates of Distinctions may be awarded to eligible students who complete an Australian Qualification Framework VET Certificate II or higher in one of the national industry areas in their final WACE year. The units of competency achieved for the Certificate may have been undertaken in a VET industry specific course, VET credit transfer programme and/or VET integrated within a course. The student must also have completed a Workplace Learning Component.

CERTIFICATES OF MERIT AND 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 and programs undertaken, together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools.

A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates:

150–189 points = a Certificate of Merit

190–200 points = a Certificate of Distinction

Repeated course units cannot be used in the determination of this award.

At the time of the determination of this award, the student must have satisfied the requirements for the WACE.

More detailed information regarding Curriculum Council Awards is available at:

http://www.scsa.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards

COLLEGE AWARDS

SAINT MARY OF THE CROSS AWARD

These awards are presented to a student in each of Years 7 to 11 to recognise and affirm the male and female student from each Year group who has shown outstanding all round contribution to College life in academic, cultural, sporting and religious leadership and community service.

Nominations are received from staff and students. Heads of Year conduct individual interviews with nominees and then this it take to a panel. The panel consists of the Deputy Principal, Heads of School, Heads of Year and the Director of Student Ministry.

SEQUERE DOMINUM AWARD

This award, presented to a Year 12 student of the College, acknowledges the outstanding graduate of that year. The criteria by which this award is made are articulated in the Beliefs and Values of the College.

The motto of Corpus Christi College "Follow the Lord" (Sequere Dominum) incorporates both the ideal and the challenge involved in following Jesus Christ, our exemplar and model.

CHRISTIAN SERVICE AWARD

This is awarded to a Year 12 student who has completed the most recorded Christian Service hours.

ARTS LEADERSHIP AWARD

This Award is presented to a senior student who has made a significant contribution to Arts at the College. The student will have demonstrated excellence in their chosen Arts area and involvement in The Arts both in public performances and/or exhibitions, as well as behind the scenes. This student will have also displayed an outstanding ability to provide leadership at the highest level.

SPORTS LEADERSHIP AWARD

This Award is presented to a senior student who has made a significant contribution to sport at the College. The student will have demonstrated not only excellence in performance and sportsmanship at a variety of sports but also displayed an outstanding ability to provide leadership at the highest level.

ADADEMIC AWARDS

The DUX - WACE for Year 12 school students it is calculated in the same manner as the Beazley Medal (see Previous page) ie. the average of the five highest scoring WACE subjects is determined. In doing this calculation TWO subjects must come from LIST A and TWO (2) subjects from LIST B.

The DUX - VET is made to the Year 12 student who achieves the best overall performance in the area of Vocational Education and Training.

The DUX – GENERAL is made to the year 12 student who achieves the best overall performance in the general subjects

The SUBJECT AWARD is presented to the student achieving the highest overall mark in each subject.

YEARS 11 AND 12 VET ENDORSED UNITS

Elite Sports Performance Authority-Developed Endorsed Programme (ADESP)

Elite Sports Performance enables students engaged in representative or elite competitive community sports activities to be recognised for the significant learning encompassed within such activities. Elite Sports Performance requires that students commit a minimum of 110 hours to develop technical skills and knowledge of a specific sport through sports development programmes such as those provided by the WA Institute of Sport, sporting associations' elite sports programmes and state or national development squads. Typically, students would have been through a selection process and identified as gifted or talented in a particular sport. The programme must involve one or a series of state level sports performances or competitions. The programme will also develop personal qualities such as commitment and discipline while building on a range of interpersonal skills.

Elite Sports Performance contributes 10 points (2 unit equivalents) towards the completion of a student's WACE for each programme completed. Students may complete one (1) programme per year but can only do two (2) programmes over Years 10, 11 and 12.

If you feel your son/daughter is eligible to participate in the programme then please collect an Assessment and Reporting Request Form from Student Services or Deputy Principal Senior School.

Upon receipt of the request, the programme's suitability will be assessed and a response will be posted to you indicating whether or not the request has been accepted.

Additional information is available on the SCSA website .

AUTHORITY DEVELOPED WORKPLACE LEARNING

PROGRAM DETAILS

Rationale

The Workplace Learning endorsed program provides an opportunity for a student to demonstrate and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning.

Developing competence in workplace skills assists an individual to gain employment and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.

The endorsed program is based on the skills, knowledge and understandings that underpin successful participation in work. These skills are documented in the *Core Skills for Work Developmental Framework*, developed collaboratively by the Department of Industry and the Department of Education. The *Core Skills for Work* encompass the Employability Skills outlined in the *National Employability Skills Framework*.

The *Core Skills for Work* can be accessed via the website: <https://www.education.gov.au/core-skills-work-developmental-framework>

The Workplace Learning endorsed program enables a student undertaking a Vocational Education and Training (VET) qualification to collect evidence of the attainment of units of competency relevant to their qualification. It is not essential, however, to be enrolled in a VET qualification to undertake this program.

Description

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace.

Unit Equivalence

Unit equivalence is allocated on the basis of one (1) unit equivalent for each 55 hours completed in the workplace, to a maximum of four (4) units. That is:

- Less than 55 hours = 0 unit equivalents
- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents.

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement.

Completion Requirements

For each 55 hours completed in the workplace, a student must complete the following:

- *Workplace Learning Logbook*
- *Workplace Learning Skills Journal*.

How does it work?

- Students enrolled in a General course undertake a work placement in Semester One or Semester Two. Students may undertake two work placements
- Application forms are available at the Careers Office in Mayne Block
- Students will be interviewed by the Workplace Learning Coordinator
- Successful applications will be required to attend an Induction Seminar
- Students attend a work placement one day per week (14 days) to achieve a minimum of 110 hours.

VOCATIONAL EDUCATION AND TRAINING (VET)

PROGRAMS

School Curriculum and Standards Authority:

1. Refer to Syllabus and Support Materials link on SCSA website: <https://www.wace1516.scsa.wa.edu.au/vet>

VOCATIONAL EDUCATION AND TRAINING (VET)

VET qualifications are for students wishing to participate in national recognised training. VET enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course.

A VET qualification is issued by a registered training organisation (RTO). A Certificate II or higher is one of the range of requirements for achieving a WACE. These qualifications can contribute to the WACE as unit equivalence or course units.

Endorsed Programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by school, workplaces, universities and community organisations.

Students enrolled in a General Pathway at the College automatically enrol in the Employment Advantage Program in the Term Four.

- The course is recognised by SCSA and students gain credit of one unit (five points)
- Value adds and complements Career and Enterprise and Workplace Learning and supports VET programs based on Core Skills for Work Development or Employability Skills.

Workplace Learning

Workplace Learning (ADWPL) is an Authority-developed endorsed program that is managed by individual schools. To complete this program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills.

EQUIVALENCE

Unit Equivalence

If a student completes an endorsed program or VET qualifications independent of a VET industry specific course or endorsed programs, he/she may be able to use these to contribute unit equivalence toward the requirement of 20 units for a WACE.

VET Unit Equivalents

Students enrolled in a VET qualification are entitled to VET credit transfer. If a student successfully completes his/her VET qualifications undertaken in this way, they are allocated WACE unit equivalence. A maximum of eight unit equivalents (four Year 11 units and four Year 12 units) can be counted towards meeting the WACE requirements, but there is no limit to the number of qualifications that can be reported on a student's WA Statement of Student Achievement.

Unit equivalence is calculated according to completed qualifications. There is a provision for recognition of partly completed Certificate III or higher.

Unit equivalence is awarded consistently according to the certificate level of a qualification, irrespective of delivery strategies or class contact time allocated.

Table 3. VET Credit Transfer and Unit Equivalence

Completed Qualification	Total Equivalents	Year 11 Credit Allocation (Unit equivalents)	Year 12 Credit Allocation (Unit equivalents)	Satisfies the minimum VET qualification requirement for WACE
Certificate II*	4 units	2	2	Yes
Certificate III or higher – Partial+	4 units	2	2	Yes
Certificate III or higher - Full	6 units	2	4	Yes

(continued overleaf)

- * Equivalence is only awarded for completed Certificate II qualifications where the total achievement in units of competency is equal to or greater than 220 nominal hours (the equivalent of four course units). Certificate II qualifications with units of competency that are less than 220 nominal hours in total will meet the minimum Certificate qualification requirement however, the qualification will only contribute towards the WACE as two Year 11 unit equivalents.
- + The partial completion of a Certificate III or higher may be awarded unit equivalence if specific criteria are met (see sub-section 4.6.3. of the WACE Manual 2017).

An application for WACE recognition of VET achievement completed outside of a school arrangement may be downloaded from the Authority website at: <http://www.scsa.wa.edu.au/forms/forms>

Unit Equivalence and WACE Achievement Requirements:

Endorsed programs and VET credit transfers are not graded. However, each unit equivalent contributes to the WACE achievement requirement for students to achieve 14 C grades or better, with a minimum of six C grades in Year 12 units. Each unit equivalent achieved will directly reduce the number of C grades needed to meet the C grade achievement standard, up to a maximum of eight unit equivalents (four Year 11 units and four Year 12 units).

A student's program could include up to eight unit equivalents in VET and/or endorsed programs, and contribute to WACE requirements.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET Qualifications are open to both Year 11 and Year 12 students, and are year-long courses. Successful completion of the qualification will be calculated as SCSA Endorsed equivalents for WACE.

Qualification details are accurate at the time of publication

CERTIFICATE II BUSINESS BSB20115



Qualification of Content (IVET RTO Code 321413)

Unit of Competency Code	Unit of Competency Descriptor	Nominal Hours
BSBWHS201	Contribute to health and safety of self and others	15
BSBWOR202	Organise and complete daily work activities	20
BSBIND201	Work effectively in a business environment	20
BSBINM201	Process and maintain workplace information	20
BSBINM202	Handle mail	15
BSBITU211	Produce digital text documents	40
BSBITU213	Use digital technologies to communicate remotely	20
BSBSUS201	Participate in environmentally sustainable work practices	10
BSBCMM201	Communicate in the workplace	30
BSBWOR204	Use business technology	30
BSBCUS301	Deliver and monitor a service to customers	40
BSBDIV301	Work effectively with diversity	20
		280

Qualification Description

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Job Roles

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist.

Pathways from the Qualification

After achieving this qualification candidates may undertake:

- Certificate III in Business.

CERTIFICATE III IN BUSINESS (YR 12 ONLY)



BSB30115

ONLY TO BE STUDIED AFTER COMPLETING CERTIFICATE II BUSINESS IN YEAR 11

Unit of Competency Code	Unit of Competency Descriptor	Nominal Hours
BSBWHS302	Apply knowledge of WHS legislation in the workplace	30
BSBCUS301	Deliver and monitor a service to customers	40
BSBDIV301	Work effectively with diversity	20
BSBINM301	Organise workplace information	20
BSBITU306	Design and produce business documents	60
BSBPRO301	Recommend products and services	20
BSBITU301	Create electronic presentations	20
BSBWOR301	Organise personal work priorities and development	30
BSBCMM201	Communicate in the workplace	30
BSBITU309	Produce desktop published documents	50
BSBITU314	Design and produce spreadsheets	25
BSBITU313	Design and produce digital text documents	50
		395

Information correct at time of printing/publishing

ON CAMPUS

CERTIFICATE II OUTDOOR RECREATION - SIS20213



Qualification Content
(IVET RTO Code 40548)

Unit of Competency Code	Unit of Competency Name	Nominal Hours
HLTAID003	Provide first aid	20
SISOODR201A	Assist in conducting outdoor recreation sessions	20
SISOOPS201A	Minimise environmental impact	20
SISXIND101A	Work effectively in sport and recreation environments	40
SISXOHS101A	Follow occupational health and safety policies	10
SISOABA201A	Demonstrate abseiling skills on artificial surfaces	20
SISOABN202A	Safeguard an abseiler using a single rope belay system	15
SISOCLA201A	Demonstrate top rope climbing skills on artificial surfaces	15
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	15
SISOCYT201A	Select, set up and maintain a bike	20
SISOCYT202A	Demonstrate basic cycling skills	30
SISOSNK201A	Demonstrate snorkelling activities	20
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	15
ICTWEB201	Use social media tools for collaboration and engagement	20
SISXCAI006	Facilitate groups	20
	Total Nominal Hours	300

ON CAMPUS

**CERTIFICATE II SPORT CAREER ORIENTATED
PARTICIPATION**



Qualification Content
(IVET RTO CODE 40548)

Unit of Competency Code	Unit of Competency Descriptor	Nominal Hours
BSBWOR202A	Organise and complete daily work activities	15
SISSCOP201A	Prepare a pre or post event meal	20
SISSCOP202A	Develop a personal management plan	15
SISSCOP204A	Develop personal media skills	20
SISSCOP205A	Develop a personal financial plan	10
SISXIND211	Develop and update sport, fitness and recreation industry knowledge	20
SISXWHS101	Follow work health and safety policies	10
SISSTOU201A	Perform the intermediate skills of Touch	30
SISSTOU202A	Perform the intermediate tactics and strategies of Touch	30
HLTAID003	Provide first aid	20
SISXCAI006	Facilitate groups	20
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	15
	Total Nominal Hours	225

Information correct at time of printing/publishing

ON CAMPUS

Certificate III in Sport and Recreation



SIS30115

Qualification Content
(IVET RTO Code 40548)

Unit of Competency Code	Unit of Competency Descriptor	Nominal Hours
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	30
BSBWOR301	Organise personal work priorities and development	30
HLTAID003	Provide first aid	20
HLTWHS001	Participate in workplace health and safety	30
ICTWEB201	Use social media tools for collaboration and engagement	20
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	60
SISXCAI004	Plan and conduct programs	30
SISXCCS001	Provide quality service	25
SISXEMR001	Respond to emergency situations	15
SISXCAI006	Facilitate groups	20
SISXIND006	Conduct sport, fitness or recreation events	40
SISXRES002	Educate user groups	25
SISXIND211	Develop and update sport, fitness and recreation industry knowledge	20
SISXIND101A	Work effectively in sport and recreation environments	40
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	15
	Total Nominal Hours	420

- Pre-requisite for Enrolment in Certificate III in Sport and Recreation to have achieved the Certificate II in Outdoor Recreation SIS20213 or the Certificate II in Sport Career Oriented Participation

OFF CAMPUS

CERTIFICATE II AUTOMOTIVE VOCATIONAL PREPARATION AUR20716

Qualification of Content
(Automotive Institute of Technology RTO Code 0627)



Motor Trade Association of WA
Your Business, Your Industry, Your Voice

Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
AURAEA002	Apply environmental and sustainability best practice in an automotive workplace	25
AURASA002	Follow safe working practices in an automotive workplace	20
AURAF003	Communicate effectively in an automotive workplace	20
AURETR003	Identify automotive electrical system and components	25
AURLTA001	Identify automotive mechanical system and components	25
AURTTK002	Use and maintain tools and equipment	20
AURAF004	Resolve routine problems in an automotive workplace	20
AURETR015	Inspect test and service batteries	10
AURTTA027	Carry out basic vehicle servicing operations	40
AURAF005	Write routine texts in an Automotive Workplace	10
AURVTP008	Clean and polish vehicle paint surfaces	15
AURTTJ003	Remove and replace tyre and wheel assemblies	10
	TOTAL HOURS	240

Qualification Description

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components, and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

Fee for Service - \$300 Administrative fee to be paid direct to St Francis' School.

Students attend one day per week on Thursday's during Terms One, Two and Three.

Venue: MTA Workshop St Francis' School, 10 Alloa Street Maddington.

Authority Developed Workplace Learning is to be timetabled during school holidays, or other times suitable to students and their respective school.

Information correct at time of printing/publishing

CERTIFICATE III COMMUNITY SERVICES CHC30112

Qualification Content
(Fremantle Education Centre RTO Code 50354)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
DESCRIPTOR		
CHCCCS016	Respond to client needs	55
CHCCOM005	Communicate and work in health or community services	50
CHCDIV001	Work with diverse people	30
HLTWHS002	Follow safe work practices for direct client care	25
HLTWHS006	Manage personal stressors in the workplace	35
ELECTIVES		
CHCCCS005	Conduct individual assessments	50
CHCGRP001	Support group activities	25
CHCCCS009	Facilitate responsible behaviour	35
CHCCDE004	Implement participation and engagement strategies	45
CHCCCS023	Support independence and wellbeing	40
BSBINM301	Organise workplace information	20
CHCYTH001	Engage respectfully with young people	50
TOTAL HOURS		460

Description

This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs.

At this level, work takes place under the direction of others and supervision may be direct or indirect. Work may take place in a range of community services organisations.

Fee for Service - \$1295 paid direct to Fremantle Education Centre.

Stream	Certificate II	Certificate III	Certificate IV	Diploma
Community Services Work - General	Assistant Community Services Worker	Migrant Support Worker Neighbourhood Centre Worker	Community Health Worker Coordinator of Volunteers (Migrant Services) Coordinator of Volunteers (Services to Older People) Family Support Worker Migrant Community Worker Tenants Advisory Worker Welfare Rights Worker	Community Development Officer

Information correct at time of printing/publishing

OFF CAMPUS**CERTIFICATE III EARLY CHILDHOOD EDUCATION AND CARE CHC30113**

Qualification Content
(Fremantle Education Centre RTO Code 50354)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
CHCPRT001	Identify and respond to children and young people at risk	
CHCECE002	Ensure the health and safety of children	50
CHCECE003	Provide care for children	60
CHCECO004	Promote and provide healthy food and drinks	30
CHCLEG001	Work legally and ethically	50
CHCECE010	Support the holistic development of children in early childhood	60
CHCECE007	Develop positive and respectful relationships with children	60
CHCECE005	Provide care for babies and toddlers	60
CHCECE001	Develop cultural competence	70
HLTWHS001	Participate in work health and safety	30
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety	50
HLTAID004	Provide an emergency first aid response in an education and care setting	20
CHCECE013	Use information about children to inform practice	35
CHCECE011	Provide experiences to support children's play and learning	40
CHCECE009	Use an approved learning framework to guide practice	35
	ELECTIVES	
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people	45
BSBWOR301	Organise personal work priorities and development	30
CHCECE006	Support behaviour of children and young people	40
	TOTAL HOURS	765

Description

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework and support children's wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Students attend Fremantle Education Centre one day per week during school Terms One, Two and Three. Work placement consists of four (4) weeks in a child care setting.

Fee for Service - \$1,415 paid direct to Fremantle Education Centre **plus** First Aid Certificate \$150, total \$1,565.

Stream	Certificate II	Certificate III	Certificate IV	Diploma
Early Childhood and School Age Education and Care		Childhood Educator Assistant Outside School Hours Aide Pre-school Assistant	Outside School Hours Carer	Childhood Education Manager Outside School Hours Coordinator

Information correct at time of printing/publishing

CERTIFICATE III EDUCATION SUPPORT CHC30213

Qualification Content
(Fremantle Education Centre RTO Code 50354)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
DESCRIPTOR		
CHCDIV002	Promote Aboriginal and or Torres Strait Islander cultural safety	30
CHCEDS001	Comply with legislative, policy and industrial requirements in the educational environment	20
CHCEDS017	Contribute to health and safety of students	30
CHCEDS003	Contribute to student education in all developmental domains	40
CHCECE006	Support behaviour of children and young people	40
CHCDIV001	Work with diverse people	30
CHCEDS005	Support the development of literacy and oral language skills	70
CHCEDS006	Support the development of numeracy skills	40
CHCEDS002	Assist implementation of planned educational programs	40
CHCEDS007	Work effectively with students and colleagues	30
CHCEDS018	Support students with additional needs in the classroom setting	30
CHCEDS004	Contribute to organisation and management of classroom or centre	30
ELECTIVES		
CHCEDS008	Comply with school administrative requirements	20
CHCECE003	Provide care for children	60
HLTWHS001	Participate in work health and safety	30
CHCPRT001	Identify and respond to children and young people at risk	30
CHCEDS012	Set up and sustain individual and small group learning areas	18
TOTAL HOURS		588

Description

Duration: A one (1) Year course; one day per week attending Fremantle Education Centre, including 100 hours of work placement.

This qualification reflects the role of workers in a range of education settings including public and independent schools, and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

Fee for Service - \$1015 paid direct to Fremantle Education Centre.

Stream	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
Education and School Support		Education Assistant Education Assistant (culturally diverse school) Indigenous Language and Culture Teaching Assistant	Aboriginal and Torres Strait Islander Education Officer Education Officer		

Information correct at time of printing/publishing

CERTIFICATE IV BUSINESS BSB40215

Qualification Content
(Fremantle Education Centre RTO Code 50354)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
DESCRIPTOR		
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements	40
BSBADM405	Organise meetings	50
BSBADM409	Coordinate business resources	20
BSBWRT401	Write complex documents	50
BSBMGT401	Show leadership in the workplace	50
BSBADM407	Administer projects	40
BSBINN301	Promote innovation in a team environment	30
BSBLED401	Develop teams and individuals	40
BSBMKG413	Promote products and services	20
BSBCMM401	Make a presentation	30
TOTAL HOURS		370

Description

This qualification is suited to those working as administrators and project officers. In this role, individuals use well developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Fee for Service - \$1,115 payable direct to Fremantle Education Centre.

Stream	Certificate II	Certificate III	Certificate IV	Diploma
Business, Business Administration and Sales	Administration Assistant Office Assistant	Accounts Clerk Accounts Payable Clerk General Clerk Junior Personal Assistant Office Assistant Receptionist Word Processor	Administrator Executive Personal Assistant Office Administrator Project Officer Sales Account Assistant Sales Agent	Administration Manager Executive Officer

Information correct at time of printing/publishing

OFF CAMPUS

CERTIFICATE IV EDUCATION SUPPORT CHC40213

Qualification Content
(Fremantle Education Centre RTO Code 50354)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
CHCEDS022	Work with students in need of additional support	45
CHCEDS032	Support learning and implementation of responsible behaviour	50
CHCECE006	Support behaviour of children and your people	40
CHCEDS021	Assist in the facilitation of learning	45
CHCEDS024	Use educational strategies to support Aboriginal and Torres Strait Islander education	45
CHCPRT001	Identify and respond to children and young people at risk	40
CHCDIV001	Work with diverse people	30
CHCDIV002	Promote Aboriginal and Torres Strait Islander cultural safety	30
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment	20
HLTWHS001	Participate in workplace health and safety	30
CHCEDS025	Facilitate learning for students with disabilities	40
CHCEDS026	Deliver elements of teaching and learning programs	40
CHCEDS031	Provide support to students with autism spectrum disorder	45
CHCED020	Support students literacy learning	40
CHCEDS028	Assist in production of language resources	30
CHCDIS004	Communicate using augmentative and alternative communicative strategies	50
	TOTAL HOURS	650

Description.....

Fee for Service - \$1,415 payable direct to Fremantle Education Centre.

Information correct at time of printing/publishing

OFF CAMPUS



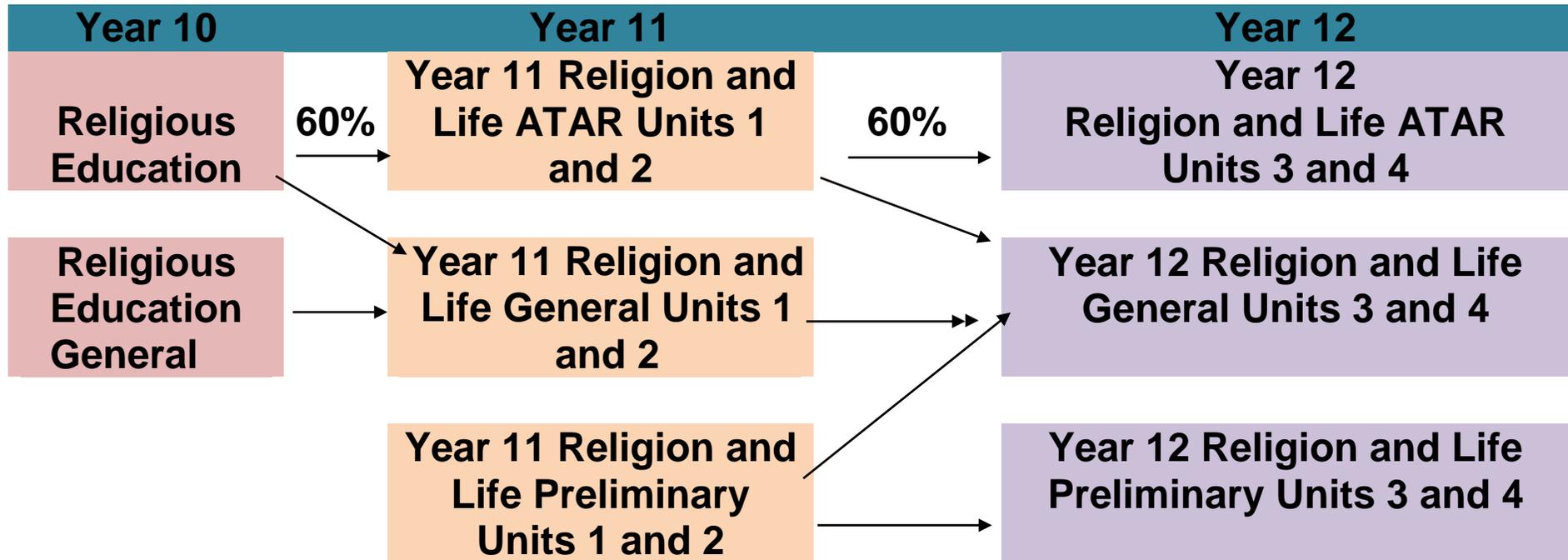
VET offered by South Metropolitan TAFE *(yet to be confirmed)*

- One day per week at the designated Campus
- Applications invited in **July 2019** for 2020 courses
- Competitive application process.

The courses listed below offered to students in 2019 may indicate the range offered for 2020. These include the following qualifications:-

MEA20415	Certificate II in Aeroskills (Aeroskills Mechanical Pre-Apprenticeship)
ACM20110	Certificate II in Animal Studies
MST20616	Certificate II in Applied Fashion Design and Technology
AUR20916	Certificate II in Automotive Body Repair Technology (Vehicle Body Painting Pre-Apprenticeship)
AUR20916	Certificate II in Automotive Body Repair Technology (Panel Beating Pre-Apprenticeship)
AUR20716	Certificate II in Automotive Vocational Preparation
AUR20716	Certificate II in Automotive Manufacturing Production – Bus, Truck and Trailer
AVI30116	Certificate II in Aviation (Cabin Crew)
52821WA	Certificate III in Aviation (Support Services and Operations)
52825WA	Certificate II in Building and Construction (Pathway – Para Professional)
52824WA	Certificate II in Building and Construction (Pathway – Trades)
CHC22015	Certificate II in Community Services
UEE20511	Certificate II in Computer Assembly and Repair
UEE21911	Certificate II in Electronics
UEE222011	Certificate II in Electrotechnology (Career Start) Electrotechnology Pre-App
MEM20105	Certificate II in Engineering (Heavy Fabrication Pre-Apprenticeship)
MEM20105	Certificate II in Engineering (Mechanical Fitter and Machinist Pre-App)
MEM20105	Certificate II in Engineering (Mechanical-Plant Mechanic Pre-App)
MEM20413	Certificate II in Engineering Pathways
MEM30505	Certificate III in Engineering Technical
SIT30516	Certificate III in Events
SFL20115	Certificate II in Floristry (Assistant)
SIT20316	Certificate II in Hospitality
SIT20416	Certificate II in Kitchen Operations (Commercial Cookery/Patisserie Pre-App)
TLI21815	Certificate II in Logistics
52700WA	Certificate II in Plumbing (Plumbing – Pre-Apprenticeship)
FDL20510	Certificate II in Retail Baking Assistance (Pre-Apprenticeship)
SHB20116	Certificate II in Retail Cosmetics
SHB20216	Certificate II in Salon Assistant
CUA31015	Certificate III in Screen and Media
SIT30116	Certificate III in Tourism
	EDUCATION SUPPORT
AUR20716	Automotive Skill Set
AHC20416	Construction Skill Set
52824WA	Construction Skill Set

RELIGIOUS EDUCATION LEARNING AREA PATHWAYS



RELIGION EDUCATION

RELIGION AND LIFE

Religious Education is the first Learning Area in a Catholic school. The role of Religious Education at Corpus Christi College is to make accessible our Catholic tradition in promoting the readiness of the students to respond in faith in the many experiences of life. This is a challenge to personal transformation and is a life-long process.

The aim of the Religious Education curriculum is to engage students in a critical analysis of faith, life and culture. It seeks to develop Christian values in the students and to assist them to understand and value the Catholic tradition.

Year 12 students may choose between Religion and Life ATAR Units Three and Four, and Religion and Life General Units Three and Four. (*The Preliminary Religion and Life course is offered for Education Support Students*).

ATAR UNITS

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions. Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them. Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

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 contact hours.

Entry: 60% in Year 11 Religion and Life ATAR.

ATAR REL Unit Three

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

ATAR REL Unit Four

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

RELIGION AND LIFE

GENERAL UNITS

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them.

Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis and discussion.

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 contact hours.

Entry: Not applicable.

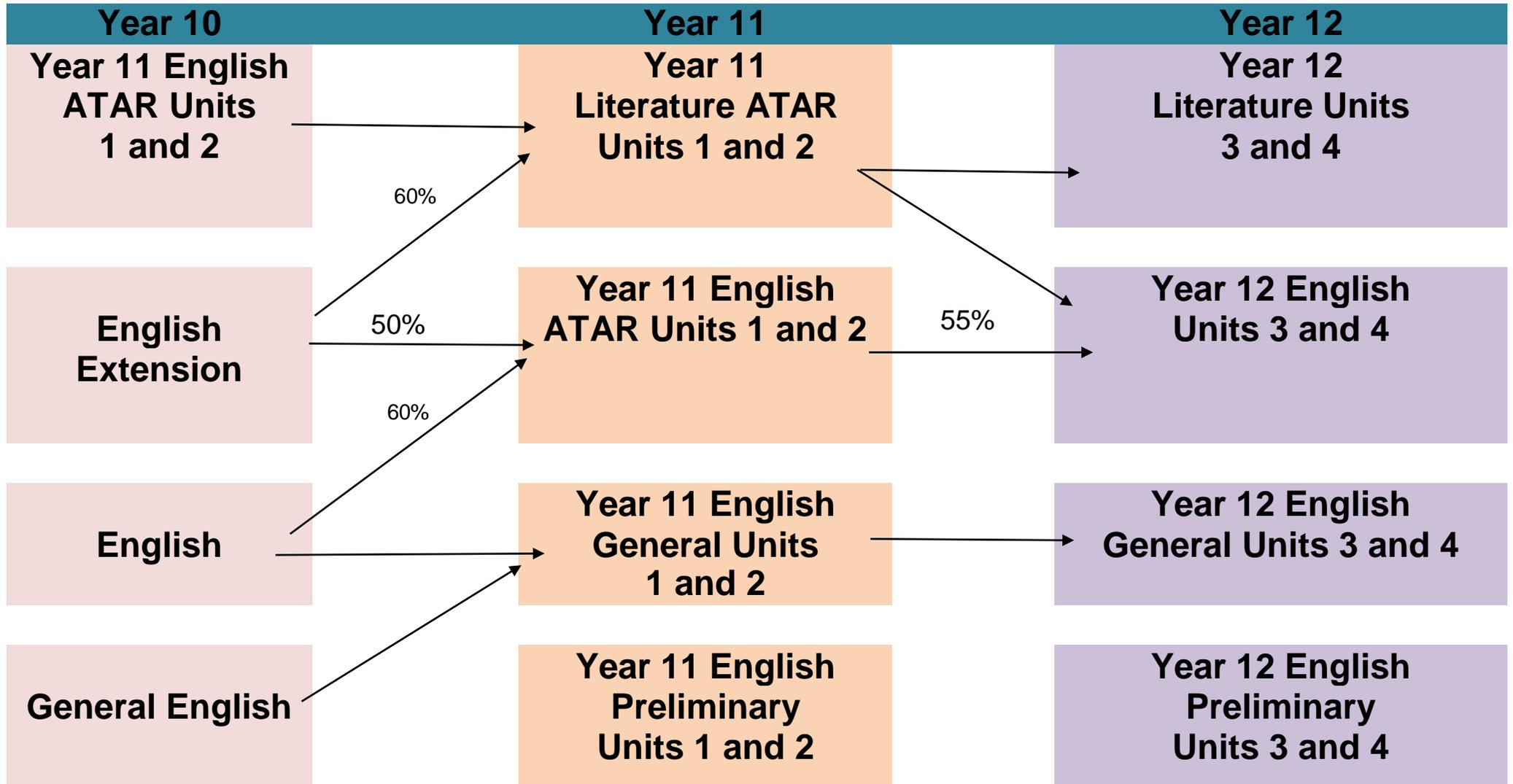
GENERAL REL Unit Three

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

GENERAL REL Unit Four

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

ENGLISH LEARNING AREA PATHWAYS



ENGLISH AND LITERATURE

ENGLISH

ATAR UNITS

ATAR ENG Unit Three

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

ATAR ENG Unit Four

Unit Four examines different interpretations and perspectives to develop further students' 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.

Entry: Year 11 ATAR English course score of 55%

LITERATURE

ATAR LIT Unit Three

Unit Three 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.

ATAR LIT Unit Four

Unit Four 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.

Entry: Year 11 ATAR Literature course score of 55%.

ENGLISH

GENERAL UNITS

GENERAL ENG Unit Three

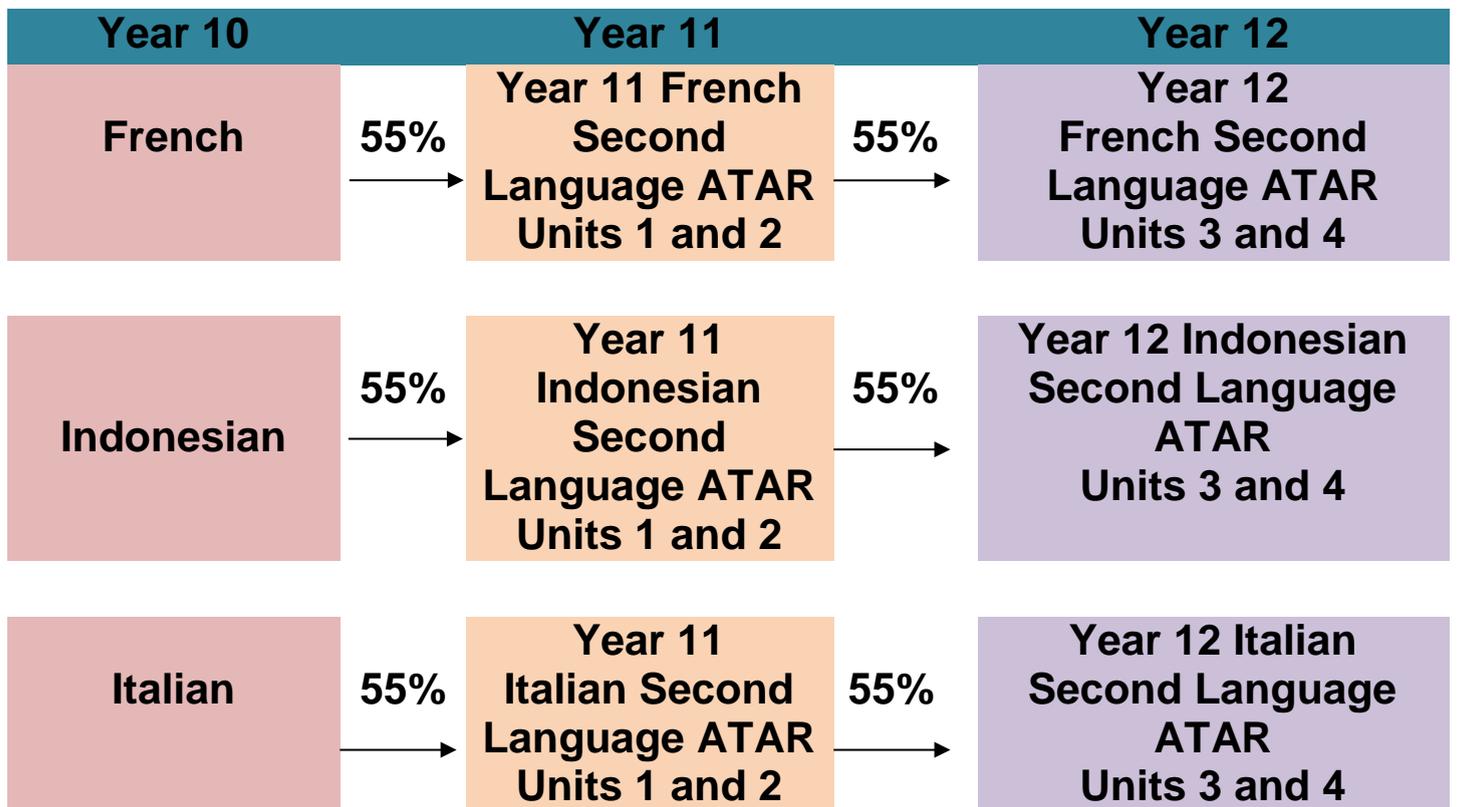
Unit Three focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They examine relationships between context, purpose and audience in different language modes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

GENERAL ENG Unit Four

Unit Four 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. They analyse the ways in which authors influence and position audiences, and investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences. Students will also construct and clearly express coherent, logical and sustained arguments, and demonstrate an understanding of purpose, audience and context. They consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Entry: Nil.

LANGUAGES LEARNING AREA PATHWAYS



LANGUAGES

FRENCH - SECOND LANGUAGE

ATAR bonus for Languages – French, Indonesian and Italian.

The University of Western Australia, Curtin University, Murdoch University and Edith Cowan University will offer an Australian Tertiary Admission Rank (ATAR) bonus to WA Certificate of Education students who undertake the study of a Languages in Year 12. The Tertiary Entrance Aggregate (TEA) will be boosted by 10% of a student's final scaled mark in a Languages course. The student's ATAR will be calculated on the basis of this enhanced TEA.

Rationale

The French - Second Language ATAR course progresses from the Years 7–10 curriculum and focuses on further developing a student's knowledge and understanding of the culture, and the language of French-speaking communities. Students gain a broader and deeper understanding of the French language and extend and refine their communication skills.

This course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programmes between Western Australia and French-speaking communities. This ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in the language outside of the language classroom.

They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200 - 400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Application for Enrolment in a Language Course

All students wishing to do this course are required to have completed an application for permission to enrol in a WACE language course and to have received approval for the course best suited to their linguistic background and educational needs.

FRENCH - SECOND LANGUAGE

ATAR UNITS

ATAR FRE Unit Three

This unit focuses on **Les Medias!** (*The media!*). Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Through the three topics:

1. **Technology and me:** Students reflect on the role of technologies in their lives and in the lives of young people in French-speaking communities.
2. **Film and Music:** Students develop an insight into the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music.
3. **In the media:** Students consider the media and its impact on the global community.

ATAR FRE Unit Four

The focus for this unit is **Le monde qui nous entoure** (The world around us). Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Through three topics, this unit builds on the content covered in Unit Three:

1. **Planning my future:** students reflect on their plans for the future.
2. **Migrant experiences:** Students explore the accounts of French -speaking migrants to and from French-speaking communities, to consider reasons for migration, and experiences of participating in a new community.
3. **Youth issues:** Students consider global youth issues related to coping with pressures, stress, drugs and alcohol.

Course outcomes

The French - Second Language ATAR course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Listening and responding: Students listen and respond to arrange of texts.

Outcome 2 – Spoken interaction: Students communicate in French through spoken interaction.

Outcome 3 – Viewing, reading and responding: Students view, read and respond to a range of texts.

Outcome 4 – Writing: Students write a variety of texts in French.

Entry: Minimum C grade in Year 11 French and with the approval of teacher or Head of Learning

INDONESIAN - SECOND LANGUAGE

ATAR bonus for Languages – Indonesian, Italian and French.

The University of Western Australia, Curtin University, Murdoch University and Edith Cowan University will offer an Australian Tertiary Admission Rank (ATAR) bonus to WA Certificate of Education students who undertake the study of a Languages in Year 12. The Tertiary Entrance Aggregate (TEA) will be boosted by 10% of a student's final scaled mark in a Languages course. The student's ATAR will be calculated on the basis of this enhanced TEA.

Rationale

The Indonesian - Second Language ATAR course progresses from the Years 7–10 curriculum and focuses on further developing a student's knowledge and understanding of the culture, and the language of Indonesian-speaking communities. Students gain a broader and deeper understanding of the Indonesian language, and extend and refine their communication skills.

This course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programmes between Western Australia and Indonesia. This course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

The course is aimed at students for whom Indonesian is a second, or subsequent, language. These students have not been exposed to, or interacted in the language outside of the language classroom. They have typically learnt everything they know about the Indonesian language and culture through classroom teaching in an Australian school, or similar environment where English is the language of school instruction. Students have typically studied Indonesian for 200 - 400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Application for Enrolment in a Language Course

All students wishing to do this course are required to have completed an application for permission to enrol in a WACE language course and to have received approval for the course best suited to their linguistic background and educational needs.

Structure of the Syllabus

The Year 12 syllabus is divided into two units, each of one semester duration which are typically delivered as a pair.

INDONESIAN - SECOND LANGUAGE

ATAR UNITS

ATAR IND Unit Three

The focus for this unit is ***Aneka wacana (Exploring texts)***. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

Through the three topics:

1. **Texts and Genres.** Students reflect on a wide variety of print and online texts and genres. They learn aspects of critical analysis and respond to texts through reflection and sharing opinions to develop a personal perspective.
2. **Media and entertainment:** Students explore Indonesian films, television, print and online media and their influence on everyday life in Indonesia.
3. **Globalisation and the media:** Students consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity.

ATAR IND Unit Four

The focus for this unit is ***Isu hangat (Exploring issues)***. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Indonesian and gain a broader and deeper understanding of the language and culture.

1. **Youth Issues:** Students reflect on issues in their daily lives, such as family, school, social life and health.
2. **Social Issues:** Students explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities.
3. **Australia/Indonesia relations:** Students consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities.

Course outcomes

The Indonesian: Second Language ATAR course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Listening and responding: Students listen and respond to a range of texts.

Outcome 2 – Spoken interaction: Students communicate in Indonesian through spoken interaction.

Outcome 3 – Viewing, reading and responding: Students view, read and respond to a range of texts.

Outcome 4 – Writing: Students write a variety of texts in Indonesian.

Entry: Minimum C grade in Year 11 Indonesian and with the approval of teacher or Head of Learning.

ITALIAN

ITALIAN - SECOND LANGUAGE

ATAR bonus for Languages – Italian, Indonesian and French.

The University of Western Australia, Curtin University, Murdoch University and Edith Cowan University will offer an Australian Tertiary Admission Rank (ATAR) bonus to WA Certificate of Education students who undertake the study of a Language Other Than English in Year 12. The Tertiary Entrance Aggregate (TEA) will be boosted by 10% of a student's final scaled mark in a Languages course. The student's ATAR will be calculated on the basis of this enhanced TEA.

Rationale

The Italian - Second Language ATAR course progresses from the Years 7–10 curriculum and focuses on further developing a student's knowledge and understanding of the culture, and the language of Italian-speaking communities. Students gain a broader and deeper understanding of the Italian language, and extend and refine their communication skills.

This course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programmes between Western Australia and Italy. The Italian - Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

This course is aimed at students for whom Italian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the Italian language and culture through classroom teaching in an Australian school, or similar environment where English is the language of school instruction. Students have typically studied Italian for 200 - 400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Application for Enrolment in a Language Course

All students wishing to do this course are required to have completed an application for permission to enrol in a WACE language course and to have received approval for the course best suited to their linguistic background and educational needs.

Structure of the Syllabus

The Year 12 syllabus is divided into two units, each of one semester duration which are typically delivered as a pair.

ITALIAN

ATAR UNITS

ATAR ITA Unit Three

The focus for this unit is ***Grazie Italia (Thank you Italy)***. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

Through the three topics:

1. ***Cose italiane (All things Italian)***: Students reflect on the place of things Italian in their lives and in their community.
2. ***La vita italiana (Italian lifestyle)***: Students explore the lifestyle, interests and activities in the everyday life of Italians.
3. ***Il made in Italy nel mondo (Made in Italy around the world)***: Students consider Il made in Italy as a global brand and explore the contribution of Italians.

ATAR ITA Unit Four

The focus for this unit is ***Ieri, oggi e domani (Yesterday, today and tomorrow)***. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Italian, and gain a broader and deeper understanding of the language and culture.

Through three topics, this unit builds on the content covered in Unit Three:

1. ***Riflettiamo sulla vita e pensiamo al futuro (Reflecting on my life and planning my future)***: Students reflect on their final year at school and their plans for the futures; further education employment and travel.
2. ***I problemi dei giovani oggi (Youth Issues)***: Students explore issues faced by Italian youth: Health and body image, peer pressure, unemployment and drugs.
3. ***I problemi ambientali (Environmental issues)*** : Students consider current issues in the global community in relation to the environment: climate change and pollution.

Course Outcomes

Outcome 1 – Listening and responding. Students listen and respond to a range of texts.

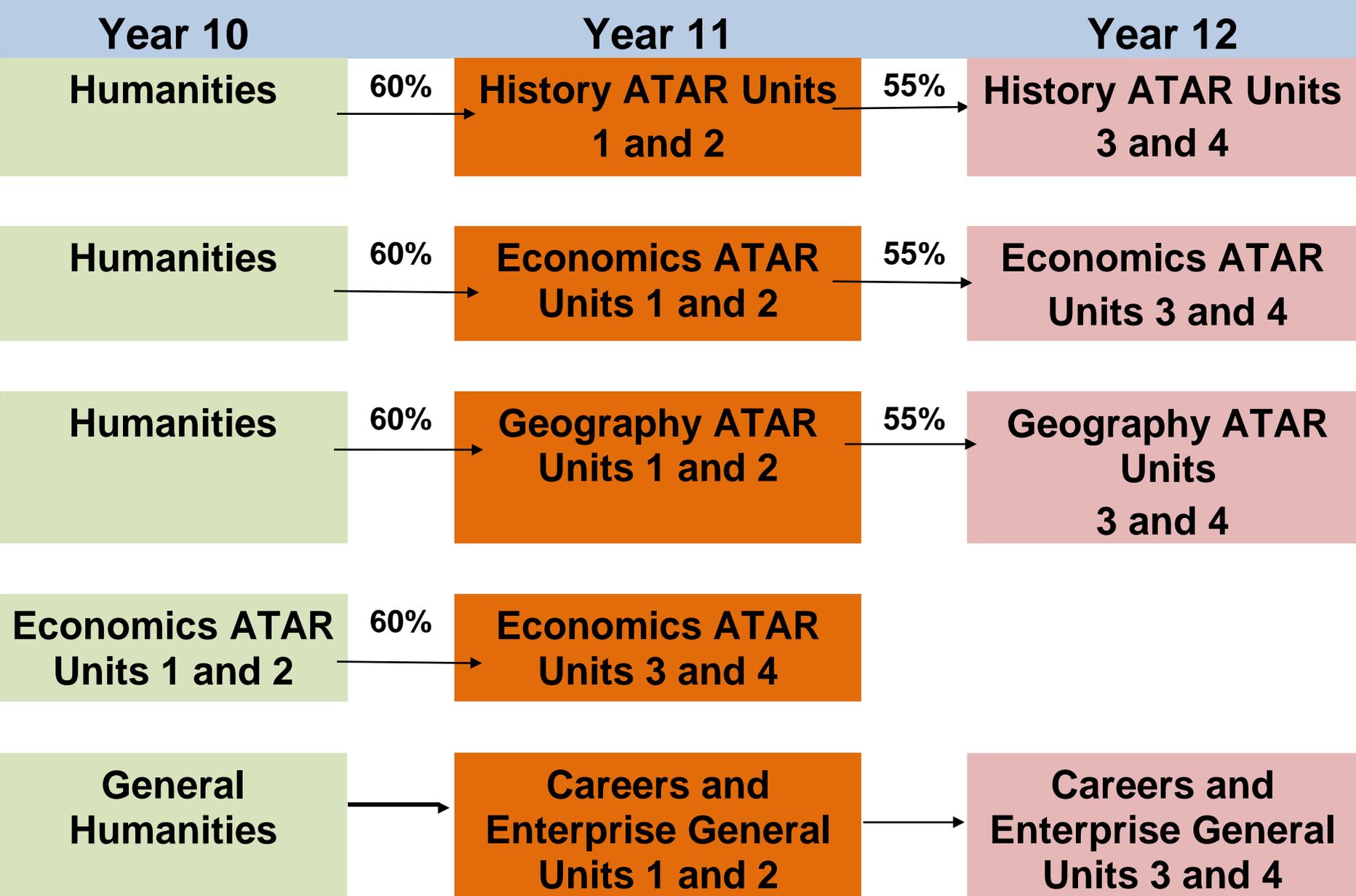
Outcome 2 – Spoken interaction. Students communicate in Italian through spoken interaction.

Outcome 3 – Viewing, reading and responding. Students view, read and respond to a range of texts.

Outcome 4 – Writing Students write a variety of texts in Italian.

Entry: Minimum C grade in Year 11 Italian and with the approval of teacher or Head of Learning.

HUMANITIES LEARNING AREA- PATHWAYS



HUMANITIES

CAREER AND ENTERPRISE

GENERAL UNITS

Rationale

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. Work, including unpaid voluntary work, is fundamentally important in defining the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing. The course recognises that work both reflects and shapes the culture and values of our society.

Workplaces have different structures which impact on their practices and processes, and how they operate. Each workplace is unique and its organisation governs workplace settings, and patterns of work.

The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the *Core Skills for Work Development Framework* (2013), and the *Australian Blueprint for Career Development* (the *Blueprint*).

When developing teaching and learning programmes, teachers should consider students' formal and informal work experiences, cultural backgrounds and values.

Organisation

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.

Structure of the Syllabus

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 contact hours.

GENERAL CAE Unit Three

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

GENERAL CAE Unit Four

Unit Four explores issues associated with career management, workplaces and influences and tends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

ECONOMICS

ATAR UNITS

ATAR ECO Unit Three – Australia and the Global Economy

In the unit, students explore the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine the significance and impact of trade for the Australian economy. Students examine the effects of changes in Australia's economic trade with the rest of the world using recent (the last ten years) and contemporary (the last three years) economic data, together with economic models.

ATAR ECO Unit Four – Economic Policies and Management

In this unit, students explore how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of these policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

Entry: 60% in ATAR Economics Unit One and Unit Two (Year 11).

GEOGRAPHY

Stage Three Units

ATAR GEO Unit Three – Global Environmental Changes

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Through applying the concept of sustainability, students are given the opportunity to examine the negative effects of land cover change. Aspects of physical, environmental and human geography provide students with a comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

Students examine the processes causing change in land cover. Human action has altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity and altered soils.

In undertaking this unit, students develop an understanding of the use and application of geographical inquiry, tools such as spatial technologies, fieldwork and other skills, to investigate human-environment systems.

ATAR GEO Unit Four – Planning Sustainable Places

Challenges exist in designing urban places to make them more productive, vibrant and sustainable. How people respond to these challenges will influence the sustainability and liveability of places into the future. In this unit, students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation of land uses, improving infrastructure and transport systems to meet the needs of the population.

Two depth studies provide greater detail. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

In undertaking these depth studies, students will use and apply geographical tools, such as spatial technologies and skills, to investigate the sustainability of places.

Entry: 60% in ATAR Geography Unit One and Unit Two (Year 11).

MODERN HISTORY

Stage Three Units

ATAR HIM Unit Three – The Modern Nation in the 20th Century

Russia and the Soviet Union 1914-1945

In this unit, students study the significant ideas in Russian history during this period including autocracy, Marxism, communism and Stalinism. Students investigate the internal divisions within Russian society, including the impact of World War 1 and the February and October Revolutions in 1917. They consider the reforms carried out by the Bolsheviks and the struggle for power between Stalin and Lenin. Students explore the creation of the Soviet Union and how Communism transformed Russia. The social and cultural impact of Stalin's Cultural Revolution is explored as is the experiences of different individuals and groups in the period to 1945. Students also analyse the impact of World War II and the methods that enabled the USSR to secure victory. In this unit, students also consider the impact of significant individuals in the period, including political, military and social/cultural leaders.

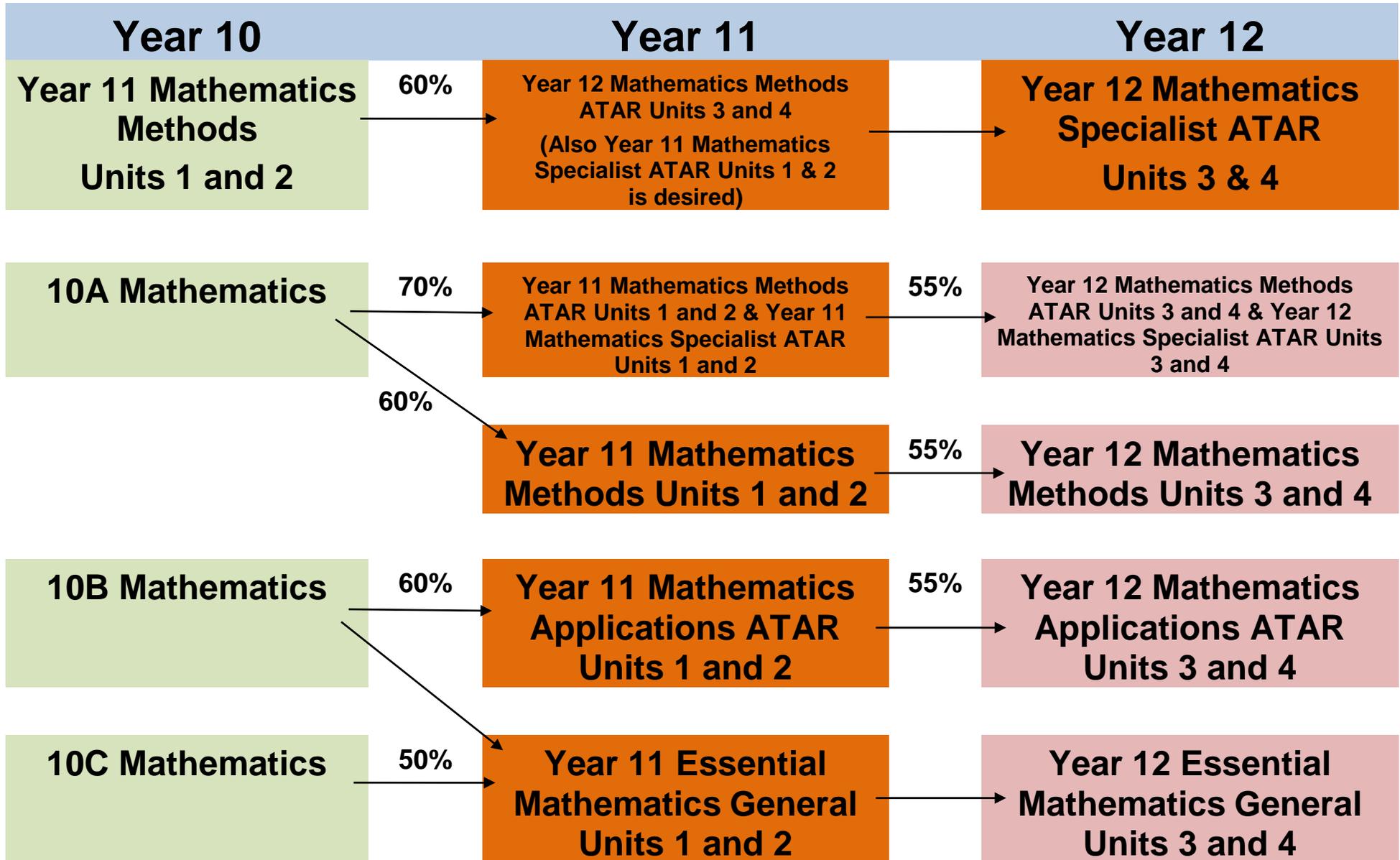
ATAR HIM Unit Four – The Modern World since 1945

The changing European world since 1945

In this unit, students consider the origins of the Cold War, including the cultural and political differences between the United States and the Soviet Union; and the significance of the Truman Doctrine, the Marshall Plan and Berlin Blockade. The significant ideas of the period, including communism, capitalism, democracy containment, peaceful co-existence, détente, glasnost, perestroika and nationalism are explored. Students also explore aspects of the Cold War in Europe including the arms race, the space race, and the threat of nuclear war; and the 1956 invasion of Hungary; the Berlin Wall; the Cuban Missile Crisis; the new Cold War of the 1980s and the collapse of the communism 1989-1991. Students also consider the significant developments that followed the end of the Cold War in 1989, including the break-up of the Soviet Union, the break-up of the former Yugoslavia and the changing role of the North Atlantic Treaty Organisation (NATO). The role of significant political leaders throughout the period is explored.

Entry: 60% in ATAR Modern History Unit One and Unit Two (Year 11).

MATHEMATICS LEARNING AREA- PATHWAYS



MATHEMATICS

MATHEMATICS SPECIALIST

ATAR UNITS

Tertiary Entrance Aggregate Bonus

10% of the scaled scores in Mathematics Methods and Mathematics Specialist will be added to the Tertiary Entrance Aggregate from which the ATAR will be derived. Students who take Mathematics Methods and Mathematics Specialist will get the bonus from each of them, and even if one or both of the mathematics courses is not one of a student's best four scaled scores, the bonus will still be added to the aggregate.

What Is It All About?

Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

ATAR MAS Unit Three

This unit has three topics:

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions.

The Cartesian form of complex numbers was introduced in Unit Two and in Unit Three, the study of complex numbers is extended to the polar form.

The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs, and the solution of problems involving integration.

The study of vectors begun in Unit One, which focused on vectors in one and two-dimensional space, is extended in Unit Three to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enable students to solve geometric problems and to solve problems involving motion in three-dimensional space.

ATAR MAS Unit Four

This unit has three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference.

In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course.

Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

Entry: 55% in ATAR MAS Unit One and Unit Two (Year 11). Must be studied with Mathematics Methods.

MATHEMATICS METHODS

ATAR UNITS

Tertiary Entrance Aggregate Bonus

10% of the scaled score in Mathematics Methods will be added to the Tertiary Entrance Aggregate from which the ATAR will be derived, and will still be added to the aggregate even if this is not one of a student's best four scaled scores.

What Is It All About?

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

ATAR MAM Unit Three

This unit has three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications.

The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised.

Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

ATAR MAM Unit Four

This unit has three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

The logarithmic function and its derivative are studied.

Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

Entry: 55% in ATAR MAM Unit One and Unit Two (Year 11).

MATHEMATICS APPLICATIONS

ATAR UNITS

What Is It All About?

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

ATAR MAA Unit Three

This unit has three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks.

Bivariate data analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

Growth and decay in sequences employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit Four.

Graphs and networks introduce students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

ATAR MAA Unit Four

This unit has three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

Time series analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

Loans, investments and annuities aim to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

Networks and decision mathematics use networks to model and aid decision-making in practical situations.

Entry: 55% in ATAR MAA Unit One and Unit Two (Year 11).

MATHEMATICS ESSENTIALS

GENERAL UNITS

What Is It All About?

Mathematics Essential is a General course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. 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 provides the opportunity for students to prepare for post-school options of employment and further training.

GENERAL MAE Unit Three

This unit has four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection.

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Possible contexts for this unit are Construction and Design, and Medicine.

GENERAL MAE Unit Four

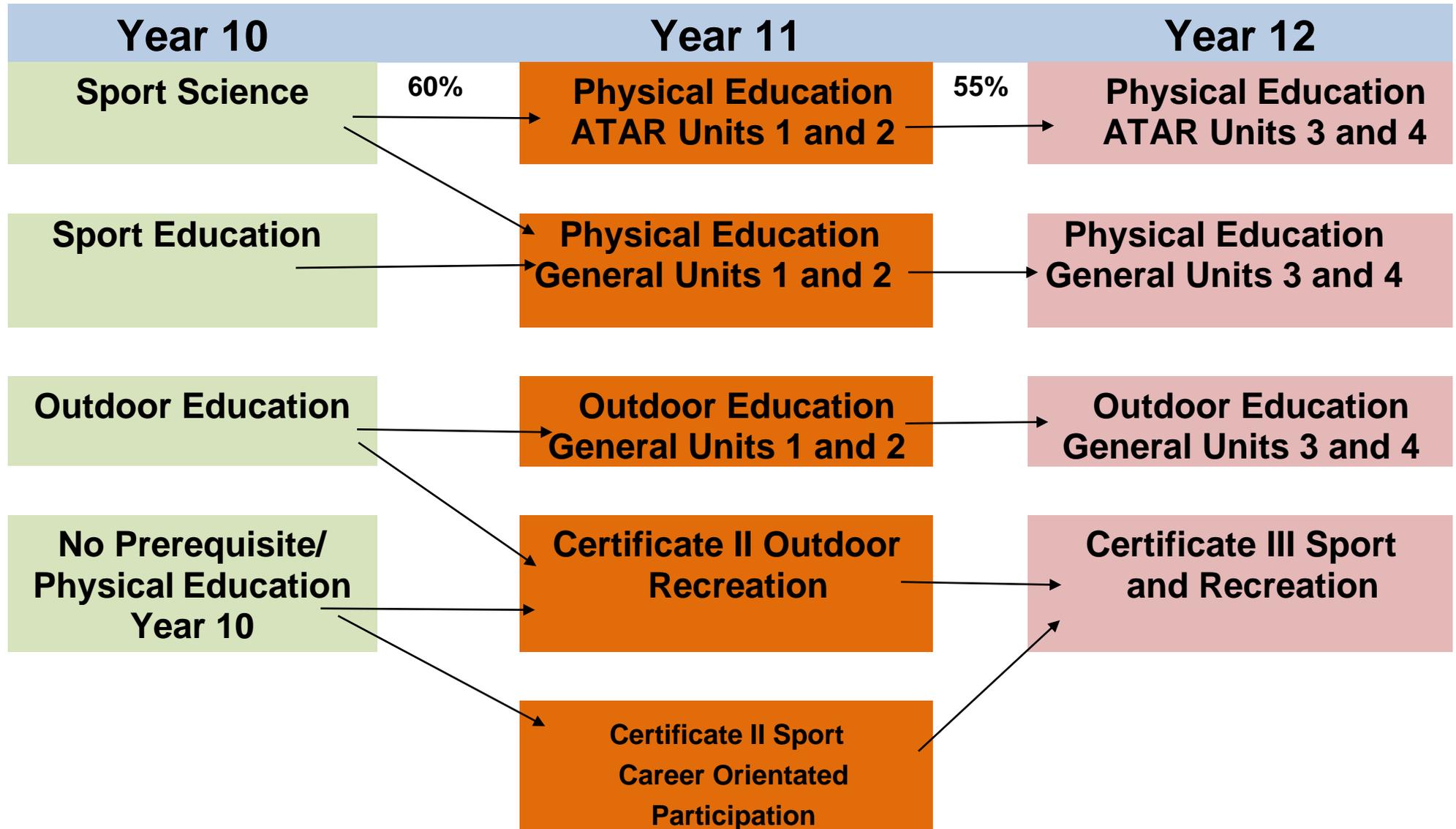
This unit has three topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest.

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Possible contexts for this unit are Finance, and Travel.

Entry: NA

PHYSICAL EDUCATION LEARNING AREA- PATHWAYS



HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION

GENERAL UNITS

GENERAL ODE Unit Three and Unit Four

The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics and enhance their leadership qualities, and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities, and develop knowledge and skills for participating safely in these activities. They learn to assess risk, and identify and apply appropriate management strategies, and emergency response procedures.

The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment. It assists students to develop a relationship with nature and empowers them to work toward achieving an ecologically sustainable world.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

Learning Contexts

The learning contexts for this unit are:

- Surfing
- Stand-up Paddle boarding
- Expedition planning and participation
- Facilitation of outdoor activities for other communities.

NOTE: Outdoor Education activities and excursions are fully subsidised by the College, however, due to the large costs entailed, camps incur an additional fee of approximately 50% of the cost of the camp.

PHYSICAL EDUCATION STUDIES

ATAR PES Unit Three and Unit Four

Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data, and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and, health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

- The course content is divided into a number of areas:
- Functional anatomy – how the body works
- Exercise physiology – what happens to the body when exercising
- Biomechanics – the physics of movement, motion and developing techniques
- Motor skills, learning and coaching – how we learn specific skills
- Sports psychology – the mind affecting performance
- Strategies and tactics – how to get individuals and teams to perform well
- Skills and performance – engaging in skills of a nominated sport.

Prescribed list of sports for practical (performance) WACE examination:

- AFL
- Badminton
- Basketball
- Cricket
- Hockey
- Netball
- Soccer
- Tennis
- Touch
- Volleyball.

Entry: Must achieve 60% or higher in Year 11 ATAR PES Unit One and Unit Two.

PHYSICAL EDUCATION STUDIES

GENERAL UNITS

General PES Unit Three and Unit Four

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data, and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

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 programmes 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.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

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.

VOCATIONAL EDUCATION AND TRAINING

Certificate II in Outdoor Recreation

A year long VET qualification offering activities in the following areas:

- First Aid
- Fishing
- Cycling
- Basic Cycle Maintenance
- Working with Disability.
- With both theoretical and practical aspects, this is a great programme for students who like to participate in a variety of activities.

Certificate II in Sport Career Orientated Participation

A year long VET programme developing a general understanding of the knowledge and skills required to pursue a career in a sporting pathway. Delivered across a range of sporting contexts with a particular focus in Touch Rugby, students will develop skills in facilitating coaching sessions, working in sport and recreation environments, and preparing athletes for the rigours of competition. Key concepts covered are:

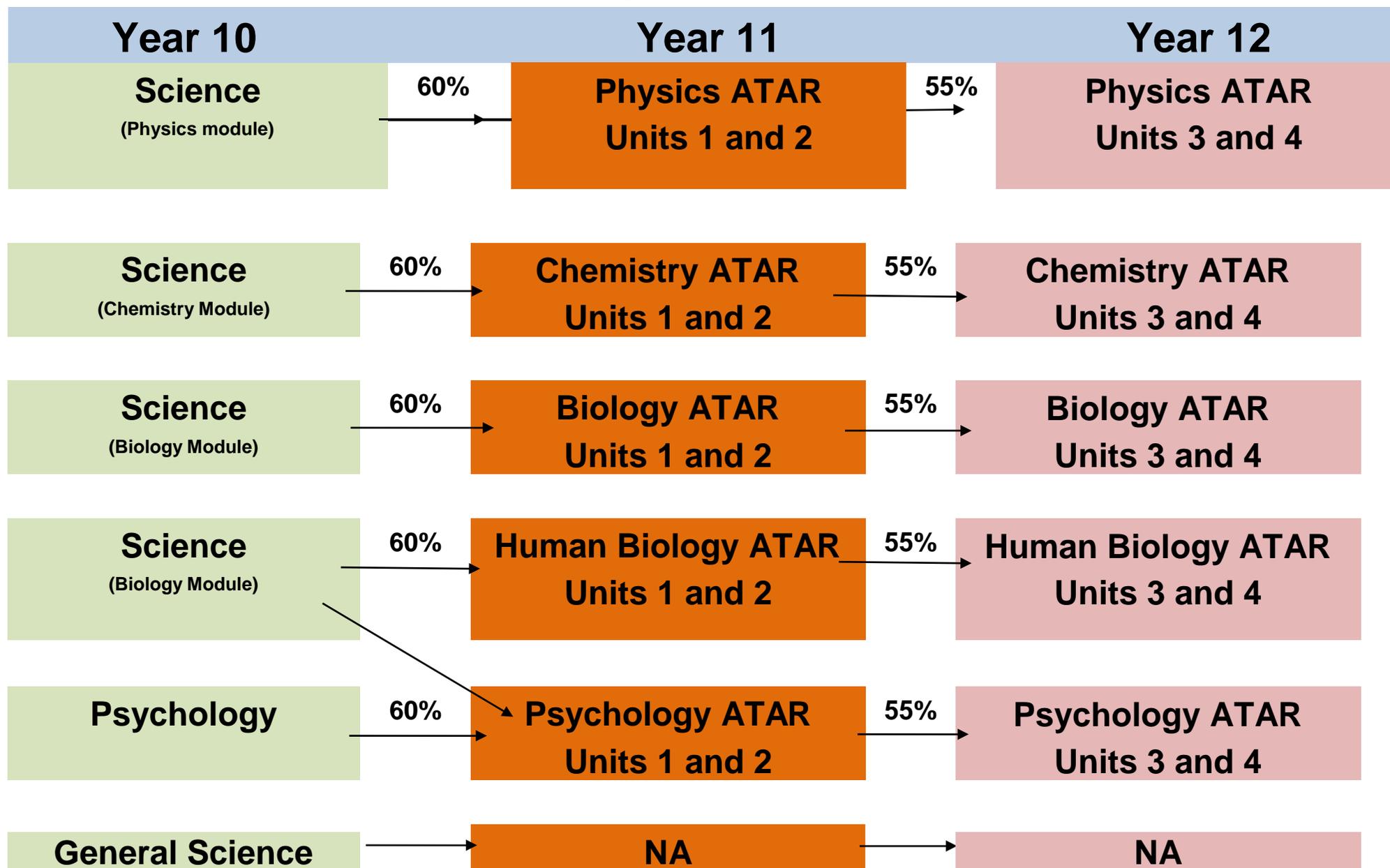
- Intermediate skills, strategies & tactics of Touch Rugby
- Working effectively in a sport & recreation environment
- Personal media skills to improve collaboration & engagement
- Provide First Aid

Certificate III in Sport & Recreation

A year long VET qualification that reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. It allows students to work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres. Key concepts covered are:

- Planning & conducting sport, fitness or recreation sessions
- Conducting sport, fitness or recreation industry events
- Organise personal work priorities and provide quality service
- Respond to emergency situations

SCIENCE LEARNING AREA- PATHWAYS



ATAR BIO Unit Three – Continuity of Species

Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. Students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision-making.

Students investigate the genetic basis for the theory of evolution by **natural selection** through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events, and to make predictions about future changes to populations.

ATAR BIO Unit Four – Surviving in a Changing Environment

In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of **infectious disease**, present significant challenges for organisms and require coordinated system responses. Students investigate how **homeostatic response systems** control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

Through the investigation of appropriate contexts, students explore the ways in which models and theories of organisms' and populations' responses to environmental change have developed over time. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students use science inquiry skills to investigate a range of responses by plants and animals to changes in their environments; they construct and use appropriate representations to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid conclusions.

Entry: Students should score a minimum final mark of 55% in ATAR BIO Units One and Two or another ATAR Unit One and Unit Two Science course.

CHEMISTRY

ATAR UNITS

ATAR CHE Unit Three – Equilibrium, acids and bases, and redox reactions

The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual body cells. Processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium. Students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions, and the production of electricity from electrochemical cells.

Students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Students use science inquiry skills to investigate the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems. They investigate a range of electrochemical cells, including the choice of materials used and the voltage produced by these cells. Students use the pH scale to assist in making judgements and predictions about the extent of dissociation of acids and bases, and about the concentrations of ions in an aqueous solution.

ATAR CHE Unit Four – Organic chemistry and chemical synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups, and the vast diversity of organic compounds. Students also develop their understanding of the process of chemical synthesis to form useful substances and products, and the need to consider a range of factors in the design of these processes.

Through the investigation of appropriate contexts, students explore the ways in which models and theories have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate regarding current and future uses of local, regional and international resources, evaluate the risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Students use science inquiry skills to investigate the principles and application of chemical structure in organic chemistry, and of chemical synthesis processes. They make predictions based on knowledge of types of chemical reactions, and investigate chemical reactions qualitatively and quantitatively.

Entry: Students should score a minimum final mark of 55% in ATAR CHE Units One and Two.

HUMAN BIOLOGY

ATAR UNITS

ATAR HBIO Unit Three – Homeostasis and Disease

The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic **nervous system**, the **endocrine system** and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship with other parts of the nervous system, can be linked to the roles each play in maintaining **homeostasis** of internal environmental conditions. Humans can intervene to treat homeostatic dysfunction and influence the quality of life for individuals and families.

Different body systems have mechanisms including physical and chemical barriers, that protect the body against invasion by pathogens. The non-specific actions of the body can be aided by the use of antibiotics and antiviral drugs to counter the invasion or reduce the effect of the pathogen. Specific resistance mechanisms involve the recognition of invading pathogens and produce long-lasting immunity. Vaccinations can result in immunity to infection by exposure to attenuated versions of the pathogens.

ATAR HBIO Unit Four – Human Variation and Evolution

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids.

Humans can show multiple variations in characteristics due to the effect of **polygenes or gene expression**. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration and chance occurrences. Population gene pools vary due to interaction of reproductive and genetic processes, and the environment. Gene flow between populations can be stopped or reduced by barriers. Separated gene pools can undergo changes in allele frequency, due to natural selection and chance occurrences, resulting in speciation and evolution. Evidence for these changes comes from fossils and comparative anatomy, and biochemical studies.

A number of trends appear in the evolution of hominids and these may be traced using phylogenetic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.

Entry: Students should score a minimum final mark of 55% in ATAR HBIO or another ATAR Unit One and Unit Two Science Course.

PHYSICS

ATAR UNITS

ATAR PHY Unit Three – Gravity and Electromagnetism

Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems.

Students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion, and the gravitational field model, to analyse motion on inclined planes, the motion of projectiles and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. We also investigate the production of electromagnetic waves.

Contexts that can be investigated in this unit include technologies such as artificial satellites, navigation devices, large-scale power generation and distribution, motors and generators, electric cars, synchrotron science, medical imaging, and related areas of science and engineering, such as sports science, amusement parks, ballistics and forensics.

Students develop their understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena. They develop skills in relating graphical representations of data to quantitative relationships between variables, using lines of force to represent vector fields, and interpreting interactions in two and three dimensions.

ATAR PHY Unit Four – Revolutions in Modern Physics

The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates, and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

Contexts that can be investigated in this unit include technologies, such as photo radar, fibre optics, DVDs, GPS navigation, lasers, modern electric lighting, medical imaging, nanotechnology, semiconductors, quantum computers and particle accelerators, and astronomical telescopes such as the Square Kilometre Array. Other contexts may include black holes, dark matter and related areas of science, such as space travel and the digital revolution.

Through the investigation of appropriate contexts, students explore the ways in which these models and theories, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and they recognise the limitations of science to provide definitive answers in different contexts.

Through investigation, students apply their understanding of relativity, black body radiation, wave/particle duality, and the quantum theory of the atom, to make and/or explain observations of a range of phenomena, such as atomic emission and absorption spectra, the photoelectric effect, lasers and Earth's energy balance. They continue to develop skills in planning, conducting and interpreting the results of investigations, in synthesising evidence to support conclusions, and in recognising and defining the realm of validity of physical theories and models.

Entry: Students should score a minimum final mark of 55% in ATAR PHYS Units One and Two.

PSYCHOLOGY

ATAR PSY Unit Three

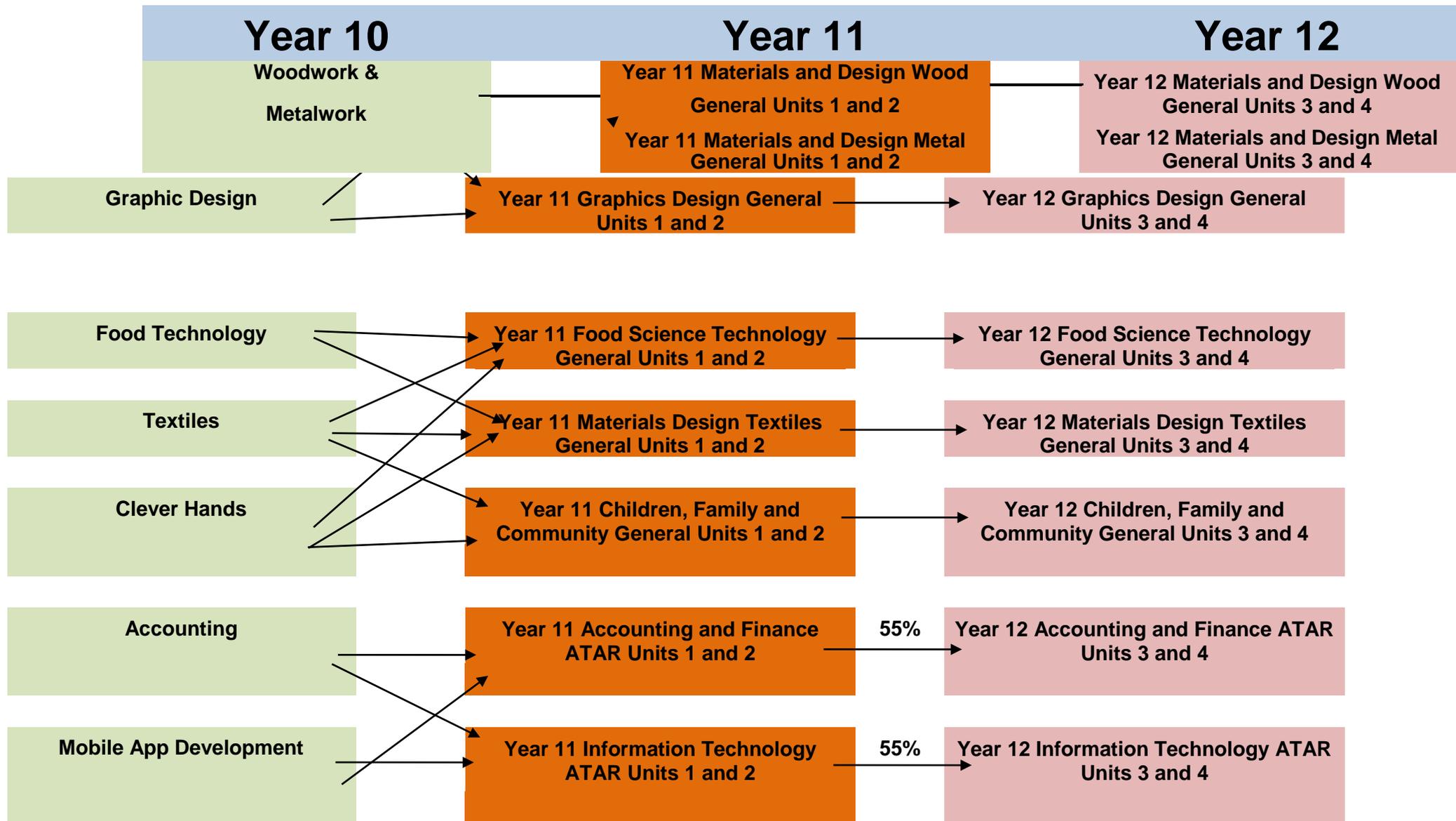
The focus of this unit is to introduce new concepts that assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement, and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights, such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

ATAR PSY Unit Four

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations, and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses, and use statistical significance to draw conclusions.

Entry: Students should score a minimum final mark of 55% in ATAR PSY Units One and Two.

TECHNOLOGY AND ENTERPRISE LEARNING AREA-PATHWAYS



ATAR UNITS

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. 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 their finances, both personal and business.

Financial literacy gives individuals the ability to make sound financial judgements, based on information analysis. 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 empowers them, giving them an understanding of the local, national and global influences on financial matters. It gives them the problem-solving skills to operate at many levels of financial decision making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

Through engagement with the Accounting and Finance ATAR course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

The Year 12 syllabus is divided into two units which are delivered as a pair.

ATAR ACF Unit Three

The focus for this unit is on internal management for business.

ATAR ACF Unit Four

The focus for this unit is on Australian reporting entities and how they are regulated by the *Corporations Act 2001*.

Entry: Students should have received a minimum final mark of 60% in relevant Year 11 course (s) to be able to undertake this Year 12 course. It is advised that 'A' and 'B' grades are preferable if they are to be successful in their application to University

APPLIED INFORMATION TECHNOLOGY

ATAR UNITS

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology ATAR course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies in order to use them in a responsible and informed manner.

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

The Year 12 syllabus is divided into two units which are delivered as a pair.

ATAR AIT Unit Three - Evolving Digital Technologies

This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

ATAR AIT Unit Four – Digital Technologies within a Global Society

This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

Entry: Students should have received a minimum final mark of 60% in relevant Year 11 course (s) to be able to undertake this Year 12 course. It is advised that 'A' and 'B' grades are preferable if they are to be successful in their application to University

CHILDREN, FAMILY AND COMMUNITY

GENERAL UNITS

The Children, Family and the Community General 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 individuals and families, to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. They demonstrate initiative when advocating for others about issues of inequity and injustice. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities. This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

The syllabus is divided into two units which are delivered as a pair.

GENERAL CFC Unit Three - Building on Relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

GENERAL CFC Unit Four – My Place in the Community

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the State and national level, and are introduced to a range of advocacy types.

Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Entry: Completion of General CFC Units One and Two.

DESIGN GRAPHICS

GENERAL UNITS

Design Graphics

In the Design General course, students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects.

GENERAL DEST Unit Three – Product Design

The focus of this unit is product design. Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, students create products/services, visuals and/or layouts with an awareness of codes and conventions. Students use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

GENERAL DEST Unit Four – Cultural Design

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. Students define and establish contemporary production skills and processes, materials and technologies.

Entry: Completion of General Design Graphics Unit One and Unit Two.

FOOD SCIENCE AND TECHNOLOGY

Introduction

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They extend their knowledge of the sensory, physical, chemical and functional properties of food, and apply these in practical situations. Students explore innovations in science and technology, and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

The syllabus is divided into two units which are delivered as a pair.

GENERAL UNITS

GENERAL FST Unit Three

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health, and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning, preparation and processing of food.

Students develop their expertise with technology skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products

GENERAL FST Unit Four

This unit focuses on food spoilage and contamination, and explores reasons for preserving food. Students investigate food processing techniques and the principle of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored, and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

Entry: It is desirable to have completed General FST Unit One and Unit Two.

MATERIALS DESIGN AND TECHNOLOGY METAL

GENERAL UNITS

The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed, and how materials are developed and used.

The Materials Design and Technology General course is a practical course. The course allows students the choice to explore and use three materials learning context: metal with the design and manufacture of products as the major focus.

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 contact hours.

GENERAL MDTM Unit Three

Students develop an understanding of the elements and fundamentals of design, and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials, and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills, and techniques. They develop the skills and techniques appropriate to the materials being used, and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

GENERAL MDTM Unit Four

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Entry: No prescribed requirement.

MATERIALS DESIGN AND TECHNOLOGY TEXTILES

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to improve our quality of life remains, the development of materials will continue.

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials, and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and as consumers, enables them to make more informed decisions about the use and misuse of technology.

The syllabus is divided into two units which are delivered as a pair.

GENERAL UNITS

GENERAL MDTT Unit Three

Students develop an understanding of the elements and fundamentals of design, and consider human factors involved in the design, production, and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials, and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills, and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

GENERAL MDTT Unit Four

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Entry: It is desirable to have completed General MDTT Unit One and Unit Two.

MATERIALS DESIGN AND TECHNOLOGY WOOD

GENERAL UNITS

The Materials Design and Technology General course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed, and how materials are developed and used.

The Materials Design and Technology General course is a practical course. The course allows students the choice to explore and use three materials learning context: wood with the design and manufacture of products as the major focus.

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 contact hours.

GENERAL MDTW Unit Three

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials, and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills, and techniques. They develop the skills and techniques appropriate to the materials being used, and gain practice in planning and managing processes through the production of design project. Students learn about risk management and ongoing evaluation processes.

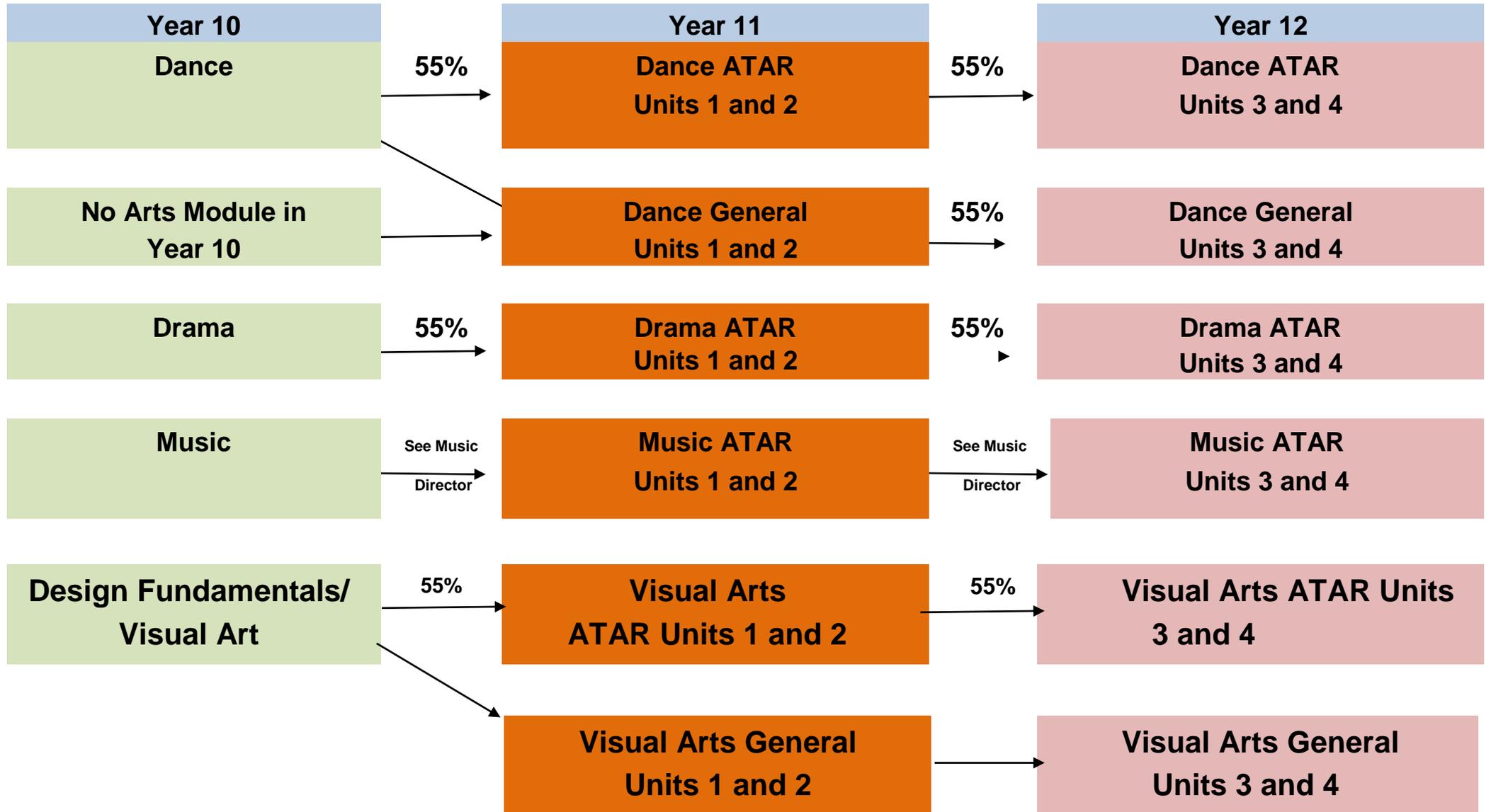
GENERAL MDTW Unit Four

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design, and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Entry: NA

ARTS LEARNING AREA- PATHWAYS



THE ARTS

DANCE

Through studying the Dance course, students will represent, question and celebrate the human experience, using the body as the instrument and the movement as the medium for communication. Like all art forms, Dance has the potential to inspire, engage and excite the imagination so students reach their creativity and expressive potential.

Students use the elements of dance to explore choreography and performance and to practice choreographic, technical and expressive skills. Students respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Through study of the Dance course, students will develop body awareness, technical skills and expressive skills to communicate confidently through movement. With a focus on society, students will develop artistic and cultural understandings of dance in the past and contemporary contexts as choreographers, performers and audience members.

Units Three and Four are to run concurrently (both Unit Three and Unit Four tasks and concepts to be covered throughout the whole year, not per semester)

ATAR DAN Unit Three – Youth Voice

Students have the flexibility to select learning contexts that relate to their interests and build upon the understanding that they have already acquired from previous years within the context of Youth Voice. Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style. Students research factors affecting points of view such as time, place, gender, age, culture, religion, politics and the environment. They consider how dance reflects and is shaped by society, and its values. They also investigate the impact of technologies on dance.

Students will:

- Develop a complex understanding of anatomical and biomechanical concepts, and apply this knowledge to current performance work
- Use Safe Dance Practices and improved physical competencies to acquire more intricate Contemporary Dance techniques
- Examine how the language of movement contributes to the process of conveying concepts
- Contribute to choreographic tasks to produce new dance works with their peers to incorporate choreographic processes, use of technology, costume and lighting designs which reflect aspects of our youth and issues within society
- Use improvisation as a tool to extend movement possibilities and as a basis for choreography
- Learn the WACE Set Solo for the external examinations within the contemporary genre to demonstrate advanced technique and the ability to interpret and portray a choreographic intent
- Develop a solo piece to exhibit exemplary technique, while communicating meaning through their choreography
- Attend and analyse a professional dance show
- Improve performance qualities and etiquette through increased opportunities for performance
- Critically analyse a range of performance works in a written context
- Write a Case Study on selected Dance Companies which support the youth culture within dance
- Perform at a range of College events.

DANCE

ATAR DAN Unit Four – Extending the Boundaries

Students use the language of movement in the sophisticated development of choreographic ideas that reflect a detailed evolution of concepts, ideas and skills. Students investigate learning contexts that reflect their own artistic understanding and produce unique dance work. They investigate how technologies are used to extend and enhance dance design. Students research issues and reflect on events which may influence dance. In their responses, they examine their own values, considering how dance is shaped by society and its values. In the critical analysis and interpretation of their own work, and the work of others, they reflect on the relationships between dance works, audiences and contexts, and how these contribute to the development of different perspectives.

Students will:

- Develop a complex understanding of their anatomy and biomechanical concepts, and apply knowledge to current performance work
- Use Safe Dance Practices and improved physical competencies to acquire more intricate Contemporary Dance techniques
- Examine how the language of movement contributes to the process of conveying concepts
- Solve choreographic tasks to produce new dance works with their peers to incorporate choreographic processes, use of technology, costume and lighting designs which reflect aspects of our youth, and issues within society
- Use improvisation as a tool to extend movement possibilities and as a basis for choreography
- Learn the WACE Set Solo for the external examinations within the contemporary genre to demonstrate characterisation
- Develop a solo piece to exhibit exemplary technique while communicating meaning through character
- Attend a professional dance show
- Improve performance qualities and etiquette through increased opportunities for performance
- Critically analyse a range of performance works in a written context
- Write a Case study on Dance Companies which support the youth culture within dance
- Perform at a range of College events.

Entry: 55% in ATAR Dance Unit 1

DANCE

Dance General Units 3 & 4

In the Dance General course, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

Students gain an understanding of the physical competencies specific to dance, including experiential anatomy (movement specific alignment), strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression.

Students reflect on, respond to, and evaluate how dance styles and forms are historically derived and culturally valued.

The opportunity to present dance to an audience enables students to understand and undertake a wide range of production and design concepts, skills and roles. Dance may draw on other art forms, such as music, art and electronic media to broaden students' knowledge and interest in the Arts.

Through participation in the Dance General course, students develop transferable skills essential to their future. Participation may lead to opportunities for future study in dance or related arts fields.

Unit 3 Popular Culture

The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.

Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance element, choreographic processes, technologies and design concepts that reflect current popular trends.

Unit 4 Australian Dance

An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own dance heritage.

Through practical lessons, students incorporate safe dance practices and demonstrate consistent improvement in physical competencies in acquiring genre-specific technique. Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence.

Entry: It is desirable to have complete General Dance Units 1 & 2.

DRAMA

ATAR UNITS

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit Three and Unit Four have completed Unit One and Unit Two.

ATAR DRA Unit Three - Reinterpretation of Drama for Contemporary Audiences

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki, and text-based approaches such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

- There are theory and practical elements to the course. Assessment Tasks are 50/50
- Students will undertake a contemporary reinterpretation of an Australian or World Set text
- Students will examine different physical and theoretical approaches to the set text
- Students will undertake the roles of Actor, Director, Dramaturge and at least one designer of the following:
 - ◆ Scenographer
 - ◆ Costume
 - ◆ Sound
 - ◆ Lighting

ATAR DRA Unit Four – Contemporary and Devised Drama

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulates the elements of drama to devise and perform original work.

- There are theory and practical elements to the course. Assessment Tasks are 50/50
- Students will study an Australian or World Set text
- In addition to the study of a set text, the main focus of this unit is the creation of an Original Solo Performance for the Practical ATAR examination
- Students will undertake the roles of Actor, Director, Dramaturge and at least one designer of the following not previously studied in Unit Three:
 - ◆ Scenographer
 - ◆ Costume
 - ◆ Sound
 - ◆ Lighting.

MUSIC

ATAR UNITS

ATAR MUS Unit Three and Unit Four - Western Art Music

Music is an expression of human experience and has a universal place in every culture across the globe and throughout history.

Overview

The Year 12 Music ATAR course is designed so that students can gain an appreciation of a wide range of music literature through listening, study and performance. The Music course can lead to a Bachelor of Music with a performance, education, composition or administration emphasis. Music Therapy or a Bachelor of Arts with Music major are also options following completion of this course. Music units can also be taken as part of other courses such as medicine, law or science.

Tertiary music courses from diploma level through to graduate courses are available at the:

- University of Western Australia (UWA)
- Western Australian Academy of Performing Arts Edith Cowan University (ECU)
- Murdoch University
- Curtin University.

TAFE has Music industry courses that provide opportunities in management, sound production and other aspects of the music industry.

Studying music provides the basis for significant lifelong engagement, enjoyment, understanding and respect for a range of music, and music practices across different times, places, cultures and contexts. Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses, and fostering critical thinking and aesthetic understanding.

The Course

Year 11 and Year 12 Western Art Music have the same course structure involving the study of a selection of great musical works and the evolution of music through the Baroque, Classical, Romantic and 20th century periods. The course develops a number of key musical skills including performance, composition, aural analysis, theory and notation, music technology and cultural and historical analysis.

In the Baroque period, the works of J.S. Bach, Handel, Vivaldi and other notable composers helped to establish the traditions of Western Art Music. As musical genres, instruments and musical styles evolved, the Classical and Romantic music periods produced many of the greatest composers in history. A wealth of music composition was created through the works of Haydn, Mozart, Beethoven, Schubert, Berlioz, Tchaikovsky, Mahler, Strauss and Chopin, to name only a few. The works from this era are responsible for much of the repertoire heard today in concert halls around the world.

The twentieth century was a time of great innovation and change, with a range of entirely new approaches to the organisation of pitch and rhythm, and a vast expansion in the vocabulary of sounds used, especially percussive sounds. The stylistic diversity of composers like Claude Debussy, Igor Stravinsky, Arnold Schoenberg, Bela Bartok, George Gershwin and Carl Orff often reflected the culture and commented on their society. Australian Peter Sculthorpe became the first Australian composer whose music would be recognised and performed worldwide.

Assessment

The four components are assessed as follows:

- Cultural and historical analysis 17.5%
- Theory and Compositional techniques 15%
- Aural 17.5%
- Performance or Project 50%.

continued overleaf

MUSIC

ATAR UNITS

ATAR MUS Unit Three and Unit Four - Western Art Music

(from previous page)

Additional Assessment Information:

- In the *written components*, assessment is 60% class and 40% examination marks.
- In the *practical components* assessment is 40% class and 60% examination marks.
- Each semester is 50% of the final assessment for the year.

Pre-requisites

Year 12 Music cannot normally be studied unless Year 11 ATAR Music has been taken. Grade 5 Practical and Grade 4 Theory and Musicianship are considered to be the standards that students need to be achieving, prior to the start of the course.

Students can only be accepted for inclusion on the course following an interview with the Head of Music.

VISUAL ARTS

ATAR UNITS

ATAR VAR Unit Three – Commentaries

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected, and shaped society, in different times and places.

Consideration is given to the roles of artists in different societies, for example, hero, outsider, commentator and social critic. Students investigate the social functions of art, for example, political and ideological expression, satire, social description or graphic communication. They address the relationship between form, function and meaning, and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

Suggested Contexts

Teachers and students explore one or more of the following suggested contexts in this unit (this list is not exhaustive):

- Concepts: social commentary, power and persuasion, freedom of speech, satire, narratives, ceremony and ritual
- Styles and approaches: the Bauhaus, modernism, postmodernism and abstraction
- Materials: new technologies, found objects, aerosol art, new technologies, oil paint
- Meanings and messages: narratives, popular art as cultural commentary, stereotypes, wars, art in society, propaganda
- Purposes: propaganda and universal issues, such as globalisation.

Unit Content

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

The written and practical examinations require students to respond to, or convey their understanding of, the concept of commentaries as outlined in the unit description.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Art Making - Inquiry

- Explore drawing involving observation to conceptualise ideas, explore themes and develop meaning in artwork
- Use a range of investigative approaches to explore, manipulate, develop and refine artwork
- Explore a variety of ways to produce, present and document a body of work.

VISUAL ARTS

ATAR UNITS

ATAR VAR Unit Four – Points of View

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express a personal viewpoint or position. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

Suggested Contexts

Teachers and students explore one or more of the following suggested contexts in this unit (this list is not exhaustive):

- Concepts: spiritual identity, the art and science nexus, duality, disunity, spirituality, aesthetics
- Styles and approaches: land art, hybrid art, virtual art, installation, environmental art
- Materials: multimedia
- Meanings and messages: social and political environments, issues such as gender and race, personally significant contemporary themes, consumer society
- Purposes: social and/or personal expression, social, cultural and political commentaries.

Unit Content

The written and practical examinations require students to respond to, or convey their understanding of, the concept of points of view as outlined in the unit description.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Art Making - Inquiry

- Use innovative and expressive approaches to drawing and investigate a range of ways to develop and produce artwork
- Select, combine, manipulate and refine artwork, developing a personal style and individual approach to visual art practice
- Plan, document and produce a cohesive body of work that demonstrates sustained inquiry and exploration of concept.

VISUAL ARTS

GENERAL UNITS

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, printmaking, collage, ceramics, earth art, installations, montage, textiles and environment.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

GENERAL VAR Unit THREE – Inspirations

Description

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

GENERAL VAR Unit Four – Investigations

Description

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.