

CORPUS CHRISTI COLLEGE

SEQUERE DOMINUM

YEAR 11
Handbook
2019

Year 11
Handbook of Subjects
2019

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 11 at Corpus Christi College. We love the fact that our Year 11 students have a commitment to working to the best of their ability in all their subjects and take advantage of the many opportunities that are presented to them in order to complete their WACE. Corpus Christi College offers an extensive curriculum for our senior students. We are able to provide variety, a strongly academic choice of subjects and extensive resources and experience in delivering Vocational Educational subjects.

During Year 11, students' confidence, maturity, independence and interdependence is brought to the fore, and celebrated. Our students enter Year 11 with a realisation of how much they have achieved and an appreciation for the skills, talents, and positive relationships they have cultivated. At the same time, they are aware of the challenges ahead. Throughout the year, we work with each student to help her see the possibilities that lie ahead and how they can positively enhance their future.

Corpus Christi College embraces an inclusive approach to education within a Catholic tradition. Acknowledging that each and every student comes with their own unique strengths and weaknesses, each student is celebrated as a gift to our community. We aim to provide multiple learning pathways through which students may develop their strengths while working on their weaknesses so that they may fully achieve all that they can be.

Each learning pathway aims to provide opportunities for the diverse needs of students and may accommodate a range of strengths and weaknesses that students may bring. Through appropriate advice and discernment, each student commits to a learning pathway. Whatever their own unique abilities are, their commitment to an appropriate learning pathway is the major defining factor in their success.

At Corpus Christi College, we believe a holistic approach is the key to creating and sustaining the positive climate such development needs. That is why, at this stage of our students' progress, as the Deputy Principal of the Senior School, I work very 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. 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 to their desired destination.

In which ever learning pathway a student chooses, there is an expectation that the student will apply himself/herself with commitment and diligence to the best of their ability. After some time, it may become clear that a student's chosen learning pathway may not be the most appropriate for their range of strengths, weaknesses, talents and limitations. In such cases, we seek counsel with parents and the student and recommend a more appropriate pathway.

We are committed to creating a culture of lifelong learning, teaching our students to take the lead with their own lives and within their community and to grasp all opportunities and challenges that life and the school has to offer them. I look forward to continuing the work we began in Year 10 with our students and parents to achieving this goal.

Damian Scali



Deputy Principal Senior School

SECTION A - GENERAL INFORMATION

Our Motto, Our Purpose
General Information for Year 11
Year 11 Subject Selection Process
Year 11 2019 Entry Requirements
Year 11 Subject Selection 2019
WACE Requirements
Pathways
TAFE Entrance
Public University Admissions 2019
Private University Admissions 2019
Alternate and Prep Entry to University
Careers Information
School Curriculum and Standards Authority (SCSA) Awards
College Awards

SECTION B - YEARS 11 VET ENDORSED UNITS

Elite Sports Performance
Authority-Developed Endorsed Programme (ADESP)

Workplace Learning

Vocational Education and Training (VET)

SECTION C - SUBJECTS

Learning Area: Religious Education
Learning Area: English
Learning Area: Languages
Learning Area: Humanities
Learning Area: Mathematics
Learning Area: Physical Education and Health
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

GENERAL INFORMATION FOR YEAR 11

BASIS FOR CHOOSING SUBJECTS FOR 2019

Commencing Year 11

Students commencing Year 11 are beginning a journey that will take them beyond school to work or to one of a range of post school tertiary destinations. The subjects that students choose during Years 11 and 12 will help to direct them toward one of these destinations, but more importantly, their commitment to these subjects will be paramount in determining their success.

This booklet will provide information that should assist in the subject selection process. There are also a number of other sources of information and people who can assist. Students entering Year 11 in 2019 will be studying a range of subjects which will enable them to enter all post-secondary destinations including university and TAFE studies. Students wishing to enter university will need to study a minimum of four ATAR subjects in Year 12 subjects and gain a high enough ATAR to meet university entrance cut off scores.

Subjects

The College offers a wide range of subjects. All subjects offered to Year 11 and 12 students are accredited or endorsed by SCSA.

The College offers both subjects and Endorsed Programmes to Year 11 students in 2019.

The WACE requires students to successfully complete 20 units. These units are usually completed in pairs.

All students will study:

- **Four units of English or Literature**
- **Four units of Religion and Life and**
- **16 units of other subjects ensuring that at least one pair of units is chosen from List B subjects over two years.**

All students will therefore, study six subjects in both Years 11 and Year 12.

It is important that subject selection is made on the basis of possible future careers. However, it is essential that choices are realistic, and in keeping with the student's academic ability and interest.

Subjects are available to all students whatever their post-school destination. ATAR subjects are for those students looking to gain university entrance with an ATAR. General subjects are for students intending to gain employment, traineeships, TAFE or alternative university entrance. Subjects are comprised of semester-long units which are paired across both semesters so that students will take a pair of units during the year: students will typically study Units one and two in Year 11, then Units three and four in Year 12. At each successive stage the subject material becomes more challenging and complex which means that it is important for a student to be placed in the appropriate stage of a course in relation to their background and understanding.

All students who complete ATAR subjects in Year 12 will sit an external examination which will contribute both to the WACE as well as the ATAR for university entrance. All students who complete General Units Three and Four in any subject will complete an externally set task (EST) during the Semester One examination period.

Glossary

SCSA	School Curriculum and Standards Authority
TEA	Tertiary Entrance Aggregate
ATAR	Australian Tertiary Admission Rank (formally known as the TER)
WACE	Western Australian Certificate of Education
TISC	Tertiary Institutions Service Centre
TAFE	Technical and Further Education
EST	Externally Set Task.

YEAR 11 SUBJECT SELECTION PROCESS

Mapping out appropriate directions for Years 10, 11 and 12 is an important and often complex task for parents and students. Important consideration needs to be given to the various pathways that lead to university, TAFE or the workplace. Recent years have seen the evolution of multiple entry paths to the various post-school options.

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.

Being Realistic

The various subjects available in Years 11 and 12:

- Vary in content, skills and 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 Years 9 and 10 is a very good predictor of performance in related subjects in Years 11 and 12. Year 10 Semester One results are therefore used to determine whether students have the necessary background to achieve success in that subject.

Parents and students are advised that available resources limit the number of classes timetabled, and that places will be allocated on the basis of students who have already met prerequisites. In such a case some students may not be able to undertake a subject on a trial basis, even if special approval is given.

If you need further help or assistance, please do not hesitate to contact the following staff:

Mrs Chanel Fenwick - Head of Year 10

Mrs Rachel Burke - Careers Coordinator

Mr Damian Scali - Deputy Principal Senior School

Mr Jean-Paul Papineau—Director of Curriculum and Administration

Miss Amanda Fernihough – Director of Learning Support

YEAR 11 SUBJECT SELECTION PROCESS

Timeline

Week 9 Term Two	Students receive Year 11 Handbook of Units
Week 9 Term Two	Parent Information Evening - Thursday 28 June 2018
Week 9 Term Two	Careers Pastoral Periods and Expo – Thursday 28 June 2018
Week 1 Term Three to Week Three Term Three	Student individual interviews (15 min check) with Careers Coordinator Deputy Principal or Head of Year
Week 3 Term Three (Friday 3 August)	Subject Selection due using web choice. Print out confirming selections to be submitted to Student Services, including completed probation request form (if required)

Roles and Responsibilities

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 subject

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.

When selecting subjects students should follow four simple steps:

1. Research what they would like to do when they leave school.
2. Identify an appropriate pathway .
3. Determine if any prerequisite (university) or preferred (TAFE) subjects are required for their selected pathway.
4. Choose the subjects for Year 11 that lead to the Year 12 subjects required for their course/s. Ensure the required prerequisites have been achieved.

Subject Selection Online (web choice)

- Subjects where pre-requisites are achieved will be automatically approved
- Subjects where the pre-requisite is NOT achieved, require students to complete 'Subject Probation Request Form (approval and signature by teacher, HOLA and parent)
 - ◊ Guideline: Probation only when within 5-10% or pre-requisite
 - ◊ Maximum of two probation subjects permitted for Year 11
 - ◊ Students who are requesting a probation are to choose this subject as a reserve subject on the web choice online selection
 - ◊ Students must staple this form to their web choice print-out and subject selection form, and submit to the subject counsellor
 - ◊ Provisional entry into a subject will not be approved without this form
 - ◊ Students may have their performance reviewed during Semester Two to allow for an opportunity to make selection changes based on academic improvement
 - ◊ Students must achieve above 55% in early assessments of Year 11 to continue in a probationary subject beyond five weeks
- Student Services will cross reference students' Semester Two achievements to ensure pre-requisites achieved in Semester One are maintained. A student who has achieved a pre-requisite in Semester One, but not Semester Two, will be placed on provisional entry into the relevant subject.

Subject changes

- Subject changes
 - ◊ 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
 - ◊ May change to a less rigorous subject after commencement of academic year, but not to a subject of greater difficulty
 - ◊ As indicated in the student transfer section of the College's Assessment Policy.

Probation Subjects

- Students on probation will be monitored by teachers and Heads of Learning Area
- A student on probation who achieves below 55% in their first task is recommended to make a subject change by advising the Deputy Principal Senior School or Careers Coordinator
- A student on probation who achieves below 55% in their first two tasks must make a subject change. Parents/students are required to communicate with the Deputy Principal Senior School or Careers Coordinator regarding the change. Only in exceptional circumstances and after consultation with the Deputy Principal Senior School, may a student continue in this subject.

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

YEAR 11 2019 ENTRY REQUIREMENTS

Learning Area	Subject	Pre-requisite
Religion	GENERAL Religion and Life	N/A
	ATAR Religion and Life	60% in Year 10 Religious Education
English	GENERAL FOUNDATION English	Recommended for OLNA support
	GENERAL English	N/A
	ATAR English	60% Year 10 English
	ATAR Literature	60% Year 10 Extension English
Languages	ATAR French - Second Language	50% in Year 10 French
	ATAR Indonesian - Second Language	50% in Year 10 Indonesian
	ATAR Italian - Second Language	50% in Year 10 Italian
Mathematics	GENERAL Mathematics Foundation	Recommended for OLNA support
	GENERAL Mathematics Essential	50% in Year 10 Mathematics C
	ATAR Mathematics Applications	60% in Year 10 Mathematics B
	ATAR Mathematics Methods	60% in Year 10 Mathematics A
	ATAR Mathematics Specialist	70% in Year 10 Mathematics A
Health and Physical Education	GENERAL Physical Education Studies	N/A
	ATAR Physical Education Studies	60% in Sports Science OR 60% in a Year 10 ATAR Science
	GENERAL Outdoor Education	N/A
Science	ATAR Human Biology	60% in Year 10 Biology, Chemistry, Combined Science, Human Biology, Physics or Psychology
	ATAR Physics	60% in Year 10 Physics or 60% Year 10 Combined Science
	ATAR Biology	60% in Year 10 Biology, Chemistry, Combined Science, Human Biology, Physics or Psychology
	ATAR Chemistry	60% in Year 10 Chemistry, Combined Science
	ATAR Psychology	60% in Year 10 Biology, Chemistry, Combined Science, Human Biology, Physics or Psychology
Humanities	ATAR Economics	60% in ATAR Humanities
	ATAR Geography	60% in ATAR Humanities
	ATAR Modern History	60% in ATAR Humanities
	GENERAL Career and Enterprise	N/A
Technology and Enterprise	ATAR Applied Information Technology	60% in Year 10 Applied Information Technology and a passing grade in Year 10 English
	GENERAL Career and Enterprise	N/A
	GENERAL Children, Family and the Community	N/A
	GENERAL Design Graphics	N/A
	GENERAL Food Science and Technology	N/A
	GENERAL Materials Design and Technology – Metal, Textiles and Wood	N/A
	ATAR Accounting and Finance	50% in Year 10 Accounting and Finance or entry into ATAR Mathematics in Year 11
The Arts	GENERAL Dance	N/A
	ATAR Drama	55% in Year 10 Drama
	ATAR Music	Interview and recommendation by Head of Music
	ATAR Visual Arts	55% in a Year 10 Arts Course
	ATAR Dance	55% in Year 10 Dance

YEAR 11 2019 ENTRY REQUIREMENTS - VET ENDORSED UNITS

	VET Endorsed Units	
	Certificate II - Animal Studies	N/A
	Certificate II - Business	N/A
	Certificate II - Information, Digital Media and Technology	N/A
	Certificate II - Outdoor Recreation	N/A
	Certificate II - Sport Coaching	N/A
	Certificate II - Visual Arts	Completion of one Year 10 Arts Module
	Certificate III - Outdoor Recreation (In year 12 Only after completing Cert II Outdoor Recreation)	Certificate II Outdoor Recreation in Year 11
	Certificate IV – Health and Nursing Studies	N/A

Year 11 Subject Selection 2019

The following Units and Subjects are being offered by the College to Year 11 students in 2019			
Learning Area	Subject	GENERAL	ATAR
Religion	Religion and Life	Unit 1-2	Unit 1-2
English	English	Unit 1-2	Unit 1-2
	Literature		Unit 1-2
Languages	French - Second Language		Unit 1-2
	Indonesian - Second Language		Unit 1-2
	Italian - Second Language		Unit 1-2
Mathematics	Mathematics	Essential Unit 1-2 Foundation Unit 1-2	Methods Unit 1-2 Applications Unit 1-2 Specialist Unit 1-2
Physical Education	Outdoor Education	Unit 1-2	
	Physical Education Studies	Unit 1-2	Unit 1-2
Science	Biology		Unit 1-2
	Chemistry		Unit 1-2
	Human Biology		Unit 1-2
	Physics		Unit 1-2
	Psychology		Unit 1-2
Humanities	Career and Enterprise	Unit 1-2	
	Economics		Unit 1-2
	Geography		Unit 1-2
	Modern History		Unit 1-2
Technology and Enterprise	Accounting and Finance		Unit 1-2
	Applied Information Technology		Unit 1-2
	Children, Family and the Community	Unit 1-2	
	Design Graphics	Unit 1-2	
	Food Science and Technology - Hospitality	Unit 1-2	
	Materials Design and Technology - Metal	Unit 1-2	
	Materials Design and Technology - Textiles	Unit 1-2	
	Materials Design and Technology - Wood	Unit 1-2	
The Arts	Dance	Unit 1-2	Unit 1-2
	Drama		Unit 1-2
	Music		Unit 1-2
	Visual Arts		Unit 1-2

Year 11 Subject Selection 2019 - VET ENDORSED UNITS

The following Units and Subjects are being offered by the College to Year 11 students in 2019			
	VET Endorsed Units		
	Certificate II - Animal Studies	ACM20110	
	Certificate II - Business	BSB20115	
	Certificate II - Information, Digital Media and Technology	ICT20115	
	Certificate II - Outdoor Recreation	SIS20213	
	Certificate II - Sport Coaching	SIS20513	
	Certificate II - Visual Arts	CUA20715	
	Certificate IV – Health and Nursing Studies	52831WA	
	Certificate III - Outdoor Recreation (Year 12 Only)		

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 2019 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	Applied Information Technology Biology Chemistry Design Food Science and Technology Human Biology Materials Design and Technology Mathematics Accounting and Finance 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.

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of student support.

These courses are not designed, nor intended, to be an alternative senior secondary pathway. They are not externally examined. However, they each have an EST which is set by the Authority.

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work.

The **only** students who may enrol in Foundation courses in Semester One of Year 11 are those who have not demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10.

Students who have demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10 **are not** eligible to enrol in the relevant Foundation courses in Year 11.

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 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.

Table 1: Examples of Study Options

Student	Courses studied (with minimum C grade achievement)	Eligibility for WACE	Eligibility for ATAR
A	Six Year 11 ATAR courses Five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes
B	Four Year 11 ATAR courses Two Year 11 General or Foundation courses Four Year 12 ATAR courses Two Year 12 General or Foundation courses	Yes (24 units, 12 Year 12)	Yes
C	Four Year 11 ATAR courses Two Year 11 General or Foundations courses Two Year 12 ATAR courses Four Year 12 General or Foundation Courses	No (24 units, 12 Year 12) missing a Certificate II of higher	No
D	Four Year 11 ATAR courses Two Year 11 General or Foundation courses One Year 12 ATAR course Two Year 12 General or Foundation courses VET Certificate II - attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed programme: Workplace Learning (two units equivalents, 110 hours) - attributed to Year 12	Yes (24 units, 10 Year 12)	No
E	Four Year 11 General or Foundation courses VET Certificate I - attributed to Year 11 (two unit equivalents) Four Year 12 General or Foundation courses VET Certificate II - attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents)	Yes (22 units, 10 Year 12)	No
F	Four Year 11 General or Foundation courses Certificate II VET industry specific course attributed to Year 11 (two course units) and Year 12 (two course units) Four Year 12 General courses Endorsed programme: Workplace Learning (two unit equivalents, 110 hours) - attributed to Year 12	Yes (20 units, 10 Year 12) Certificate II completed as part of VET industry specific course	No
G	Three Year 11 General or Foundation courses Certificate I - attributed to Year 11 (two unit equivalents) Four Year 12 General or Foundation courses VET Certificate II - attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents)	Yes (22 units, 12 Year 12)	No
H	Three Year 11 General or Foundation courses VET Certificate I - attributed to Year 11 (two unit equivalents) Three Year 12 General of Foundation courses VET Certificate II - attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed programme: Workplace Learning (two unit equivalents, 110 hours) - attributed to Year 12	Yes (20 units, 10 Year 12)	No
I	Four Year 11 General or Foundation courses Four Year 12 General of Foundation courses VET Certificate III - attributed to Year 11 (two unit equivalents) and Year 12 (four unit equivalents) Endorsed programme: Workplace Learning (two unit equivalents, 110 hours) - attributed to Year 11	Yes (24 units, 12 Year 12)	No

TAFE ENTRANCE

TAFE Institutes have over 400 full-time qualifications in a range of areas: www.tafechoices.com
 These include:

- | | |
|---|---|
| Automotive, Aerospace, Maritime and Logistics | Engineering and Mining |
| Agriculture, Animals, Science and Environment | English, Languages and Foundation Studies |
| Business and Finance | Health, Fitness, Education and Community Services |
| Building and Construction | Hospitality, Tourism and Events |
| Creative Industries | Information, Technology, Library and Digital |

TAFE Entrance Qualifications

TAFE Institute courses are developed with industry to ensure graduates are ready for the workplace and have the knowledge and skills for the job. Qualifications at higher levels require an increasing level of skills and knowledge.

Certificate I and II - job ready: Certificates I and II are entry level qualifications giving applicants basic employability skills.

Certificate III - trade and intermediate service workers: With a Certificate III applicants may find employment at junior to intermediate levels in clerical, sales and service work. Most apprenticeships and traineeships lead to a trade qualification at this level.

Certificate IV - associate professionals and supervisors: A Certificate IV gives applicants broad knowledge in their chosen industry and substantial depth in some areas.

Diploma and advanced diploma - professionals and managers: Diplomas and advanced diplomas prepare applicants to work autonomously and be involved in solving technical issues.

TAFE Institute 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
Certificate IV	Diploma	
Certificate III	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	
Western Australian Certificate of Education		

Further Study

Pathways between TAFE and University - Many qualifications lead straight into university qualifications. In some cases, by successfully completing a TAFE qualification, applicants can reduce the time it takes to get a degree. Often Pathways are demonstrated on TAFE websites.

If applicants complete a TAFE diploma or an advanced diploma they may receive one semester or up to one year advanced standing in a three or four year bachelor's degree. In some cases applicants TAFE qualification may lead straight into university qualifications at second year.

It is important to remember a TAFE qualification is not a guarantee of the university admission. Minimum entrance requirements need to be met for a chosen field.

Differences between TAFE and University Qualifications - TAFE offers certificate, diploma an advanced diploma qualifications which can vary in length of study from six months to three years. Qualifications are practical and tailored to meet job requirements.

Benefits of having qualifications from both TAFE and University - Many employers value graduates with both qualifications. They value the practical skills, industry experience and technical knowledge gained through an TAFE and the analytical thinking and advanced problem solving skills gained at university.

Always check with each university for its policy on TAFE graduates.

Admission to Full Time Courses

To enrol into a full time qualification at TAFE applicants need to meet the entrance requirements for their chosen qualification. For a number of qualifications applicants also need to address selection criteria.

Entrance Requirements for Competitive Courses

Entrance requirements are either:

- A lower level qualification OR
- Communications (reading, writing, speaking and listening) and, if required, Mathematics skills.

The level of communication and/or Mathematics skills required for entry to a qualification are shown by dots.

- Basic skills
- Developed skills
-
- Well developed skills
-
- Highly developed skills

Most courses show which subjects and results will meet these requirements.

Applicants who need to meet communication and/or mathematic skills levels, are encouraged to view the Evidence guide online at tafe.wa.edu.au

Selection Criteria

Selection criteria are academic and other criteria, such as work experience is used to rank eligible applicants competing for entry into a qualification where there are more applications than places available.

The table below shows how many points can be scored based on education, qualifications and work experience:

Selection criteria Maximum score = 100 points				
Qualification pathway Maximum score = 29 points				
Scoring is based on an Australian Qualifications Framework (ADF) qualification according to the values listed below.				
QUALIFICATION	POINTS			
	Complete qualification in the same * field of study	Complete qualification in another field of study	Incomplete qualification in the same field of study	Incomplete qualification in another field of study
Certificate I	20.5	16	7.5	11.5
Certificate I	22	17.5	9	5.5
Certificate II	24.5	19	10.5	7
Certificate IV	26	20.5	12	8.5
Diploma	27.5	22	14.5	10
Advanced diploma, associate degree, graduate certificate, graduate diploma, bachelor degree or above	29	24.5	16	11.5
Work experience/employment Maximum score = 29 points				
Scoring is based on 0.0002 points per hour workload				
<ul style="list-style-type: none"> • Paid/unpaid work • Full-time/part-time work • General work experience, work experience in school and VET programmes and voluntary work • Community service obligation. 				
Secondary education/skill development				
Maximum score = 42 points				
Scoring is based on the best three two-course** unit combinations.				
One of these qualifications must be English, English literature or English as an additional language/dialect				
OR Portfolio demonstrating evidence of skill development.				
IMPORTANT: Scoring for certain qualifications within the arts and entertainment industry area is based ONLY on a specific portfolio of evidence.				
Telephone the TAFE Institute Admission Centre on 9224 6580 for more information.				
* The same field of study refers to any qualification in the same occupational group as published in this guide.				
** Course refers to a School Curriculum and Standards Authority developed course.				

TAFE Websites:

North Metropolitan TAFE: www.northmetrotafe.wa.edu.au

South Metropolitan TAFE: www.southmetrotafe.wa.edu.au

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
Mathematics Applications **with** Mathematics Methods
Mathematics Applications **with** Mathematics Specialist.

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

Minimum ATAR for University Entry 2019

UNIVERSITY	Min ATAR
University of Western Australia	80.00
Curtin University	70.00
Murdoch University	70.00
Edith Cowan University	70.00

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 an 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.

PRIVATE UNIVERSITY ADMISSIONS

[University of Notre Dame Australia](#)

Admission Process

The University of Notre Dame Australia seeks to enroll students who wish to make a special contribution to society. To identify such students the University applies a comprehensive admissions process which goes beyond the use of a single score. Entry is based upon personal qualities and motivation to study, contribution to school and community life, academic record, and ATAR and a University interview.

The admissions process at Notre Dame is personal. Every applicant is considered on an individual basis. Prospective students apply directly to the University for Admission.

MINIMUM ENTRY REQUIREMENTS

The following indicate the minimum general level of academic achievement required to gain entry to Notre Dame at an undergraduate level. Please note that many courses will require academic achievement at a higher level than that outlines below.

Secondary Graduation

Applicants should have fulfilled the SCSA requirements by acquiring a West Australian Certificate of Education (WACE).

English Language Competency

Students must achieve a pass grade (50%) in English to be considered for a place at Notre Dame. Applicants should have achieved university entrance level in Year 12 English or English Literature (and for approved students, English as a Second Language).

Australian Tertiary Admissions Rank (ATAR)

Students should have achieved an ATAR of 70.00 or higher, or 90.00 for Law and Physiotherapy. Please refer to the Admissions Guide for individual course requirements.

RECOMMENDED SUBJECTS

Notre Dame does not stipulate the completion of prerequisite subjects for its courses. However, some subjects are recommended for some courses so please check the University website or Prospectus for more information.

APPLICATION PROCEDURE

School leaver applicants are required to supply the following when applying for admission:

1. A completed Application Form for Undergraduate Studies. Students should nominate their course preferences in the boxes provided on the form. Curriculum Council number must be included.
2. Full Academic records for Year 11 and Semester One reports for Year 12 focusing on WACE courses (school reports and/or statements of grades).
3. A Personal Statement, in the form of an essay, outlining individual qualities, goals and motivation for seeking admission to The University of Notre Dame Australia.
4. Names and contact details of two referees.
5. Relevant supplementary documentation.

Students may also be required to provide their SCSA Statement of Results.

THE INTERVIEW

An interview is an integral part of the admissions process at Notre Dame. Interviews are intended to provide prospective students an opportunity to discuss their preferred courses and life at Notre Dame.

Generally, interviews are conducted in person on campus, but in the case of rural or remote students, the interview may be conducted by phone. A member of the teaching staff in the area of the applicant's first course preference will conduct the interview and most interviews last 20-30 minutes. Neat casual attire should be worn.

FURTHER INFORMATION

The information contained in this publication is designed as a basic description. If you would like further information regarding the course you are interested in, or information pertaining to admissions, fees or the University itself, please consult The University of Notre Dame Prospectus.

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 achieve their very best from schooling in terms of achieving their SMART goals and learning outcomes. The aim is to enable students to enjoy their schooling and be successful in transitioning from school to their chosen career pathway. The choice of subjects in Years 10, 11 and 12 is an important step in this process.

School Careers Coordinator

Mrs Rachel Burke 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.

Year 10 Careers Education Program

Every Year 10 student participates in a seven-week Career Education program that helps students to explore their interests, abilities, personality, preferences and also experiences at school, home and within the community. Students are responsible for creating their own Career and Study Plan based on their research of university and TAFE options.

Year 10 Individual Subject Selection Meetings

Prior to submitting Subject Selections online, every Year 10 student will meet with a Subject Selection Counsellor to discuss possible pathways, requirements, grade review and alternative options.

School Subscription to MyFuture

Every student at the College can access MyFuture at <http://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 their career pathway and set goals.

Careers Resources

A range of resources is located within the Careers Office in Mayne Block at the College. Students are encouraged to come to the office to collect handbooks, university alternative pathways information, scholarship applications, brochures and booklets related to a range of different career pathways.

SCSA AWARDS 2019

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 **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 .

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.

2019 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>
2. WACE Manual (2017, p.53-61): http://scsa.wa.edu.au/data/assets/pdf_file/0004/342508/WACE-Manual-2017.pdf

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 I*	2 units	2	0	No
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.

2019 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.

In 2019, Corpus Christi College will offer the following VET qualifications:

CERTIFICATE II ANIMAL STUDIES ACM20110

Qualification Content (Applied Vocational Training RTO Code 5273)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
CORE		
ACMGAS202A	Participate in workplace communications	20
ACMGAS203A	Complete animal care hygiene routines	65
ACMGAS205A	Assist in healthcare of animals	30
ACMGAS204A	Feed & water animals	20
ACMGAS201A	Work in the animal care industry	20
ACMSUS201A	Participate in environmentally sustainable work practices	20
ACMOHS201A	Participate in occupational health and safety processes	30
ACMGAS206A	Provide basic first aid for animals	25
ACMGAS208A	Source information for animal care needs	20
ACMGAS209A	Provide information on companion animals, products and services	55
BSBINM201	Process and maintain workplace information	20
	TOTAL	325
ELECTIVES (Select one species specific animal care unit from the Electives listed below)		
ACMSPE302A	Provide basic care of birds	20
ACMSPE303A	Provide basic care of common native mammals	20
ACMSPE304A	Provide basic care of dogs	20
ACMSPE305A	Provide basic care of domestic cats	20
20ACMSPE310A	Provide basic care of mammals	40
ACMSPE311A	Provide basic care of non-venomous reptiles	20
ACMSPE312A	Provide basic care of rodents and rabbits	20
AHCHBR203A	Provide daily care for horses	30

Description

This qualification is a general pre-vocational qualification aimed for inclusion in a VET in Schools program, or as an entry point into the animal care and management industry. It is highly recommended that whilst undertaking this qualification, the learner should seek to gain a period of work placement or work experience in an animal care environment and/or workplace.

(Continued overleaf)

Students are allocated one period per day during Terms One, Two and Three assigned to the LIBIT to undertake the online course. Students are required to attend a work placement for a period of 100 hours in one of the areas listed in the Electives mentioned above, in a specific animal care area.

Fee for service – \$1,495 to be paid direct to Applied Vocational Training.

CERTIFICATE II ANIMAL STUDIES ACM20110 *continued*

Job Roles and Pathways

Job Roles

Job role titles covered by this qualification may include:

- Animal care attendant
- Animal shelter attendant
- Kennel hand
- Cattery attendant
- Pet shop attendant
- Assistant dog groomer

Pathways from the Qualification

After achieving this qualification candidates may undertake:

- ACM30110 Certificate III in Animal Studies
- ACM30210 Certificate III in Animal Technology
- ACM30310 Certificate III in Captive Animals
- ACM30410 Certificate III in Companion Animal Services
- ACM30612 Certificate III in Pet Grooming
- ACM40410 Certificate IV in Veterinary Nursing

Information correct at time of printing/publishing

CERTIFICATE II BUSINESS BSB20115

Qualification of Content
(YMCA RTO Code 3979)

Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
BSBWHS201	Contribute to health and safety of self and others	15
BSBCUS201	Deliver a service to customers	40
BSBCMM201	Communicate in the workplace	30
BSBIND201	Work effectively in a business environment	20
BSBITU201	Produce simple word processed documents	40
BSBINM201	Maintain and process workplace information	20
BSBITU203	Communicate electronically	20
BSBWOR203	Work effectively with others	20
BSBWOR204	Use business technology	30
BSBITU202	Create and use spreadsheets	20
BSBWOR301	Organise personal work priorities and development	30
BSBADM311	Maintain business resources	20
	TOTAL HOURS	305

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:

- BSB40215 Certificate IV in Business.

Information correct at time of printing/publishing

CERTIFICATE II INFORMATION, DIGITAL MEDIA AND TECHNOLOGY ICT20115

Qualification Content
 (YMCA RTO Code 3979)


Unit of Competency Code	Unit of Competency Name	Nominal Hours
DESCRIPTOR		
BSBWHS201	Contribute to health and safety of self and others	15
BSBSUS201	Participate in environmentally sustainable work practices	10
ICTICT201	Use computer operating systems and hardware	60
ICTICT202	Work and communicate effectively in an IT environment	30
ICTICT203	Operate application software packages	60
ICTICT204	Operate a digital media technology package	40
ICTWEB201	Use social media tools for collaboration and engagement	20
ICTICT205	Design basic organisational documents using computing packages	40
ICTSAS203	Connect hardware peripherals	25
ICTSAS206	Detect and protect from spam and destructive software	10
ICTICT209	Interact with ICT clients	20
ICTICT206	Install software applications	15
ICPDMT321	Capture a digital image	30
ICPDMT321	Access and use the Internet	20
BSBWOR202	Organise and complete daily work activities	15
	TOTAL HOURS	410

Qualification Description

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

Stream	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
ICT Client Support	Junior Office Support Worker Office Assistant	Help Desk Officer Network Support Officer	Computer Technician Customer Support Professional Help Desk Specialist Network Support Technician	ICT Office Manager	
ICT Systems & Database Design and Administration			Assistant Programmer Database Support Officer Information Technology Support Analyst Tester (websites) Website Administrator	Assistant Database Designer/Developer Digital Media Designer Systems Analyst	Business Analyst Software Manager

Information correct at time of printing/publishing

CERTIFICATE II OUTDOOR RECREATION - SIS20213

Qualification Content
 (YMCA RTO Code 3979)


Unit of Competency Code	Unit of Competency Name	Nominal Hours
DESCRIPTOR		
HLTAID003	Provide first aid	20
SISOODR201A	Assist in conducting outdoor recreation sessions	20
SISOOPS201A	Minimise environmental impact	20
SISIND101A	Work effectively in sport and recreation environments	40
SISOHS101A	Follow occupational health and safety policies	10
SISOCYT201A	Select set up and maintain a bike	20
SISOCYT202A	Demonstrate basic cycling skills	30
SISOFSH201A	Catch and handle fish	20
SISOOPS306A	Interpret weather conditions in the field	30
SISOSRF201A	Demonstrate surf survival and self rescue skills	20
SISOSNK201A	Demonstrate snorkelling activities	20
SISXFAC001	Maintain equipment for activities	10
SISCAQU002	Perform basic water rescues	10
SISXCAI001	Provide equipment for activities	10
SISOMBK201A	Demonstrate basic off road cycling skills *Pre- req SISOCYT202A Demonstrate basis cycling skills	20
TOTAL HOURS		300

Stream	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
Outdoor Recreation	Outdoor Recreation Assistant/ Participant (Bushwalking) Outdoor Recreation Assistant/ Participant (Canoeing)	Outdoor Recreation Activity Guide (Canoeing) Outdoor Recreation Activity Guide (Horse Riding) Outdoor Recreation Activity Guide (SCUBA Diving)	Outdoor Recreation Activity Guide (Bushwalking) Outdoor Recreation Activity Instructor (Climbing)	Outdoor Guide or Instructor	

Information correct at time of printing/publishing

CERTIFICATE II SPORT COACHING – SIS20513

Qualification Content
(YMCA RTO 3979)

Unit of Competency Code	Unit of Competency Name	Nominal Hours
DESCRIPTOR		
BSBWOR202	Organise and complete daily work activities	15
HLTAID003	Provide first aid	20
SISSSCO101	Develop and update knowledge of coaching practices	20
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills	30
SISSSDE201	Communicate effectively with others in a sport environment	15
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	15
SISXIND211	Develop and update sport, fitness and recreation industry knowledge	20
SISXWHS101	Follow work health and safety policies	10
SISSBSB201A	Teach fundamental basketball skills	40
SISSBSB202A	Teach fundamental basketball tactics and game strategy	40
SISSBSB205	Interpret and apply the rules of basketball	30
SISSSOF101	Develop and update officiating knowledge	15
SISSSOF202	Officiate games of competitions	60
	TOTALHOURS	330

Information correct at time of printing/publishing

CERTIFICATE II VISUAL ARTS CUA20715
Qualification Content
(VETiS Consulting Services Pty Ltd RTO Code 52499)

Unit of Competency Code	Unit of Competency Name	Nominal Hours
DESCRIPTOR		
CUAACD101	Use basic drawing techniques	40
BSBWHS201	Contribute to health and safety of self and others	15
CUAPPR201	Make a simple creative work	40
CUARES202	Source and use information relevant to own arts practice	30
CUACER201	Develop ceramic skills	40
CUAPAI201	Develop painting skills	40
CUASCU201	Develop sculptural skills	40
CUADRA201	Develop drawing skills	40
BSBDES301	Explore the use of colour	40
TOTAL HOURS		325

Qualification Description

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice.

Stream	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma
Visual Arts	Aboriginal Ceramics Studio Worker Community Arts Trainee	Ceramics Studio Assistant	Glass Artist Painter Photographer's Assistant	Commercial Photographer Printmaker Sculptor	Digital Media Designer Sculptor Textile Artist

The qualifications listed above are provided by the College in partnership with *VETiS Consulting Services Pty Ltd Code 52499*.

VETiS Consulting Services Pty Ltd RTO Code 52499 is licensed under Australian Skills Quality Authority (ASQA) to Training Accreditation Council to deliver and assess these qualifications. A full list of approved qualifications that VCS is licensed for can be found at <https://training.gov.au/Organisatin/Details/52499>

The College will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed in Term One when *they complete the student induction program using Podium*.

Upon successful completion of all course requirements, the RTO will issue the certificate or statement of attainment. This will be delivered to Corpus Christi College.

The nationally recognised qualifications that we partner with VETiS Consulting Services Pty Ltd, are listed above. For more information in each VCS use the link above or visit the RTOs website at: www.vetis.net.au

Information correct at time of printing/publishing

Pre-requisite: year 10 Arts course

ON CAMPUS

CERTIFICATE IV PREPARATION FOR HEALTH AND NURSING STUDIES 52831WA

Qualification Content
(Central Regional TAFE RTO Code 52789)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
D0786	Design and produce text documents	50
35860	Develop effective academic skills	40
35859	Develop understanding of human anatomy and physiology	60
35862	Develop the knowledge of microbiology for use in health settings	30
35864	Use the fundamentals of physics and chemistry in a health context	35
35861	Use mathematics in nursing applications	45
D0835	Interpret and apply medical terminology appropriately	40
	TOTAL HOURS	300

Description

The course provides the underpinning knowledge of human anatomy and physiology, medical terminology, health mathematics, and the application of fundamentals of physics and chemistry to nursing practice. Students will also develop an understanding of how microbiology is related to health care and the use of effective academic skills, including designing and producing text documents.

Students attend the College Library one period per day and the course is delivered online by Central Regional TAFE.

Fee for Service - \$ 2,500 approximately.

Information correct at time of printing/publishing

OFF CAMPUS**CERTIFICATE II AUTOMOTIVE VOCATIONAL PREPARATION AUR20716**

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

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
AURAFSA003	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
AURAFSA004	Resolve routine problems in an automotive workplace	20
AURETR015	Inspect test and service batteries	10
AURTTA027	Carry out basic vehicle servicing operations	40
AURAFSA005	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 II BUILDING AND CONSTRUCTION 52443WA

Qualification of Content
(SkillHire WA Pty Ltd RTO Code 0361)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
CPCCOHS1001A	Work safely in the construction industry	4
CPCCCM1012A	Work effectively and sustainably in the construction industry	16
CPCCCM1013A	Plan and organise work	16
CPCCCM1014A	Conduct workplace communication	16
CPCCCM1015A	Carry out measurements and calculations	16
CPCCCM2001A	Read and interpret plans and specifications	32
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	32
21410	On-site Work placement 1	55
21411	On-site Work placement 2	55
	TOTAL HOURS	242

This is a pre-vocational course for learners seeking a career in a construction trade. The course provides an introduction to the industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. Learners are able to consider the trades of Bricklaying or Carpentry during the initial stage and while attending work experience. The latter stage of the course provides the learner with a choice to complete specific competencies from a particular trade stream that leads directly into a trade qualification, with full articulation and credit transfer, when seeking an apprenticeship.

Students attend one day per week in Year 11 and Year 12 at:

Skill Hire
Unit 3, 271 Berkshire Road
Forrestfield WA

This is a pre-vocational course for learners seeking a career in a construction trade.

Fee for Service - \$750 per annum to be paid direct to Skill Hire.

Stream	Certificate II	Certificate III
Bricklaying/Blocklaying	Builder's Labourer Construction Assistant Trades Assistant Trades Assistant (Brick and Blocklaying)	Blocklayer Bricklayer
Wall and Floor Tiling and Paving	Builder's Labourer Construction Assistant Trades Assistant Trades Assistant (Tiling)	Paver Wall and Floor Tiler
Plastering	Builder's Labourer Construction Assistant Trades Assistant Trades Assistant (Plastering)	Fibrous Plasterer (Commercial and Domestic) Plasterer (Solid)
Carpentry	Builder's Labourer Construction Assistant Trades Assistant Trades Assistant (Carpentry) Trades Assistant (Joinery and Shopfitter)	Carpenter Carpenter and Joiner Carpenter and Joiner (Installation) Carpenter and Joiner (Stairs) Stair Builder

Information correct at time of printing/publishing

CERTIFICATE III COMMUNITY SERVICES CHC32015

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 - \$1005 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

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

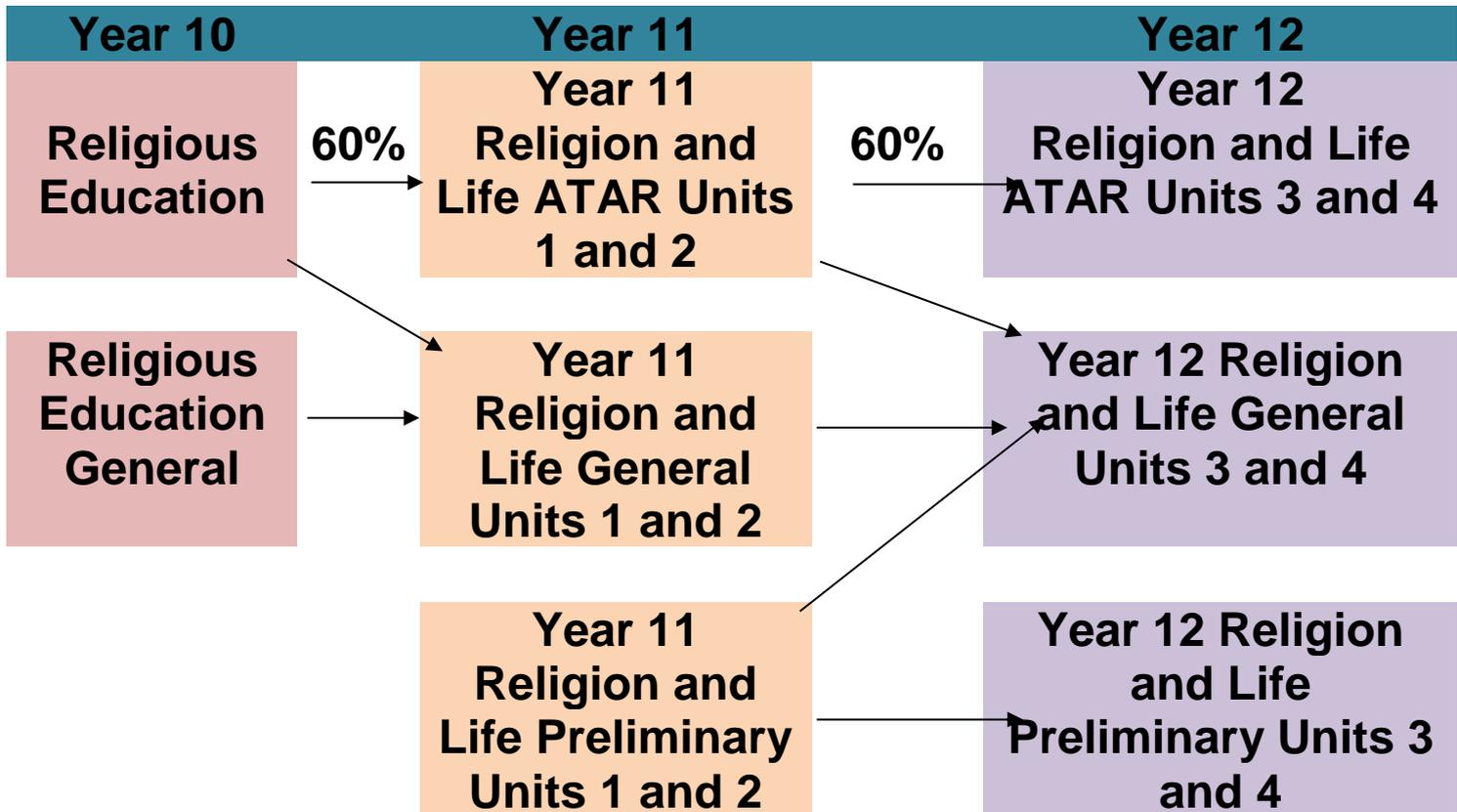
- One day per week at the designated Campus
- Applications invited in **August 2018** for 2019 courses
- Competitive application process.

The courses listed below offered to students in 2018 may indicate the range offered for 2019. These include the following qualifications:-

- Certificate II in Animal Studies
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Automotive Body Repair Technology (Panel Beating Pre-Apprenticeship)
- Certificate II in Automotive Body Repair Technology (Vehicle Body Painting Pre-Apprenticeship)
- Certificate II in Automotive Body Repair Technology (Heavy Vehicle Servicing Pre-Apprenticeship)
- Certificate II in Automotive Body Repair Technology (Light Vehicle Servicing Pre-Apprenticeship)
- Certificate II in Automotive Vocational Preparation
- Certificate II in Building and Construction (Pathway – Trades)
- Certificate II in Computer Assembly Repair
- Certificate II in Electronics
- Certificate II in Electrotechnology (Career Start) Electrotechnology Pre-Apprenticeship
- Certificate II in Engineering (Mechanical Fitter and Machinist Pre-Apprenticeship)
- Certificate II in Engineering (Mechanical-Plant Mechanic Pre-Apprenticeship)
- Certificate II in Engineering Pathways
- Certificate II in Floristry (Assistant)
- Certificate II in Hairdressing
- Certificate II in Hospitality
- Certificate II in Kitchen Operations (Commercial Cookery/Patisserie Pre-Apprenticeship)
- Certificate II in Plumbing (Plumbing Pre-Apprenticeship)
- Certificate II in Process Plant Operations
- Certificate II in Retail Baking Assistance (Retail Baking Pre-Apprenticeship)
- Certificate II in Retail Cosmetics
- Certificate II in Sampling and Measurement
- Certificate II in Aviation (Flight Operations)
- Certificate III in Engineering (Technical)
- Certificate III in Events
- Certificate III in Screen and Media
- Certificate III in Tourism

Information correct at time of printing/publishing

RELIGIOUS EDUCATION LEARNING AREA PATHWAYS



RELIGIOUS EDUCATION

RELIGION AND LIFE

Religious Education is the first Learning Area in a Catholic school. The Religion and Life course has become the Religious Education course for Catholic Schools for Years 11 and 12 students. Unit outlines are prepared by the Catholic Education Office to fulfil all the requirements of the Religion and Life Course are mandated by the Bishops of WA for Catholic schools.

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 increased level of academic rigour that is required in the units can lead to a deeper understanding of our Catholic faith tradition. Faith formation and enculturation will continue to be nurtured through the whole school community, the parish and the family.

As an approved Course, it is used for completing requirements for achieving WACE. In Year 12 Religion and Life ATAR units three and four can be used towards a student's ATAR. Reporting to parents will be consistent with all other courses.

ATAR UNITS

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

ATAR REL Unit One

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular, how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

ATAR REL Unit Two

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry.

Entry: 75% in Year 10 General Religion or 0% in Year 10 Religion in Society.

GENERAL UNITS

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

Entry: Not Applicable.

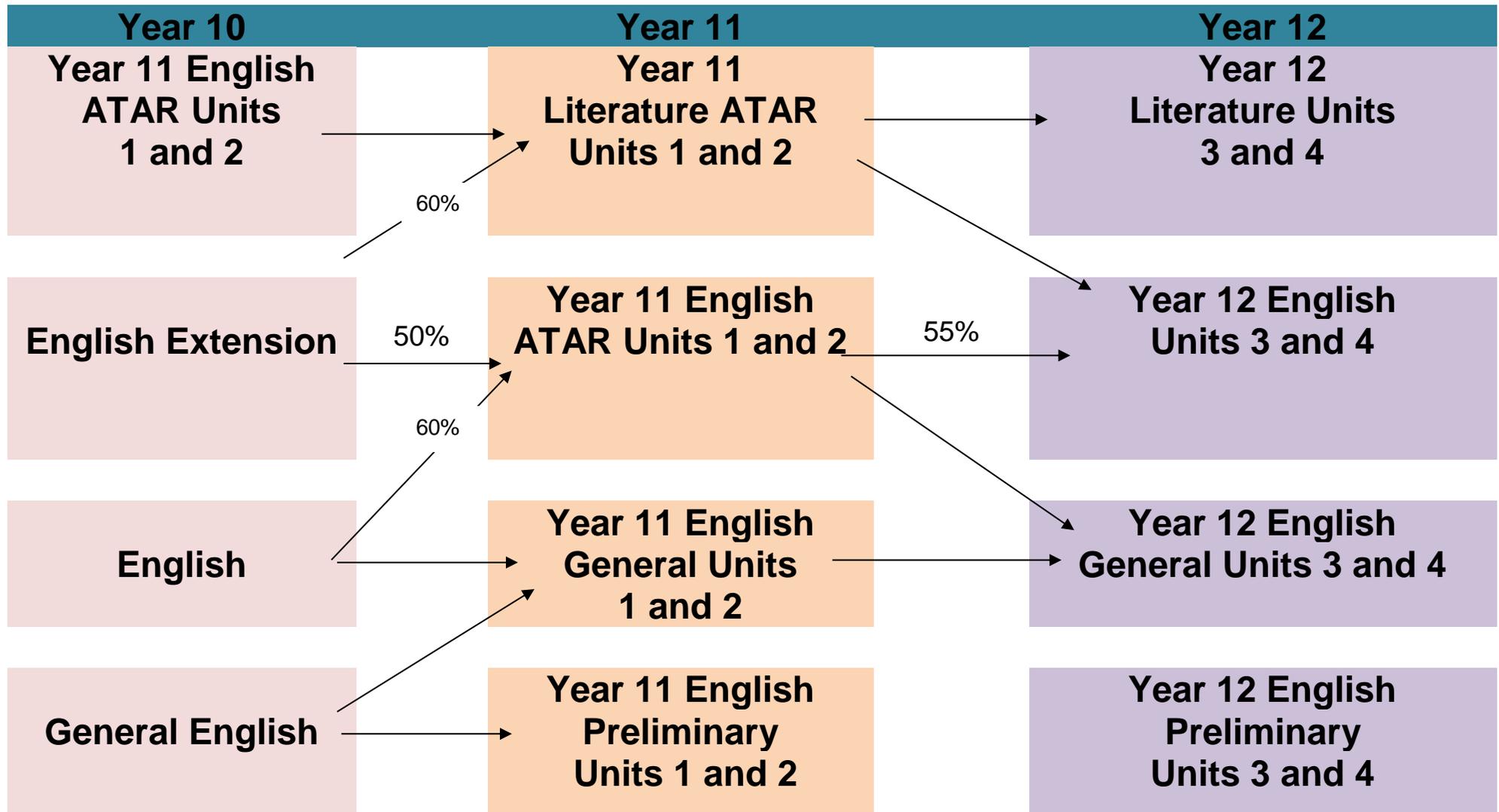
GENERAL REL Unit One

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

GENERAL REL Unit Two

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

ENGLISH LEARNING AREA PATHWAYS



ENGLISH AND LITERATURE

ENGLISH

ATAR UNITS

ATAR ENG Unit One

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

ATAR ENG Unit Two

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

Entry: 60% in Year 10 English.

LITERATURE

ATAR LIT Unit One

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

ATAR LIT Unit Two

Unit Two Literature develops students' knowledge and understanding of **intertextuality, the ways literary texts connect with each other**. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

Entry: 60% in Year 10 English Extension.

ENGLISH

GENERAL UNITS

GENERAL ENG Unit One

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

GENERAL ENG Unit Two

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

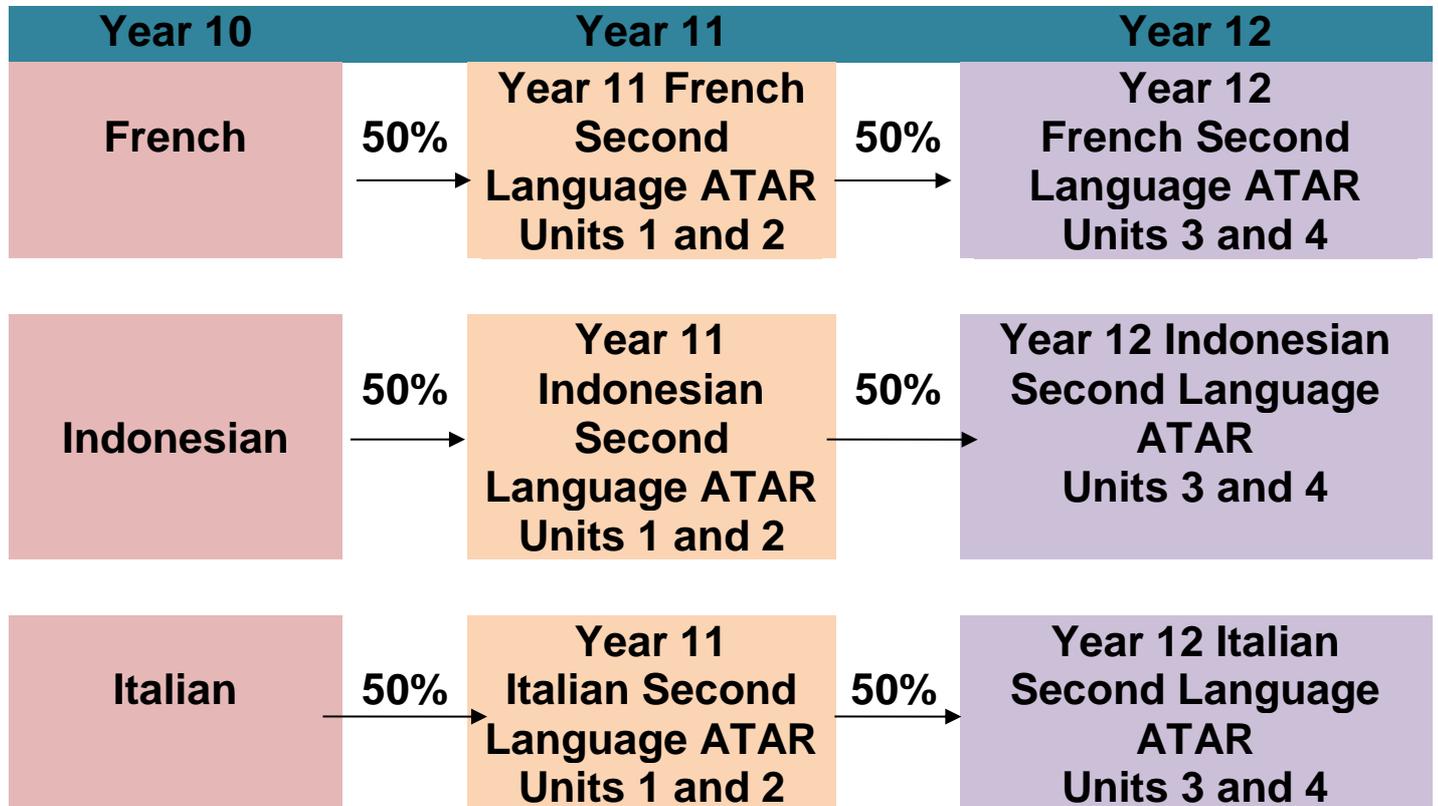
FOUNDATION UNITS

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are encouraged to enrol in the English Foundation course.

GENERAL FOUNDATION ENG Units One and Two

In Foundation English Units One and Two, students will focus on **developing skills in functional literacy**, including appropriate spelling, punctuation and grammar; develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts; develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts, and develop skills in speaking and listening for work, learning, community and everyday personal contexts.

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 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 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.

If the student is deemed to be a Background Language learner and selects the Background course, then the Background course will be offered. However, it needs to be clarified that due to small numbers this course will run together with the Second Language course.

Structure of the Syllabus

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

FRENCH - SECOND LANGUAGE

ATAR UNITS

ATAR FRE Unit One

This unit focuses on ***C'est la vie ! (That's life!)***.

Through the three topics:

1. **My daily routine:** students reflect on their daily routine at home and school and popular activities: sport and socialising in their lives and the lives of young French people.
2. **French sports and leisure:** students consider popular traditional and modern sports and leisure activities enjoyed by French people.
3. **Leading a healthy lifestyle:** students consider current issues in the global community that relate to healthy living, the importance of physical activity and maintaining a well-balanced lifestyle.

Students further develop their communication skills in French and gain a broader insight into the language and culture.

ATAR FRE Unit Two

This unit focuses on ***Voyages (Travel)***.

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

1. **My travel tales and plans:** students reflect on their own travel tales and discuss what is essential when planning a trip and travelling at home and abroad.
2. **Australia as a travel destination:** students explore Australia as a destination for French-speaking travellers and discuss how they would prepare a French speaker for a trip to Australia.
3. **Travel in a modern world:** students consider how technology is changing world travel, influencing the way people plan their holidays and how they communicate with others while away.

Students extend their communication skills in French and gain a broader insight into the language and culture.

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 a range 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 50% in Year 10 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 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 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.

If the student is deemed to be a Background Language learner and selects the Background course, then the Background course will be offered. However, it needs to be clarified that due to small numbers this course will run together with the Second Language course.

Structure of the Syllabus

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

INDONESIAN - SECOND LANGUAGE

ATAR UNITS

ATAR IND Unit One

This unit focuses on *Saat ini akku disini* (Here and now).

Through the three topics:

1. **Being teen, what does it mean?** students reflect on what they do in their daily life and express their identity, and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising and developing relationships.
2. **Indonesian communities:** students reflect on what they do in their daily life and express their identity and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising and developing relationships.
3. **Staying connected:** students consider communication in a changing world and its influence on culture and language.

Students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

ATAR IND Unit Two

This unit focuses on *Bisa saya bantu?* (Can I help you?).

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

- My country, Australia: students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors in order to develop deeper relationships
- On exchange: students explore preparations for student exchange to Indonesia and discover how exchange visits link communities, broaden friendships and bring new opportunities as well as challenges
- Careers and travel: students consider future education and employment opportunities as well as travel and community service pathways in a fast developing world.

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 50% in Year 10 Indonesian and with the approval of teacher/or Head of Learning.

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.

If the student is deemed to be a Background Language learner and selects the Background course, then the Background course will be offered. However, it needs to be clarified that due to small numbers this course will run together with the Second Language course.

Structure of the Syllabus

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

ITALIAN - SECOND LANGUAGE

ATAR UNITS

ATAR ITA Unit One

This unit focuses on **Rapporti** (*Relationships*).

Through the three topics:

1. **Rapporti in famiglia, tra gli amici e a scuola** (*Family, friend and school relationships*): students reflect on the different relationships in their lives and consider the importance of friendship in their lives, and the lives of young Italians.
2. **Le tradizioni, gli spettacoli e le feste** (*Traditions, events and celebrations*): students explore Italian traditions, events and celebrations, and how these promote a sense of community and an awareness of culture.
3. **Comunicare nel mondo moderno** (*Communicating in a modern world*): students consider how the internet, mobiles, social networking and other technologies impact on the lives of young people around the world.

Students further develop their communication skills in Italian and gain a broader insight into the language and culture.

ATAR ITA Unit Two

This unit focuses on **Andiamo!** (*Travel – let's go!*).

Through the four topics listed below, this unit builds on the content covered in Unit One.

1. **Le vacanze - racconti e progetti** (*My holiday tales and plans*): students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.
2. **Destinazione Italia** (*Destination Italy*): students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.
3. **Destinazione Australia** (*Destination Australia*): students explore Australia as a destination for Italian-speaking travellers and discuss how they would prepare an Italian speaker for a trip to Australia.
4. **Viaggiare oggi** (*Travel in a modern world*): students consider how technology is changing world travel, influencing how people plan their holidays and communicate while they are away.

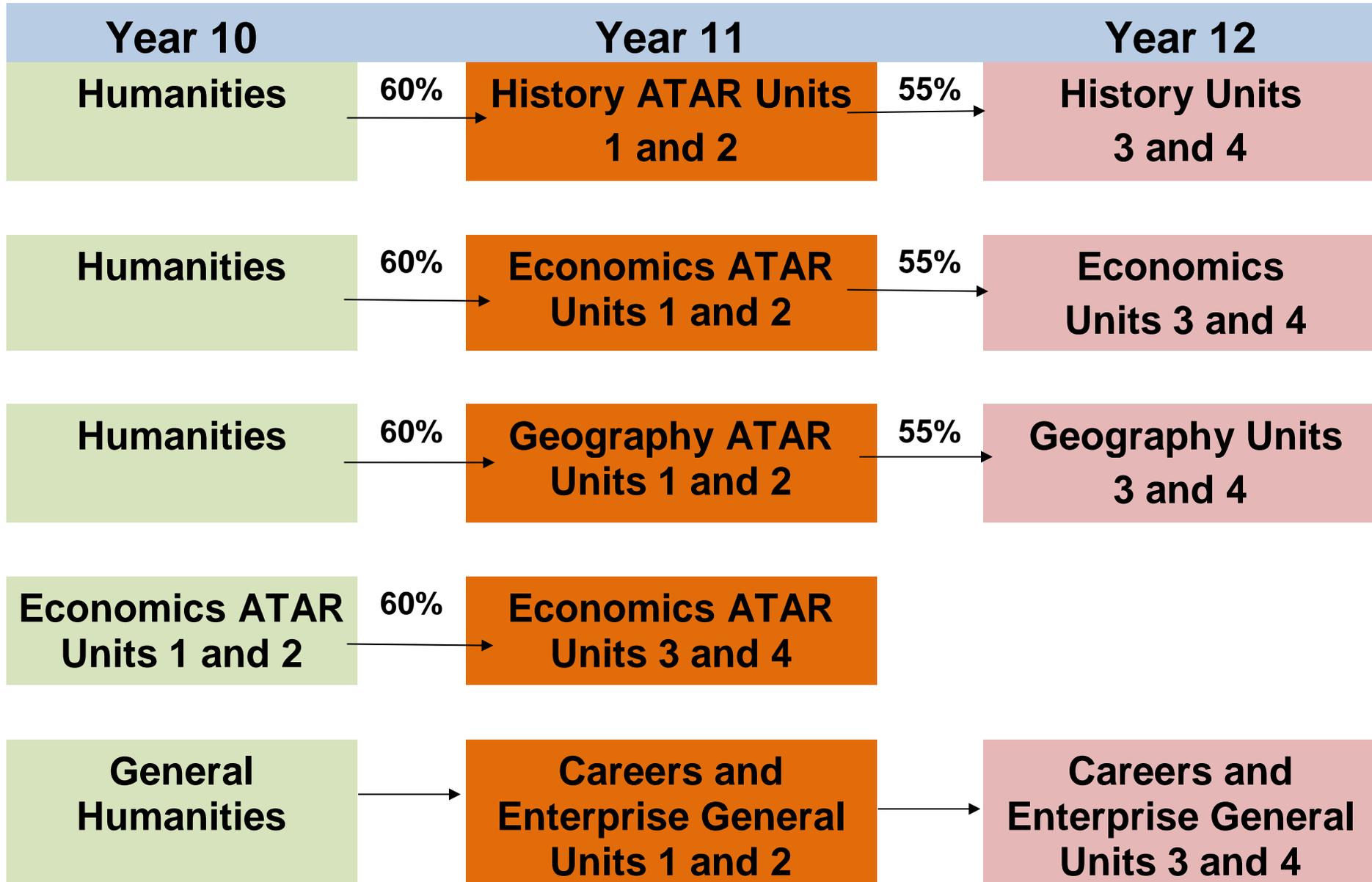
Students extend their communication skills in Italian and gain a broader insight into the language and culture.

The **Italian: 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 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 50% in Year 10 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

GENERAL CAE Unit One

This unit enables students to increase their knowledge of work and career choices, and identify a network of people and organisations that can help with school to work transitions.

GENERAL CAE Unit Two

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests, and the impact of these on career development opportunities and decisions.

ECONOMICS

ATAR UNITS

ATAR ECO Unit One – Microeconomics

Unit 1 – Microeconomics

ATAR Economics Unit One introduces the broad area of markets. Students will develop the skills to illustrate, describe and critically analyse the use of demand and supply in a number of relevant markets. This unit focuses on other topics such as elasticity, market efficiency, market failure and government policies, market power, externalities, public goods and common resources, equity and the effects of government policies.

ATAR ECO Unit Two – Macroeconomics

ATAR Economics Unit Two examines the role of governments in economies with a focus on the Australian economy. Within this context students will examine past and current trends in Australia's economic performance, focusing on economic indicators such as unemployment, inflation, economic growth, income distribution and government spending and taxation. This unit covers topics such as macroeconomic activity, the business cycle, economic growth, unemployment, inflation, the public sector, taxation and Australia's macroeconomic performance.

Entry: 60% in ATAR Humanities (Year 10).

GEOGRAPHY

ATAR UNITS

ATAR GEO Unit One – Natural and Ecological Hazards

ATAR Geography Unit One focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcome of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunication technologies have not only transformed global patterns of production and consumption, but also facilitated the diffusion of ideas and elements of cultures.

The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups may have been isolated in the early twentieth century and are now linked across an interconnected world in which there is a shrinking of time and space.

Students develop an understanding about using and applying geographical inquiry methods, tools (such as spatial technologies), and skills to investigate the transformations taking place throughout the world.

ATAR GEO Unit Two – Global Networks and Interconnection

Students develop an understanding about using and applying geographical inquiry methods, tools (such as spatial technologies), and skills to investigate the transformations taking place throughout the world.

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level, but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

Entry: 60% in ATAR Humanities (Year 10).

MODERN HISTORY

ATAR UNITS

ATAR HIM Unit One – Understanding the Modern World

Capitalism – The American Experience (1907-1941)

In this unit, the United States is studied from the rise of Capitalism in the USA, immigrant labour, the discovery of oil and mass production. This unit also covers the United States forced entry into World War I, the impact of immigration, the Roaring '20's', the crippling effect of the Stock Market Crash of 1929 and the consequences of the world wide depression. The gradual rebuilding under President Franklin D Roosevelt, to its entry into World War II as a result of the Japanese bombing of Pearl Harbour.

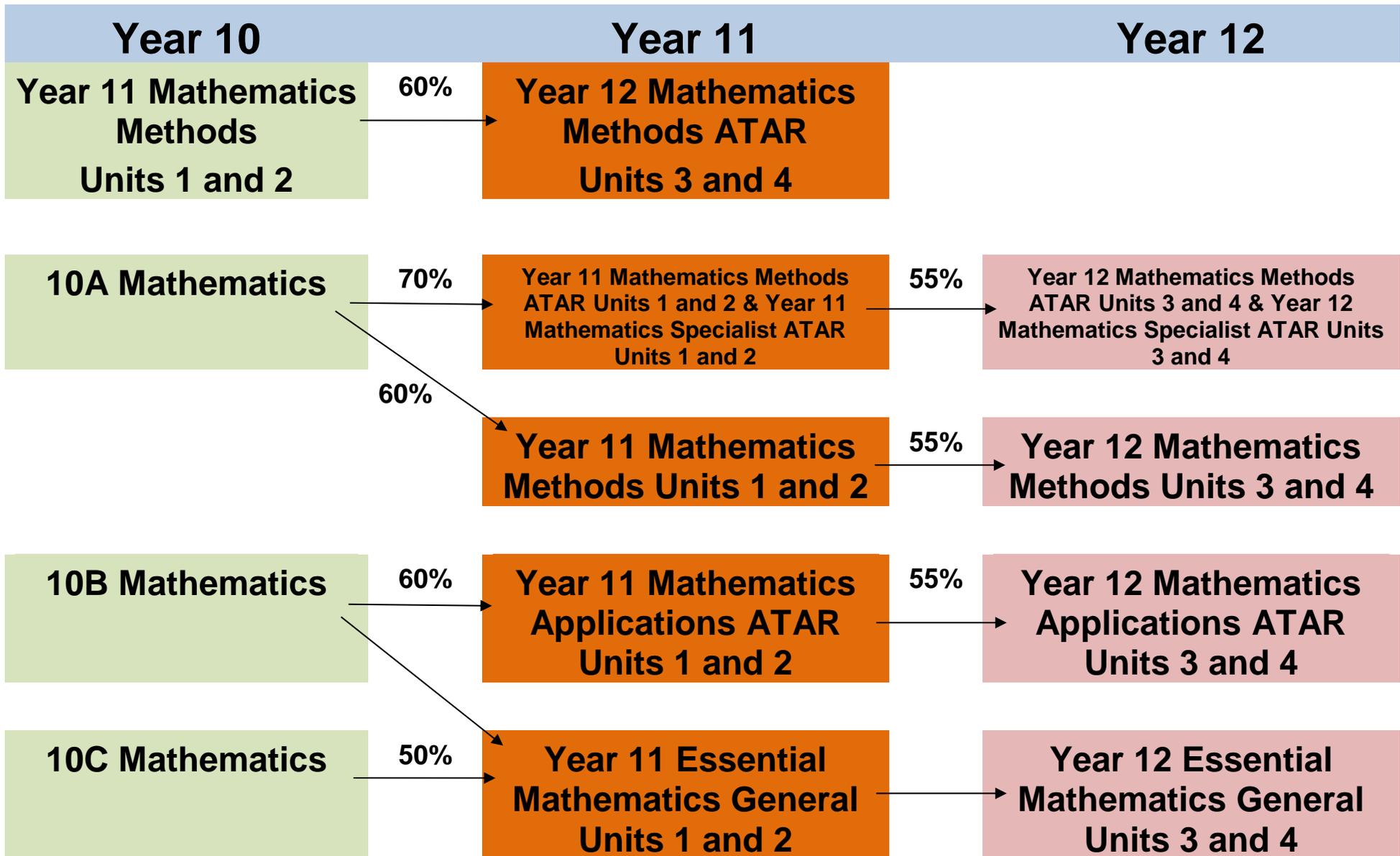
ATAR HIM Unit Two – Movements for Change in the 20th Century

Nazism in Germany

In this unit, the evolution of Germany's political system is studied, from Kaiser Wilhelm II during World War I to his demise in 1917, to the experiment with democracy with the Weimar Republic, to Nazi rule from 1933 to 1945. The influence of Adolf Hitler and the impact of the Nazi dictatorship on the people of Germany and Europe are also explored. Special attention is given to the impact these policies had on the Jewish people of Europe.

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 One

This unit has three topics:

- Combinatorics
- Vectors in the plane
- Geometry.

Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra.

Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit Three.

Geometry provides the opportunity to summarise and extend students' studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers.

The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility.

ATAR MAS Unit Two

This unit has three topics:

- Trigonometry
- Matrices
- Real and complex numbers.

Trigonometry contains techniques that are used in other topics in both this unit and Unit Three.

The study of Matrices is undertaken, including applications to linear transformations of the plane.

Real and complex numbers provides a continuation of students' study of numbers and the study of complex numbers is continued in Unit Three. This topic also contains a section on proof by mathematical induction.

Entry: 70% in 10A Mathematics.

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 One

This unit has three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

The unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph.

The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced and the graphs of the trigonometric functions are examined, and their applications in a wide range of settings are explored.

The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence.

ATAR MAM Unit Two

This unit has three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored.

Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically.

Calculus is developed to study the derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

Entry: 60% Grade in 10A Mathematics.

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 One

This unit has three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a fertile ground for the use of spread sheets.

Algebra and matrices continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.

Shape and measurement build on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations, involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

ATAR MAA Unit Two

This unit has three topics:

- Univariate data analysis and the statistical process
- Linear equations and their graphs
- Applications of trigonometry.

Univariate data analysis and the statistical process develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

Linear equations and their graphs use linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

Applications of trigonometry extend students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

Entry: 60% in 10B Mathematics.

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 One

This unit has four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs.

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to their students. Possible contexts for this unit are Earning and Managing Money and Nutrition and Health.

GENERAL MAE Unit Two

This unit has four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion.

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Teachers are advised to apply the content of all topics in contexts which are meaningful and of interest to the students. Possible contexts for this unit to achieve this goal are Transport and Independent living.

Entry: 50% in 10C Mathematics.

MATHEMATICS FOUNDATION

FOUNDATION UNITS

What Is It All About?

Mathematics Foundation is a General course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

FOUNDATION MAF Unit One

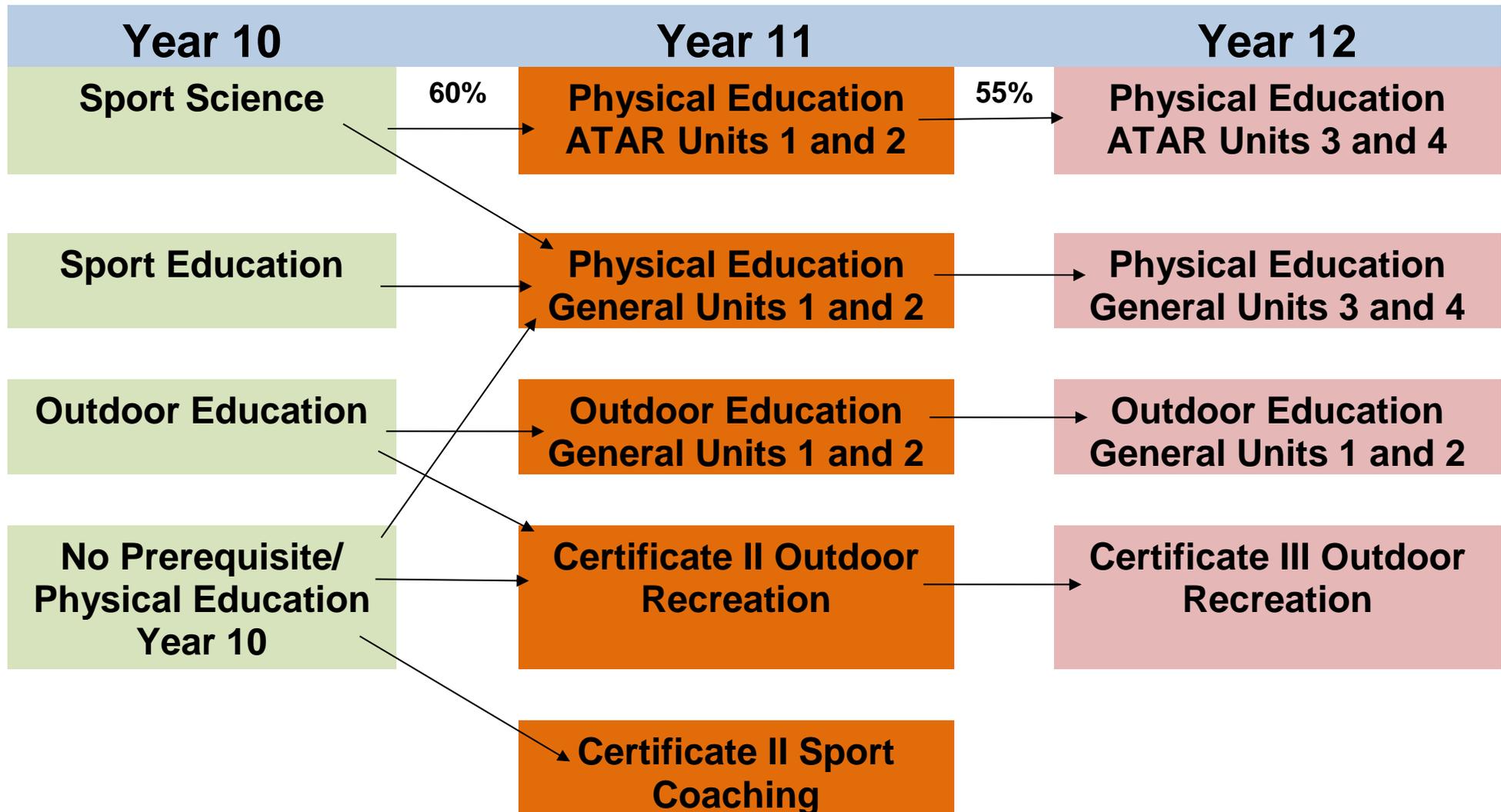
This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit One are whole numbers and money.

FOUNDATION MAF Unit Two

This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit Two are whole numbers, money, fractions and decimals.

Entry: Recommended for OLNA support.

PHYSICAL EDUCATION LEARNING AREA- PATHWAYS



PHYSICAL EDUCATION AND HEALTH

OUTDOOR EDUCATION

GENERAL UNITS

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, stand-up paddle boarding, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

GENERAL ODE Unit One

The focus for this unit is **experiencing the outdoors**. Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

Learning Contexts

- Snorkelling
- Canoeing
- Roping Skills
- Excursion and Expedition planning and participation.

GENERAL ODE Unit Two

The focus for this unit is **facing challenges in the outdoors**. This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short duration expeditions. They are introduced to simple risk assessment models to assist decision-making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Learning Contexts

- First Aid
- Camping Skills
- Navigation and Orienteering
- Excursion and Expedition planning and participation.

Entry: Students must be capable swimmers.

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 UNITS

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

ATAR PES Unit One

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes to improve their own and others' performance in physical activity.

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

- Develop and refine sport-specific movement skills and techniques
- Understand the classification of motor skills and phases of motor learning
- Identify the cues used to improve performance
- Understand the phases of information processing during skill performance
- Understand the skeletal and muscular structure used in the production of movement and apply the correct terminology
- Understand the structure and function of the circulatory and respiratory systems
- Understand linear and angular kinematics
- Identify the body's immediate responses and long-term adaptations to physical activity
- Identify the relationship between food, energy and movement
- Evaluate the mental skills required for improving performance.

Learning Contexts

- Badminton
- Cardiorespiratory and Resistance Training.

Entry: Achievement of 60% in Year 10 Sports Science **OR** 60% in a Year 10 Science Course.

PHYSICAL EDUCATION STUDIES

ATAR PES Unit Two

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

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

- Select and apply strategies to solve a range of tactical problems
- Understand the types of feedback and their purpose
- Identify the relationship between skill learning processes and individual differences
- Define the characteristics of skeletal muscle tissue and describe its relationship to the production of movement
- Explain the relationship between antagonist pairs and joint movement
- Identify types of joints and their associated movements
- Define and apply Newton's 1st, 2nd and 3rd laws of motion
- Understand the principles of balance
- Understand the coordination of linear motion
- Understand the relationship between energy systems and physical activity
- Explain the interrelationship between training types, fitness components and the principles of training.

Learning Contexts

- Touch Rugby
- Cardiorespiratory and Resistance Training.

Entry: Achievement of 60% in Year 10 Sports Science **OR** 60% in a Year 10 Science Course.

PHYSICAL EDUCATION STUDIES

GENERAL UNITS

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

GENERAL PES Unit One

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

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

- Develop and apply basic skills associated with their chosen sports
- Understand the basic process of coaching and/or teaching a skill
- Understand the phases of learning and the classifications of motor skills
- Identify the major bones in the human body
- Understand the reasons for learning biomechanics
- Understand components of fitness and apply simple tests to measure these
- Identify and apply characteristics of warm-up and cool down
- Understand skills and strategies for team building and preparing mentally for physical activity.

PHYSICAL EDUCATION STUDIES

GENERAL UNITS

GENERAL PES Unit Two

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

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

- Identify fundamental tactical problems associated with specific types of physical activity
- Apply solutions to basic tactical problems
- Understand the different physical activity classifications
- Explain the structure and function of the circulatory and respiratory systems
- Identify the major skeletal muscles in the body
- Understand basic biomechanical principles relating to motion
- Define the anaerobic, aerobic and lactic acid energy systems
- Have a basic understanding of the responses of the circulatory and respiratory systems to physical activity
- Apply observation skills to assess personal performance
- Understand the elements of a training session
- Explain the relationship between fitness levels and skill development
- Understand the role of mental skills in creating a mind set to enhance performance.

Learning Contexts

- Volleyball
- Triathlon
- Basketball
- Fitness.

Entry: Not Applicable.

VOCATIONAL EDUCATION AND TRAINING

Certificate II Sport Coaching

A year long VET programme developing general coaching skills. Delivered in a basketball context, participants will learn basic coaching skills and refine their coaching practices. Skills are general and can be transferred into a variety of contexts. Key concepts covered are:

- Fundamental Basketball Skills
- Tactics and Game Strategies
- Officiating
- Coaching Skills and Practice
- First Aid.

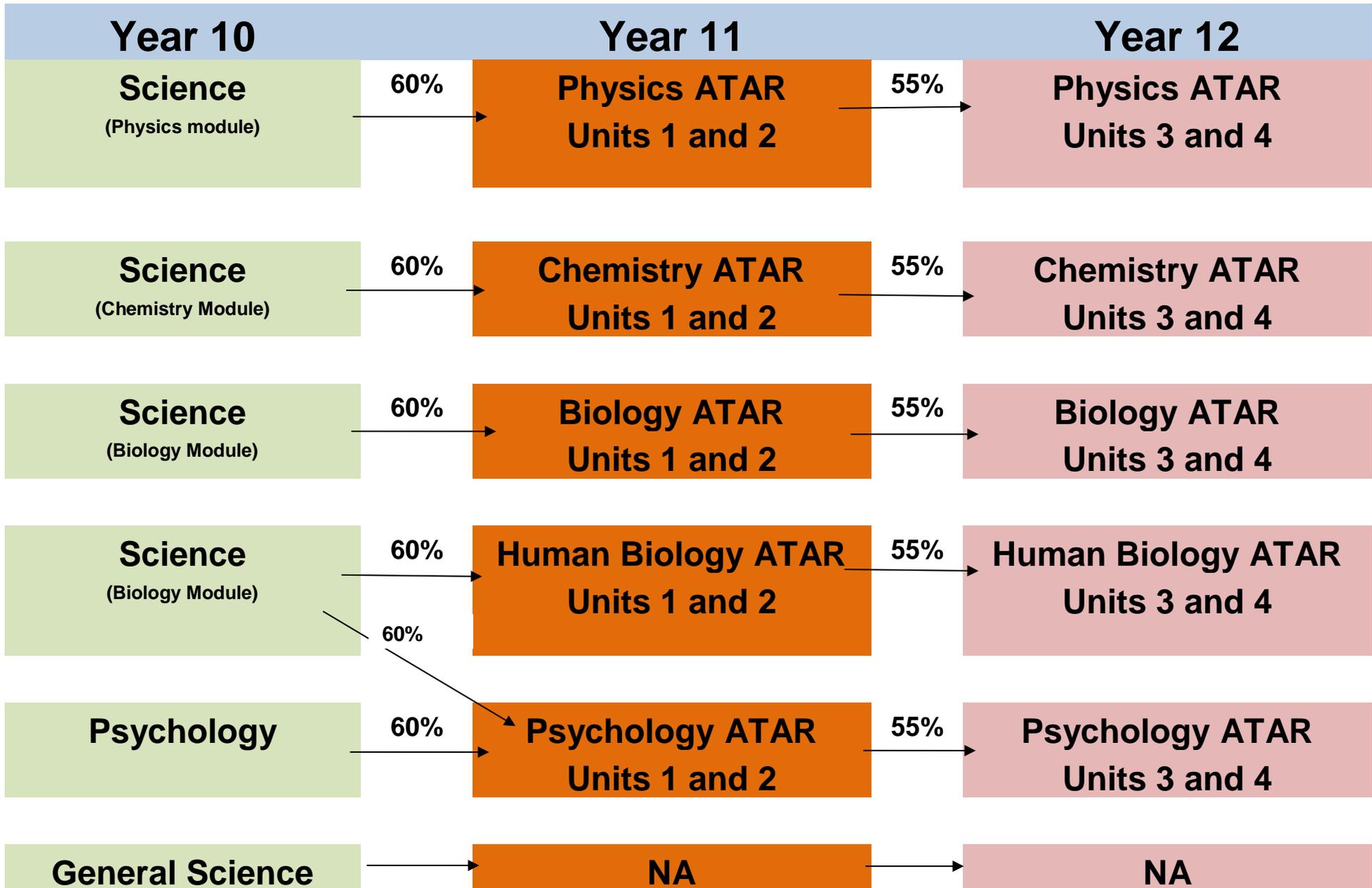
Certificate II in Outdoor Recreation

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.

SCIENCE LEARNING AREA- PATHWAYS



SCIENCE

BIOLOGY

ATAR UNITS

ATAR BIO Unit One – Ecosystems and Biodiversity

The biosphere is a dynamic system composed of Earth's diverse, interrelated and interacting ecosystems based on the work of eighteenth and nineteenth century naturalists who collected, classified, measured and mapped the distribution of organisms and environments around the world. In this unit, students investigate and describe a number of **diverse ecosystems**, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Students develop an understanding of the processes involved in the movement of **energy and matter** in ecosystems. They investigate **ecosystem dynamics**, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions can form the basis for spatial and temporal **comparisons** between ecosystems. Students use **classification keys** to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms and aid scientific communication.

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.

Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments.

ATAR BIO Unit Two – From Single Cells to Multicellular Organisms

The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. Students examine **inputs and outputs of cells** to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which **matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration**, and the role of **enzymes** in controlling biochemical systems.

Multicellular organisms typically consist of a number of interdependent **systems** of cells organised into tissues, organs and organ systems. Students compare the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to developing understanding of the structure and function of cells and multicellular organisms. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with economic and ethical factors.

Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual **dissections**, and carrying out **microscopic examination** of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

Entry: 60% or above in 10 ATAR Science with the recommendation of at least 60% achievement in Biology section of Year 10 ATAR Science course.

CHEMISTRY

ATAR UNITS

ATAR CHE Unit One – Chemical Fundamentals: Structure, Properties and Reactions

Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the **properties** of a material depend on, and can be explained by, the material's **structure**. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials and how this structure influences properties and reactions. In this unit, students relate **matter and energy in chemical reactions** as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines, and individuals, have contributed to developing understanding of atomic structure and chemical bonding. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the **mole concept** as a means of quantifying matter in chemical reactions.

ATAR CHE Unit Two – Molecular Interactions and Reactions

Students develop their understanding of the **physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases**. Students explore the characteristic properties of **water** that make it essential for physical, chemical and biological processes on Earth, including the **properties of aqueous solutions**. They investigate and explain the **solubility** of substances in water, and compare and analyse a range of solutions. They learn how **rates of reaction** can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of **catalysts**.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of intermolecular forces and chemical reactions. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behaviour of gases and use the **Kinetic Theory** to predict the effects of changing temperature, volume and pressure in gaseous systems.

Entry: 60% or above in Year 10 ATAR Science with the recommendation of at least 60% achievement in the Chemistry section of Year 10 ATAR Science course.

HUMAN BIOLOGY

ATAR UNITS

ATAR HBIO Unit One – The Functioning Human Body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to **metabolism**, including anabolic and catabolic reactions. Molecules are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes. The respiratory, circulatory, digestive and excretory **systems** control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the **musculo-skeletal** system provides for human movement and balance, as the result of the coordinated interaction of the many components for obtaining the necessary requirements for life.

Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

ATAR HBIO Unit Two – Reproduction and Inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in **reproduction**, and how interactions between **genetics and the environment** influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (**DNA**), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports **pregnancy and birth**. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors and inheritance can be predicted using established **genetic principles**. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

Entry: 60% or above in Year 10 ATAR Science with the recommendation of at least 60% achievement in the Biology section of Year 10 ATAR Science course.

PHYSICS

ATAR UNITS

ATAR PHY Unit One – Thermal, Nuclear and Electrical Physics

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

Contexts that can be investigated in this unit include technologies related to nuclear, thermal, or geothermal energy, the greenhouse effect, electrical energy production, large-scale power systems, radiopharmaceuticals and electricity in the home; and related areas of science, such as nuclear fusion in stars and the Big Bang theory.

Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international cooperation of multidisciplinary teams and relies on advances in ICT and other technologies. They explore how science knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

ATAR PHY Unit Two – Linear Motion and Waves

Students develop an understanding of **motion and waves** that can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design.

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and many individuals, and the development of ICT and other technologies have contributed to developing understanding of motion and waves and associated technologies. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

Entry: 60% or above in Year 10 ATAR Science with the recommendation of at least 60% achievement in the Physics section of the Year 10 ATAR Science course.

PSYCHOLOGY

ATAR UNITS

ATAR PSY Unit One

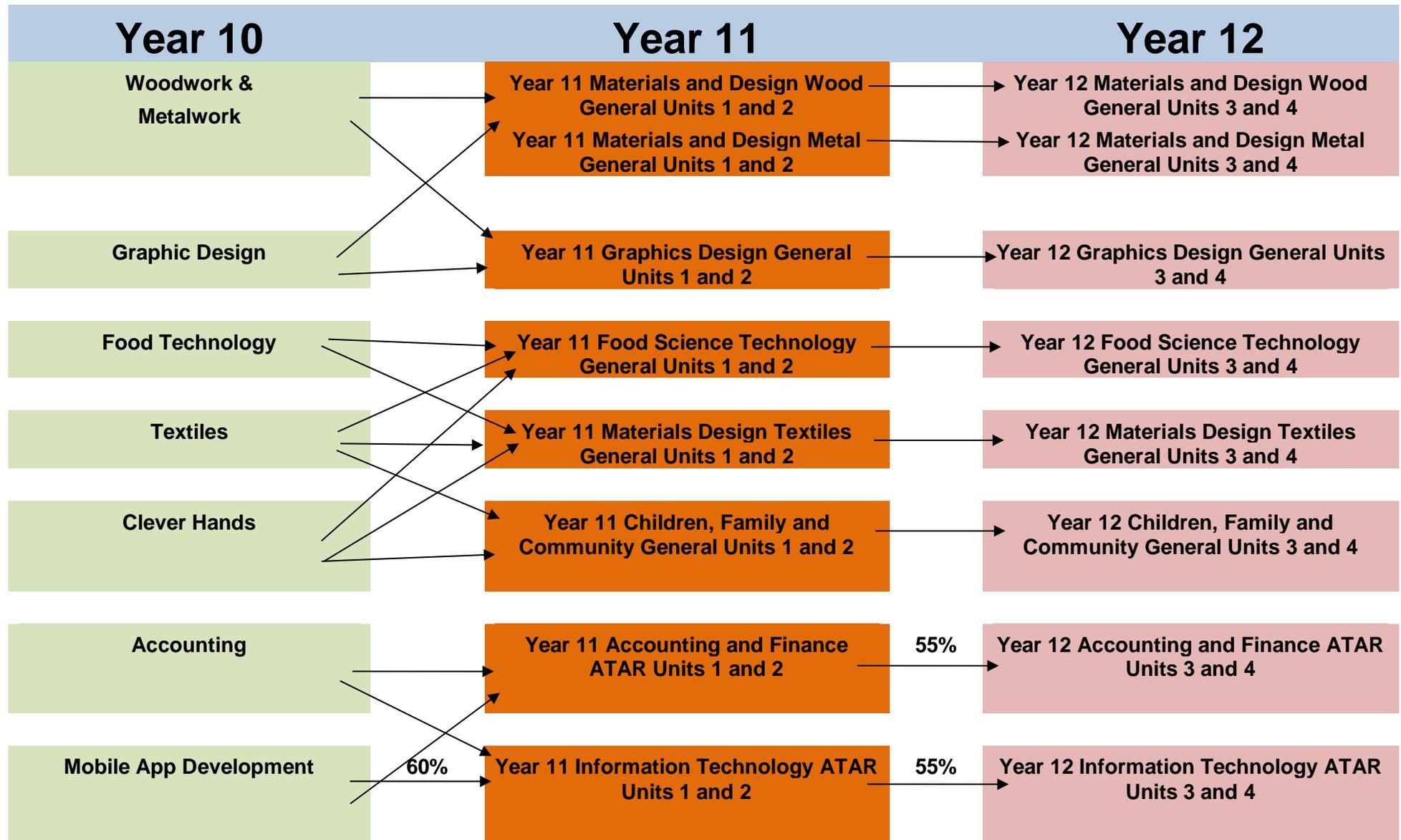
This unit focuses on a number of concepts that enable students to gain an understanding of how and **why people behave** the way they do. Students are introduced to the human **brain**, focusing on the major parts and lobes of the cerebral cortex and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs on individuals' behaviour. **Cognitive processes**, such as sensation and perception, and selective and divided attention are investigated. The impact of others on behaviour is also studied. Students examine different types of **relationships** and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting **scientific research**. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.

ATAR PSY Unit Two

This unit introduces students to **developmental psychology** by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the **nature/nurture** debate and look at the role of play in assisting development. Students explore what is meant by the term **personality** and examine several historical perspectives used to explain personality, such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as de-individuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit One are further explored, as students complete their own independent research investigation.

Entry: 60% or above in the Year 10 Psychology course and/or 60% achievement in the Year 10 ATAR Science course.

TECHNOLOGY AND ENTERPRISE LEARNING AREA- PATHWAYS



TECHNOLOGY AND ENTERPRISE

ACCOUNTING AND FINANCE

ATAR UNITS

This course is the foundation course for Year 12 Accounting and Finance (ATAR).

The **Accounting and Finance ATAR** course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements.

Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the 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.

Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based.

An understanding and application of these principles and practices enables students to analyse their own financial data, and that of businesses, and make informed decisions, forecasts of future performance and recommendations based on that analysis.

Course 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.*

Syllabus Structure

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

ATAR ACF Unit One

The focus for this unit is on double entry accounting for small businesses.

ATAR ACF Unit Two

The focus for this unit is on accrual accounting. Each unit includes:

- A unit description – a short description of the focus of the unit
- Unit content – the content to be taught and learned.

Content

The course content is divided into three areas:

- Financial institutions and systems
- Recording, using and evaluating financial information
- Government and the community.

The terminology used in this syllabus is current at the time of publishing. Terminology and processes used in the delivery of this course should be compliant with current Australian Accounting Standards Board requirements.

Entry: A passing grade in Year 10 Mathematics. Acceptance into course without this pre- requisite is possible after consultation with Head of Learning Area. 50% in Year 10 Accounting and Finance is desirable.

APPLIED INFORMATION TECHNOLOGY

ATAR UNITS

This course is a foundation course for the Year 12 Applied Information Technology (ATAR). It is also a valuable foundation course for entry into a number of technological careers. The Applied Information Technology ATAR course is an academic course aimed at students who want to expand their knowledge and understanding of **Information, Communication, Technology**.

Ideally students interesting in completing this course are those interested in a University pathway in the field of computing or applied computing studies.

This course investigates how current and developing IT technologies are impacting upon modern societies lifestyle, entertainment, education and commerce.

Students participating in this course will learn how legal, ethical and social issues impact on the development of products, whilst being provided with opportunities to develop understanding of the design process from the initial client brief, through production to the evaluation and analysis of the final product. There is a practical component embedded in this course involving computer networking and functions and operations of the computer system unit. Tasks completed by students throughout the course will assist students to develop competence in high quality computer application software with business and personal applications.

Satisfactory completion of this course provides students with the knowledge and skills to be informed and practiced citizens in our evolving and emerging digital world.

ATAR AIT Unit One - Media Information and Communication Technologies

This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Content

The content of this unit encompasses theoretical aspects (Knowledge) and practical aspects (Skills). It is divided into five content areas:

- Design Concepts
- Hardware
- Impacts of Technology
- Application Skills
- Project Management.

ATAR AIT Unit Two - Digital Technologies in Business

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. They design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Content

The content of this unit encompasses theoretical aspects (Knowledge) and practical aspects (Skills) of the Applied Information Technology ATAR course. It is divided into five content areas:

- Managing Data
- Networks
- Impacts of Technology
- Application Skills
- Project Management.

Assessment methods for this course include examinations; reports and investigation and analysis projects.

Entry: 60% in Year 10 Applied Information Technology.

CHILDREN, FAMILY AND THE COMMUNITY

GENERAL UNITS

Structure of the syllabus

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

GENERAL CFC Unit One - Families and Relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families, and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

GENERAL CFC Unit Two - Our Community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities, and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

The course will be delivered in the context of:

- Caring for Others.

The focus for this suggested context is on caring for infants, children, adults, seniors or the aged. Individuals may require care that may be provided by family members, volunteers, paid individuals and/or community support services.

Entry: Not Applicable.

DESIGN GRAPHICS

GENERAL UNITS

In the Design Graphics General course students develop skills and processes for current and future industry and employment markets. Students focus on particular contexts from a choice of photography, graphics, dimensional design and technical graphics.

Syllabus

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

GENERAL DESG Unit One - Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

GENERAL DESG Unit Two - Personal Design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

Within each unit a context is applied through a variety of selected learning foci including:

- Photography
- Graphic Design
- Dimensional Design
- Technical Graphics.

FOOD SCIENCE AND TECHNOLOGY

GENERAL UNITS

Structure of the syllabus

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

GENERAL FST Unit One – Food Choices and Health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams to generate food products and systems.

GENERAL FST Unit Two – Food for Communities

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

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

Entry: Not Applicable.

MATERIALS DESIGN & TECHNOLOGY: METALS

GENERAL UNITS

Syllabus

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

GENERAL MDTM Unit One

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they **design in metals**.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their **metal design project**.

GENERAL MDTM Unit Two

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they **design in metal**.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Entry: Not Applicable.

MATERIALS DESIGN & TECHNOLOGY: TEXTILES

GENERAL UNITS

Structure of the syllabus

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

GENERAL MDTT Unit One

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within the context of textiles and garment construction, to demonstrate control over the elements and principles of design.

GENERAL MDTT Unit Two

The focus of this unit is for students to interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. Students increase familiarity with basic production skills and processes, materials and technologies within the context of textiles and garment construction.

Entry: Not Applicable.

MATERIALS DESIGN AND TECHNOLOGY: WOOD

GENERAL UNITS

Syllabus

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

GENERAL MDTW Unit One

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they **design in wood**.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their **wood design project**.

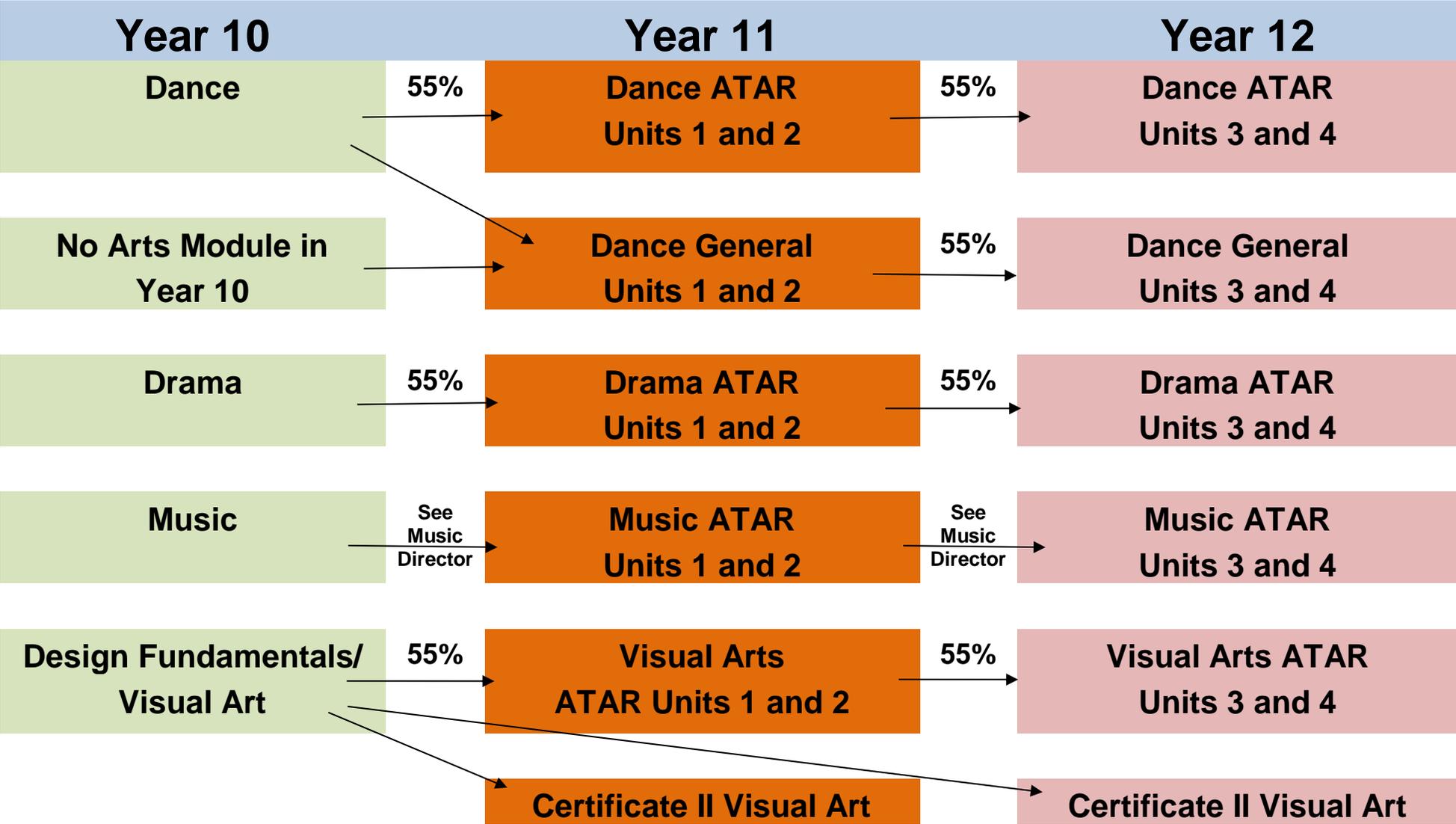
GENERAL MDTW Unit Two

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they **design in wood**.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

Entry: Not Applicable.

ARTS LEARNING AREA- PATHWAYS



THE ARTS

DANCE

ATAR UNITS

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.

ATAR DAN Unit One - Popular Culture

This unit focuses on the exploration of dance in our popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society. With a broad focus of popular culture, students and staff will collaboratively determine the learning context which may focus on technology, social networking, fashion or stereotypes.

Through viewing a variety of professional dance works and producing their own original dance works, students will develop an understanding of how dance is subject to different interpretations. Students will learn to make informed responses about the social value of dance in our culture.

Students will work in the contemporary dance genre, which will be supported by classical and jazz technique.

Students will:

- Investigate the history of dance, focusing on the shift from Classical Dance to Modern and Post-Modern Dance
- Research iconic dancers and choreographers of Contemporary Dance
- Develop a deeper understanding of their anatomy and biomechanical concepts
- Examine how the language of movement contributes to the process of conveying concepts and personal interpretations
- Use Safe Dance Practices and improved physical competencies to acquire more intricate Contemporary Dance techniques
- Improve performance qualities and etiquette through increased opportunities for performance
- Attend a professional Dance show as a part of the Perth International Arts Festival
- Document and solve choreographic tasks to produce new dance works with their peers to incorporate choreographic processes, use of technology, costume and lighting designs which reflect current trends in society.

DANCE

ATAR UNITS

ATAR DAN Unit Two - Australian Dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. An awareness of the diversity within Australian society allows students to determine the learning context of interest to them and explores these with their peers for performance works.

Students will critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms, and develop an understanding of their own dance heritage.

Students will work in the contemporary dance genre which will be supported by classical and indigenous techniques.

Students will:

- Investigate the history of dance within Australia, focusing on key players within Australian dance companies
- Research iconic Australian dancers and choreographers of Contemporary Dance
- Develop a deeper understanding of their anatomy and biomechanical concepts
- Use Safe Dance Practices and improved physical competencies to acquire more intricate Contemporary Dance techniques
- Improve performance qualities and etiquette through increased opportunities for performance
- Attend a professional Dance show performed by WAAPA
- 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 Australian society
- Develop a solo piece to exhibit exemplary technique while communicating meaning through character.

Entry: 60% in Year 10 Dance.

DANCE

GENERAL UNITS

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects - the making and performing of movement and the appreciation of its meaning.

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. 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. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. It is essential that students demonstrate safe dance practices and understand health issues that will enhance their general physical well-being, and prolong their dance involvement. 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.

Students reflect on, respond to, and evaluate how dance styles and forms are historically derived and culturally valued. They learn about the origins of dance and its importance as a form of expression, and that it can represent a variety of political, cultural and historical motivations. This understanding informs their own dance-making and the dance works of others. They use appropriate terms and language to describe dance.

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

GENERAL DAN Unit One – Exploring the Components of Dance

Students will focus on exploring the components of dance, within learning contexts that relate to the interests of students and build upon the understandings that they have already acquired. The elements of dance and processes of choreography are explored, and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation. A broad introduction to dance genres enables students to place dance in its time and place, and then begin to understand its functions within this context. Students will work in the contemporary dance genre, which will be supported by classical and jazz technique.

Students will:

- Develop an understanding of choreographic processes such as manipulating the elements of dance, using choreographic devices and structures, and exploring movement potential through improvisation tasks
- Use effective group work skills to develop unique group choreography in response to a stimulus
- Use dance terminology to identify, respond to, and reflect on components and contexts of dance using given frameworks
- Use Safe Dance Practices and improved physical competencies to acquire more intricate Contemporary and Jazz Dance techniques
- Improve performance qualities, etiquette and understanding of design principles through increased opportunities for performance
- Develop greater knowledge on the functions and contexts of dance through investigating the history of dance
- Develop a deeper understanding of anatomy as it relates to dance.

DANCE

GENERAL UNITS

GENERAL DAN Unit Two – Dance as Entertainment

Students will focus on dance as entertainment within learning contexts that relate to the interests of students and build upon the understandings that they have already acquired. Students explore the entertainment potential of dance and choreography. In practical lessons, students improve safe dance practices and their physical competencies, while acquiring genre-specific technique. They explore and experiment with the elements of dance, and processes of choreography to solve choreographic tasks for performance. Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context. Students will work in the contemporary dance genre which will be supported by classical and jazz technique.

Students will:

- Create choreography in response to a stimulus and employ various choreographic processes and design concepts
- Use dance terminology to respond to, reflect on and evaluate dance, as well as using terminology to describe particular movements and styles
- Use Safe Dance Practices and improved physical competencies to acquire more intricate Contemporary and Jazz Dance techniques
- Investigate ways to engage with the audience during performances in a range of performance spaces
- Investigate human physiology, postural conventions specific to dance, dancer nutrition and injury prevention
- Develop greater knowledge on the functions and contexts of dance through investigating dance as entertainment, and as an effective tool in marketing and advertising.

Entry: No Entry Requirements

DRAMA

Students interested in Art, Design, Writing, Directing, Acting, Dancing, Music and Media should consider an Arts subject for ATAR. Historically, students choosing Arts subjects use them as one of their highest point scores for University entry. There are more than 20,000 different career pathways associate with the Arts industry. An Arts ATAR equips many with the creative capacity demanded for today's work place.

The Drama ATAR course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop, present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play-building, text interpretation, playwriting and dramaturgy, which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

ATAR UNITS

ATAR DRA Unit One – Representational, realist drama

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

In Unit One:

- Students are required to engage with the role of actor, dramaturge and one scenographer, lighting designer, sound designer or costume designer not studied in Unit Two
- Students will prepare a monologue, improvisation and a portfolio of work
- There are Theory and Practical elements to the course. In the assessment this is split 50 written and 50 practical
- Students perform, under assessment conditions, a significant scene from an Australian Play or World Drama
- Students take on a design role for another performance.

ATAR DRA Unit Two – Presentational, non-realist drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

In this unit:

- Students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives
- There are Theory and Practical elements to the course. In the assessment tasks, this is split into 50% written and 50% practical tasks.
- Students direct and perform, under assessment conditions, a significant role from an Australian Play or World Drama
- Students take on a design role for another performance.

Entry: 60% in Year 10 Drama, or in some cases, provisional entry in agreement with the Head of Learning.

MUSIC

ATAR UNITS

The Year 11 Music ATAR course is best suited to serious student musicians who wish to develop their performing skills and study a variety of music in depth. The College welcomes applications for this course from all interested students, however, due to the specialist nature of the subject, acceptance to the course would have to be agreed upon in consultation with the Head of Music.

A performing standard roughly equivalent to AMEB Grade 4 is the qualifying standard for performing at the start of the course, and Knowledge of Music Theory equivalent to Grade 3 AMEB Theory is the qualifying standard for music literacy skills.

Students can choose to perform on voice or instrument in a choice of four contexts:

- Western Art Music
- Jazz
- Contemporary Music
- Music Theatre, and/or submit a composition portfolio to fulfil the requirements of the practical component.

The Music ATAR course provides an opportunity for creative expression and development of aesthetic appreciation. Studying music may also provide a pathway for further training and employment in a range of professions, both within the music industry and without.

Learning activities

Performing

Students perform solo or ensemble music, on their chosen instrument, in a range of settings. This can involve playing from notation, from memory, improvising, playing by ear and the use of technology.

Composing/Arranging

Students engage in the creative process of improvising, composing, arranging and transcribing music using notation and/or technology.

Listening and responding

Students engage with music through activities, including aural analysis and score analysis to recognise, reflect on and evaluate music.

Culture and Society

Students understand how social, cultural and historical factors shape music in society.

Students engage with the wider social and cultural contexts within which music is created through the study of specific repertoire.

ATAR MUS Unit One and Unit Two

Course Structure

The Year 11 course is divided into two units, each of one semester duration, which are typically delivered as a pair. Each unit of the Year 11 ATAR Music course is divided into a **written** component and a **practical** component, each worth 50%. The two units cover the same major areas of study - aural, music theory, composition, arrangement, analysis and performance - but there is a progression of level of difficulty through the units, and a different music genre to be elected for analytical study in Unit Two.

The written component for each unit is delivered through one of *three defined contexts*:

- Western Art Music
- Jazz
- Contemporary Music.

MUSIC

ATAR MUS Unit One and Unit Two

The practical component can be delivered in a different context, independent of the written component. There are *four* defined contexts in the Music course for the practical component:

- Western Art Music
- Jazz
- Contemporary Music
- Music Theatre.

Written Component

There are three defined contexts in the Music ATAR Year 11 course for the written component:

- Western Art Music
- Jazz
- Contemporary Music.

In 2019, Corpus Christi College will deliver this written part of the course in the context of Western Art Music.

In the *written component*, 20% of marks are derived through examination and 30% through school-based assessment tasks.

Practical Component

Students can choose to perform on an instrument or voice in one of four contexts and/or submit a composition portfolio to fulfil the requirements of the practical component.

The practical component can be delivered in a different context to the written.

In the *practical component*, 30% of marks are delivered through a Performance examination and 20% through school-based performing tasks.

There are four defined contexts in the Music course for the practical component:

- Western Art Music
- Jazz
- Contemporary Music
- Music Theatre.

VISUAL ARTS

ATAR UNITS

ATAR VAR Unit One - Differences

The focus for this unit is differences. Students may, for example, consider **differences** arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

They explore approaches to drawing and develop awareness that each artist has, of his or her particular way, of making marks to convey personal vision.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Artistic disciplines offered: Painting, Textiles, Sculpture, Drawing, Mixed Media, Glass, Graphic Design, Ceramics, Printmaking and four minute film (prior Photoshop skills required).

Students will:

- Explore ways of collecting, compiling and recording visual and sensory information and documenting thinking and working practices
- Explore drawing as communication
- Develop and apply own knowledge and understanding of visual language
- Examine how visual language and media choices contribute to process of conveying function and meaning
- Use a range of media and technologies to explore, create and communicate their ideas
- Understand and value the way visual arts works are subject to interpretation.

VISUAL ARTS

ATAR UNITS

ATAR VAR Unit Two – Identities

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals, as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used, to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artwork stimulates insights, encourages deeper understandings and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values, and develop deeper understandings of their own personal visual arts heritage.

Artistic disciplines offered: Painting, Textiles, Sculpture, Drawing, Mixed Media, Glass, Graphic Design, Ceramics, Printmaking and four minute film (prior Photoshop skills required).

Students will:

- Use observational, conceptual and/or imaginative starting points for visual exploration
- Investigate alternative modes of inquiry
- Develop personal style in documenting thinking and working practices
- Using visual language to communicate ideas
- Making informed choices about materials, skills, techniques and processes used, to resolve and present ideas and concepts
- Develop understandings of the personal and/or public function of art in the expression of present ideas and concepts
- Developing understandings on the purposes of art
- Responding to artworks
- Critically analyse own cultural beliefs and values
- Develop understandings of their own personal visual arts heritage
- Evaluate their own works and make discerning designs related to own arts practice.

Entry: 55% in a Year 10 Art module.