Contents

Introduction ........................................................................................................................................... 6
Year Twelve ............................................................................................................................................. 7
Subject Selection Process (Year Eleven ~ 2016) ....................................................................................... 7

WACE Qualification ................................................................................................................................. 8

WACE Requirements for 2016-2017 ....................................................................................................... 8
General Requirements ............................................................................................................................ 8
Breadth and Depth .................................................................................................................................... 8
Achievement Standard ............................................................................................................................. 8

VET in the WACE ..................................................................................................................................... 9

Requirements and Recognition Arrangements ....................................................................................... 9
VET/Endorsed Programme Contribution to WACE .............................................................................. 10
Vet Credit Transfer/VET Embedded ......................................................................................................... 10
Vet Industry Specific ............................................................................................................................... 10
Authority Developed Workplace Learning (ADWPL) ........................................................................... 11
Unique Student Identifier (USI) ............................................................................................................... 11

Multiple pathways to achieve the WACE ............................................................................................ 11
Selecting Subjects for Senior Secondary ............................................................................................... 12

General Recommendations for Selecting Subjects ............................................................................. 13
Students intending to go straight into the workforce ........................................................................... 13
Students intending to apply for further study at an STP ...................................................................... 13
Students for whom university study is a realistic consideration ............................................................ 13
  Examination focussed pathway ............................................................................................................. 13
  Alternate Pathway .................................................................................................................................. 13

Courses Offered at St Joseph’s College – Year Eleven, 2016 ............................................................ 13

  ATAR Courses ....................................................................................................................................... 13
  General Courses ................................................................................................................................. 13
  Foundation Courses ............................................................................................................................ 14
  Preliminary Courses ............................................................................................................................ 14
  Vocational Education and Training (VET) .......................................................................................... 14
  Endorsed Programmes ....................................................................................................................... 14
  Choosing Your English-Based Courses ............................................................................................... 15
  Choosing Your Mathematics Course ................................................................................................... 15
  Choosing Your Science Course ............................................................................................................ 16
  Additional Programmes ....................................................................................................................... 16
Compulsory activities................................................................................................................................. 16
St Joseph’s Day ........................................................................................................................................ 16
House Sports Carnivals............................................................................................................................... 16
Wheelchairs for Kids Fun Run .................................................................................................................... 17
Year Eleven: Youth Mission Team (YMT) .................................................................................................. 17
Year Twelve Retreat.................................................................................................................................. 17
Extra opportunities .................................................................................................................................... 17
Australian Catholic Colleges (ACC) Competitions .............................................................................. 17
Archbishop’s Seminar ............................................................................................................................... 17
Holy Family Youth Ministry ..................................................................................................................... 18
General Information ................................................................................................................................. 18
Assessment Guidelines for Year Eleven and Year Twelve: SCSA Courses .................................................. 18
Marks and grades ....................................................................................................................................... 18
Authenticity of work ................................................................................................................................. 19
Review of school assessments .................................................................................................................. 19
Students with special needs ..................................................................................................................... 19
Students with disabilities .......................................................................................................................... 19
Long term illness ....................................................................................................................................... 20
Prolonged absences .................................................................................................................................... 20
Changing courses ....................................................................................................................................... 20
ATAR examinations .................................................................................................................................. 20
Enrolling in examinations ......................................................................................................................... 21
Special examination arrangements ........................................................................................................... 21
Study Requirement and Study Skills for the Senior Years of School ........................................................ 21
Study Skills Resources .............................................................................................................................. 21
Having trouble remembering the information in a particular Course of Study? .................................... 22
Course Information ..................................................................................................................................... 23
Western Australian University Admissions 2016................................................................................... 65
General Admission Requirements for all Western Australian Public Universities ............................... 65
Competence in English .............................................................................................................................. 65
Competence in English – Concessions ...................................................................................................... 65
ATAR Bonus for Languages Other Than English ................................................................................... 66
Alternative Admission Requirements ....................................................................................................... 66
Curtin University ....................................................................................................................................... 66
Edith Cowan University ........................................................................................................................... 67
Murdoch University ................................................................................................................................. 67
COLLEGE VISION STATEMENT

The life of every person is a special journey.

St Joseph’s College endeavours to help each person remain ever open
to new discoveries along the path to full human development.

The College proclaims Christ as the measure of all wisdom
and the true model of living.

Students, staff and parents are called to unity in the task of being

a sacrament of hope and peace for our world.
Introduction

Decisions to be made by parents and students concerning the last two years of Secondary Education are not easy. The regulations and procedures are sometimes complex and the varied courses introduce terminology and concepts that may be new to many.

This resource contains information to help you and your child to decide which pathway to choose after Year Ten. Details are provided on various post school alternatives, in addition to Year Eleven and Year Twelve courses and the West Australian Certificate of Education (WACE).

It is essential that, if your child is returning to undertake Senior Secondary studies, a programme is selected that provides them with:

- a reasonable likelihood of success;
- clearly defined opportunities to enter employment, training or higher education (University or State Training Provider (formerly known as TAFE)) in their preferred field.

Before selecting courses of study for next year, students, in association with their parents, should:

1. Read all the material in this booklet.
2. Seek advice from their teachers and seriously consider their recommendations.
3. Be aware of prerequisites for each course. This preliminary choice will rely on Semester One results. Confirmation of course choices will depend upon final Year Ten results.
4. Investigate appropriate websites and/or handbooks (available in front foyer) to identify prerequisites for certain courses at universities and/or a STP. In addition, check Australian Tertiary Admission Rank (ATAR) cut-offs for entry into courses at the various Western Australian universities.
5. Carefully consider the degree of personal satisfaction and enjoyment you obtain from the various subjects. You are more likely to have success in subjects you enjoy.
6. Be realistically aware of your capabilities.
7. Appreciate that some courses may not eventually be timetabled if there is insufficient demand.

It is essential that students seek guidance from the Head of Curriculum, Head of Secondary School and teachers before deciding on a course of study for next year. Year Ten students are advised to take this process of subject selections for Year Eleven very seriously. By taking the necessary time and care in making these decisions which will significantly impact upon their futures, because your changing choices in the future may not be possible.

For most students there is no short cut to career choices. They must spend time and effort assessing their own abilities, interests and values, seeking accurate, up-to-date information, examining alternatives and discussing choices with others.
Year Twelve

Year Twelve is a different year to all others in a number of ways, with the most obvious being the short length of the school year. This final year of secondary education is made up of three terms, as Term Four is only used for final assessments and examinations. This ultimately means that there is no time for procrastination and rewards will come to those students who apply themselves consistently and commit wholeheartedly to achieving their goals.

Year Twelve offers all students at St Joseph’s College a wonderful opportunity to gain their first preference in terms of post-secondary destinations. Therefore, students need to set clear goals and make a genuine effort to enjoy their final year of schooling.

Subject Selection Process (Year Eleven ~ 2016)

Students receive their first semester report.

The Year Eleven Course Selection Handbook is made available on the St Joseph’s College website and CONEQT. Students and parents read up on subjects that are on offer for 2016.

At Year Ten level students are given their Subject Selection paperwork.

Parents are invited to a Parent Information Night on Monday 3 August which outlines graduation requirements and post school options.

All students in Year Ten attend a Subject Selection interview during Term Three. Parents wishing to be present at this appointment can be book through the Front Office Administration by phoning Ms Smith or Mrs Hunter on 9844 0222. Appointments can be made outside normal school hours if required.

Students bring their paperwork and any other relevant information with them to the interview.

Confirmation of course selection. Students and parents will be notified once timetables have been finalised.

All parents are expected to attend the information evening. No parent should hesitate to contact appropriate staff for direct, personal assistance. Dates are published in the College Calendar and will be confirmed via email.
WACE Qualification

The WACE is awarded to secondary school students who satisfy the requirements.

WACE Requirements for 2016-2017

To qualify for a WACE a student must satisfy the following:

General Requirements

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- Complete a minimum of twenty (20) units of equivalents as described below
- Complete four (4) or more Year Twelve ATAR courses or complete a Certificate II or higher

Breadth and Depth

Students will complete a minimum of twenty (20) course units or the equivalent. This requirement must include at least:

- a minimum of ten (10) Year Twelve units or the equivalent
- two (2) completed Year Eleven English units and one pair of completed Year Twelve English units
- one pair of Year Twelve course units from each of List A (Arts/English/Languages/Humanities and Social Sciences) and List B (Mathematics/Science/Technology)

Achievement Standard

Students will be required to achieve fourteen (14) C grades (or equivalents, see below) in Year Eleven and Year Twelve units, including at least six (6) C grades in Year Twelve units (or equivalents). Unit equivalence can be obtained through VET programmes and/or Endorsed Programmes. The maximum unit equivalence available through these programmes is eight (8) units – four (4) Year Eleven units and four (4) Year Twelve units.

Students may obtain unit equivalence as follows:

- up to eight (8) unit equivalents through completion of VET programmes, or
- up to four (4) unit equivalents through completion of Endorsed Programmes, or
- up to eight (8) unit equivalents through a combination of VET and Endorsed Programmes, but with Endorsed Programmes contributing no more than four (4) unit equivalents.

The amount of unit equivalence allocated to VET and Endorsed Programmes is as follows:

- VET qualifications
Certificate I is equivalent to two (2) Year Eleven units
Certificate II is equivalent to two (2) Year Eleven and two (2) Year Twelve units
Certificate III or higher is equivalent to two (2) Year Eleven and four (4) Year Twelve units

- Endorsed Programmes – unit equivalence is identified on the Authority’s approved list of endorsed programmes.

**VET in the WACE**

**Requirements and Recognition Arrangements**

A student who is not completing at least four (4) ATAR courses must successfully complete a Certificate II or higher AQF qualification as part of the minimum requirements for WACE achievement.

Successful completion of a nationally recognised VET qualification may contribute towards the achievement of a WACE in one of the following ways:

- WACE course units when completed through VET industry specific courses; or
- Unit equivalence for all other VET achievement

There are specific requirements under which a partially completed* Certificate III or higher qualification will be accepted as satisfying the minimum requirement.

*Note: In this context of VET in the WACE, the term ‘complete’ requires that a student has been deemed competent in all units that make up the partial Certificate III or higher qualification. See table below.

**Table 1: VET credit transfer and unit equivalence**

<table>
<thead>
<tr>
<th>Completed qualification</th>
<th>Total equivalents</th>
<th>Year Eleven Credit allocation (Unit equivalents)</th>
<th>Year Twelve Credit allocation (Unit equivalents)</th>
<th>Satisfies the minimum VET qualification requirement for WACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>2 units</td>
<td>2</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Certificate II</td>
<td>4 units</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Certificate III or higher - partial</td>
<td>4 units</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Certificate III or higher – full</td>
<td>6 units</td>
<td>2</td>
<td>4</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Table 2: VET industry specific

<table>
<thead>
<tr>
<th>VET industry specific qualification</th>
<th>Workplace learning units completed</th>
<th>Year Eleven Course unit credit</th>
<th>Year Twelve Course unit credit</th>
<th>Satisfies the minimum qualification requirement for WACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>✓</td>
<td>Units 1 and 2</td>
<td>None</td>
<td>No</td>
</tr>
<tr>
<td>Certificate II</td>
<td>✓</td>
<td>Units 1 and 2</td>
<td>Units 3 and 4</td>
<td>Yes</td>
</tr>
<tr>
<td>Certificate III</td>
<td>✓</td>
<td>Units 1 and 2</td>
<td>Units 3 and 4</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**VET/Endorsed Programme Contribution to WACE**

VET qualifications are **not** identified as List A or List B. This rule applies to both VET credit transfer programmes and VET industry specific courses.

- ✓ Of the twenty (20) units required for WACE a maximum of eight (8) - four (4) in Year Eleven and four (4) in Year Twelve - may be substituted by VET credit transfer and endorsed programmes through unit equivalents.

- ✓ Endorsed programmes may contribute to a maximum of only four (4) unit equivalents - two (2) in Year Eleven and two (2) in Year Twelve.

**Vet Credit Transfer/VET Embedded**

From 2015, VET achievement, regardless of how a school chooses to deliver a qualification, may attract unit equivalence towards the WACE. It could be:

- Embedded – students receive course credit for the WACE courses as well as VET unit equivalence; and/or
- Stand-alone – students receive VET unit equivalence.

**Vet Industry Specific**

SCSA has developed ten (10) VET industry specific WACE courses in collaboration with industry and schools. These courses include training package qualifications at AQF levels I, II and III in which competency electives may have been prescribed.

- Grades are not awarded.
- The achievement description ‘completed’ indicates the student has met the ‘C standard’ for a WACE course.
- Each course has specific workplace learning requirements and students should be enrolled concurrently in the Authority Developed Workplace Learning (ADWPL) programme
- Credit is gained on completion of the requirements.
Authority Developed Workplace Learning (ADWPL)
- An Authority-developed endorsed programme that is managed by individual schools.
- Students work in one or more real workplace settings to develop a set of transferable workplace skills.
- Students must record the number of hours completed and the tasks undertaken in the workplace in the Authority’s Workplace Learning Logbook.
- Students must also complete the Authority’s Workplace Learning Skills Journal after each 55 hours completed in the workplace.

ADWPL contributes as unit equivalence and is allocated on the basis of one 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 equivalent
- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents

Unique Student Identifier (USI)
Students undertaking nationally recognised training in 2015 and beyond are required to have a USI. The VET Coordinator will provide details on this process. Information about the USI can be accessed via http://www.usi.gov.au/.

Multiple pathways to achieve the WACE
The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which are previously described.

Table 1: Examples of study options

<table>
<thead>
<tr>
<th>Student</th>
<th>Courses studied (with minimum C grade achievement)</th>
<th>Eligibility for WACE certification</th>
<th>Eligibility for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>six Year 11 ATAR courses five Year 12 ATAR courses</td>
<td>Yes (22 units, 10 Year 12)</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) four Year 12 ATAR courses two Year 12 General courses (excluding Preliminary)</td>
<td>Yes (24 units, 12 Year 12)</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) two Year 12 ATAR courses four Year 12 General courses (excluding Preliminary)</td>
<td>No (24 units, 12 Year 12) but no Cert II</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) one Year 12 ATAR course</td>
<td>Yes (24 units, 10 Year 12)</td>
<td>No</td>
</tr>
</tbody>
</table>
Selecting Subjects for Senior Secondary

Before selecting courses for study in Year Eleven or Year Twelve, students must note the following:

1. Religion and Life is a compulsory subject in both Year Eleven and Year Twelve.
2. English Foundation, English General, English ATAR or Literature is a compulsory course in both Year Eleven and Year Twelve.
3. Students must observe the recommended prerequisites for subjects as outlined in this handbook.
4. At universities some courses have prerequisite subjects, whilst for other courses certain subjects are strongly recommended. Students should be aware of these requirements before making their choice of Year Eleven subjects.
5. Students who contemplate staying until the end of Year Twelve should have a clear idea of the subjects they intend to take over the two-year period. In some Learning Areas, for example Mathematics, Physics and Chemistry, it would not be recommended for students to study the Year Twelve course without having studied the Year Eleven course.
6. In developing a timetable grid the subjects offered and the number of classes in a particular subject are primarily dependent upon student selections and then subsequently upon human and capital resources.

When students make unwise choices in the realms of pathways and courses and then desire to change, difficulties may arise as classes may be full or there may be no other suitable option on the same grid line. It is important, therefore, that students and parents give the most serious consideration to the recommendations made by teachers regarding the subjects that students should study in Years Eleven and Twelve.
General Recommendations for Selecting Subjects

Students intending to go straight into the workforce
Students should take mainly General and Certificate courses and should only take ATAR courses if they have the appropriate ability and interest in these subjects.

Students intending to apply for further study at an STP
Students should check the requirements of the course before selecting their senior school subjects as they may require the study of some ATAR courses. Students are advised to study the highest mathematics subject they are capable of achieving.

Students for whom university study is a realistic consideration
There are two pathways students who wish to go to university can access whilst at school: the examination focussed pathway and the alternate entry pathway.

Examination focussed pathway
Students who desire to undertake university study and who are capable academically should consider taking six (6) ATAR courses in Year Eleven with a view to completing five (5) ATAR courses in Year Twelve.

Alternate Pathway
Depending upon which course students want to study there are a variety of other ways to gain direct entry into university. For more information please refer to the Alternative Admission Requirements section of this handbook.

Courses Offered at St Joseph’s College – Year Eleven, 2016
St Josephs’ College offers a wide range of subjects to cater for individual abilities, interests and post-secondary aspirations. There are several types of subjects/courses and their descriptions are listed below.

ATAR Courses
These subjects have an external examination at the end of Year Twelve and therefore contribute to University entrance. Results are reported in marks and grades.

General Courses
These subjects do not have an external examination at the end of Year Twelve and therefore do not directly contribute to university entrance. They do, however, have an Externally Set Task (EST) that is completed in Semester One of Year Twelve. Results are reported in marks and grades.
Foundation Courses

Students who have not demonstrated the minimum standard in the literacy component of the OLNA are eligible to enrol in the List A Foundation courses: English Foundation course, the English as an Additional Language or Dialect (EALD) Foundation course and the Career and Enterprise Foundation course.

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the List B Foundation courses: Mathematics Foundation course.

These subjects do not have an external examination at the end of Year Twelve and therefore do not contribute to university entrance. They do, however, have an Externally Set Task (EST) that is completed in Semester One of Year Twelve. These courses are designed for those students who need additional help in demonstrating the minimum standard of literacy and numeracy. Results are reported in marks and grades.

Preliminary Courses

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and/or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.

Vocational Education and Training (VET)

Units of Competency are completed that can contribute to TAFE type qualifications. These units may be embedded in existing courses, delivered as stand-alone units at St Joseph’s College or delivered through External Training Providers. There is no final examination and they do not directly contribute to university entrance. VET contributes favourably towards STP entry.

Endorsed Programmes

An Endorsed Programme is a significant learning programme that has been developed by the College, community organisation or private provider that has been endorsed by SCSA. These programmes can contribute to the WACE completion of units requirement. Those Endorsed Programmes that originate from St Joseph’s College will automatically be included on a student’s statement. Students will have the opportunity to present evidence of other programmes completed outside St Joseph’s College.

All courses contribute to the WACE.

In 2016, Year Eleven students:

- will study Religion and Life plus five other courses.
who do not possess prerequisites **MUST** get approval from the Head of Curriculum and Head of Secondary to attempt a course. Parental responsibility forms will need to be completed when students do not meet the course prerequisites. Students will **NOT** be permitted to attempt more than one course where the prerequisites have not been met.

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 some situations, students who do not meet the prerequisites may not be able to undertake a course, even if special approval is given.

**Choosing Your English-Based Courses**

Students must study an English course in both Year Eleven and Year Twelve. The English course draws upon and develops the knowledge, skills and processes related to the strands of Language, Literature and Literacy used in the Years Seven to Ten syllabus. The emphasis differs according to the nature of each subject.

Senior school English courses also incorporate the general capabilities and the cross-curriculum priorities of the Australian Curriculum.

The courses available are: English ATAR, English General and English Foundation.

In Year Eleven, students study Units 1 and 2 of their course. While, in Year Twelve, students study Units 3 and 4 of the course.

It is most likely that students will choose English ATAR if they wish to proceed to tertiary study, or English General if they wish to proceed to an STP or employment.

English Foundation is designed for students who have not demonstrated Standard Australian English literacy skills through the OLNA testing.

**Choosing Your Mathematics Course**

The new Mathematics courses have been designed to continue the Australian Curriculum content through to Year Eleven and Year Twelve. They are designed to address a variety of needs and offer choice and flexibility to students through both content and methodology, providing rich and relevant material.

St Joseph’s College is offering four (4) senior school mathematics subjects in Year Eleven in 2016: Mathematics Specialist ATAR*; Mathematics Methods ATAR; Mathematics Applications ATAR; Mathematics Essentials; and Mathematics Foundation.

*Mathematics Specialist ATAR must be taken in conjunction with Mathematics Methods ATAR.
Students should consider their choice of Mathematics subject for Year Eleven and Year Twelve very carefully. Think carefully about your future tertiary course and enquire about the minimum Mathematics required for the particular faculty or units in which you wish to enrol.

We encourage all students to study Mathematics at the highest level their academic capability allows.

Choosing Your Science Course

St Joseph’s College is offering four (4) senior school science subjects in Year Eleven in 2016: Biological Science ATAR; Chemistry ATAR; Human Biological Science ATAR; and Physics ATAR.

Students should consider very carefully the choice of Science subjects for Year Eleven and Year Twelve. The discipline and skills involved in scientific investigation, data analysis and manipulation are becoming more and more important in many of the professional careers not directly within the science and engineering fields. Many of the most successful contributors to the advancement of our society in the fields of ethics, business, banking, politics, law, and medicine have physical or biological science backgrounds.

The study of science typically involves the development of strong analytical and problem solving skills and the academic rigour involved is excellent preparation for university courses.

We encourage all students who have met the requirements for further study in science subjects to maintain some science throughout their education.

Additional Programmes

Compulsory activities
Apart from the opportunity to study SCSA accredited courses, there is a component of compulsory activity in which all students must participate. These programmes are briefly outlined below. Attendance and involvement in compulsory school activities is noted on the front of a student’s academic report.

St Joseph’s Day
Held in Term One, St Joseph’s Day is a celebration of our patron and includes student involvement in the organisation and management of a fundraising stall in collaboration with their Home Room. The day will include a College Mass and finish with a whole school ‘fete’.

House Sports Carnivals
St Joseph’s College holds an annual Inter House Swimming Carnival and Inter House Athletics Carnival. All students are expected to be present on the day and take part in the activities, either through completion of events, provision of support (cheerleading, positive encouragement) of other House members, or acting as a marshal throughout the day.
Wheelchairs for Kids Fun Run
A whole school event dedicated to raising funds for the Wheelchairs for Kids organisation. Year Twelve students visit the Wheelchairs for Kids factory in Perth as part of their Year Twelve Retreat programme.

Year Eleven: Youth Mission Team (YMT)
During Term Two the Australian Youth Mission Team visit St Joseph’s College and run retreat programmes for the students. YMT Australia is all about empowering young people to live life to the full through a personal relationship with God and a realisation of their own value. The Year Eleven’s spend two days working with the Team. The retreat aims to:

✓ provide students with a positive experience of retreat through programmes designed to be fun, compelling and interactive.
✓ encourage students to explore the relevance of the Gospel in the context of modern youth culture.
✓ challenge students to consider how they view themselves, their relationship with others and with God.
✓ provide positive role models of young people playing an active role in the ministry of the Church.
✓ encourage students to recognise their role as leaders in both the school/parish community and society.

Year Twelve Retreat
Prior to commencing Year Twelve all students must attend the Year Twelve Retreat. Students travel to St Thomas More College in Perth and spend five days exploring, developing and learning about what it is to be a Year Twelve and looking to the future as a responsible adult. NB. The Year Twelve Retreat is scheduled for the last week of the January school holidays.

Extra opportunities
In addition to the compulsory activities, St Joseph’s College offers many opportunities for students to extend their College involvement and gain valuable experience in multiple learning areas.

Australian Catholic Colleges (ACC) Competitions
Students are chosen and invited to attend the ACC based on their performance in the Inter House Carnivals. St Joseph’s College takes part in both the athletics and swimming carnivals at this level.

Archbishop’s Seminar
In recent years, as part of the Year Twelve Religion and Life ATAR course, students have had the opportunity to attend the Archbishop’s Seminar in Perth. This usually takes place during the school holidays after Term One. It is a wonderful opportunity for students to meet like-minded people and be exposed to a wonderful, charismatic speaker. The knowledge gained from this experience is of great assistance for students in preparation for their ATAR examinations.

Inter School Debating
St Joseph’s College has a vibrant debating team who have successfully competing in the annual Inter School Competition against other local schools. By becoming involved in this activity students are able to develop their critical thinking, planning and oral presentation skills.

Holy Family Youth Ministry
The Holy Family Parish Youth Ministry meets on a regular basis for discussion and networking amongst the youth of our Parish. Camps are held throughout the year and once a month the Youth Ministry provides the music for Mass. This programme is currently managed by our College Chaplain – Father Christian Saminal, OSJ.

General Information

Assessment Guidelines for Year Eleven and Year Twelve: SCSA Courses
In assessing and administering SCSA accredited courses, the SCSA requires that:

- students are given the assessment programme and assessment structures for each unit at the beginning of the course;
- internal comparability is achieved in all forms of school assessment;
- grades and marks are assigned at the conclusion of the course and are based on the cumulative record of assessment of the student’s achievement of course objectives;
- the criteria for awarding of grades and marks are fixed for all students.
- final grades and/or numerical assessments are available for collection by students, before the SCSA deadline for submission. (In Year Twelve these will be available on the day before the deadline. In Year Eleven, where possible, these will be available on the day prior to the SCSA deadline.) Such marks are only released to the student, or the parent of the student, concerned; and
- the school has additional guidelines relating to tests, examinations and assessments which are available, in full, on the CONEQT website. It is important that students and parents are aware of all these requirements.

Marks and grades
To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school’s education and assessment programmes for the unit, unless there are exceptional circumstances that are acceptable to the school.

- The final result for each ATAR or General course in Year Twelve will be reported with a grade and a percentage out of 100.
- The results will be forwarded to the School Curriculum and Standards Authority once a year.
- The percentage out of 100 will be statistically adjusted to conform with the rest of the state.
Authenticity of work

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.

The St Joseph’s College Assessment Policy will outline the penalties for submitting another’s work as your own. Work which would not be considered your own could include, but is not limited to:

- copying someone’s work in part or in whole, and presenting it as your own
- buying, stealing or borrowing another person’s work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially
- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement
- using non-approved materials and/or equipment during an assessment task or examination
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4), must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

Review of school assessments

Schools must inform students in writing of their grades by a date specified annually by the Authority (usually in late October).

If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result.

Students with special needs

Students with disabilities

Although disabled students are assessed according to how they meet the criteria of the course, appropriate opportunities to demonstrate achievement of course objectives will be provided for them within the scope of the school’s existing facilities.

Extra time or use of computers in test or exams will be granted to those students who have medical or psychometric testing which indicates that they fit the established criteria of the SCSA for special conditions in external examinations.

Did you know?
All work submitted for assessment must be your own. If it is not, penalties apply.
Existence of such conditions should be declared to the Head of Curriculum or Head of Secondary as soon as they become known and must be advised in good time for the first set of examinations in any year.

**Long term illness**
A student with a long term illness will be given special consideration according to the school’s assessment of the prevailing circumstances.

**Prolonged absences**
In the event of a prolonged absence due to illness or disability, allowances can be made for both ATAR and General courses. Special arrangements concerning assignments and tests can be made through the Head of Curriculum and subject teachers. These arrangements may vary according to the circumstances.

**Changing courses**
*The last day for changing subjects in Year Eleven and Year Twelve is usually the second week in March but needs to be earlier for some courses. This date may be changed by the SCSA.*

As part of the decision to change a course, students should make themselves aware of what is expected of them in the new subject; the assessment tasks which must be completed in order to compensate for the section of the course missed, the risks taken by starting a course late, and the weightings allocated to various components. Students taking up a course after it is well underway will be examined on the whole course in the same way as other students. Students who have not submitted assessment tasks because of late commencement resulting from a transfer from one school to another or a change of course, will, where possible, be provided with an opportunity to demonstrate achievement of course objectives for the section of work they have missed. Unfortunately, in some aspects of a course, this is not always possible.

**ATAR examinations**
*This section is relevant to students who intend to enrol in ATAR Units 3 and 4 (typically Year Twelve students).*

The SCSA sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the SCSA website at [http://wace1516.scsa.wa.edu.au/#syllabus](http://wace1516.scsa.wa.edu.au/#syllabus)

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term Three school holidays, on weekends, the Queen’s Birthday public holiday and during the second and third weeks of Term Four. Written examinations will start on the first Monday in November.
ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year Twelve. They also make it possible to compare the achievement of students, regardless of the school attended.

**Enrolling in examinations**

When you enrol in a Year Twelve ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

**Special examination arrangements**

Special arrangements may be made if you have a permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of Year Twelve.

**Study Requirement and Study Skills for the Senior Years of School**

Students in Year Eleven and Year Twelve must be able to demonstrate independent learning skills right from Week One of Term One. Their programme of learning in each Course of Study will move along quite rapidly and build upon knowledge from week to week. Students will also be receiving more homework than in previous years and the quantity of work completed in each lesson will increase. It is assumed that students will have completed their own daily revision of concepts and material learned *in their own time* – this is regarded as ‘study’.

The brain will only recall information if it has had the chance to synthesise it. It also recalls information more readily if that information has been presented more than once. The aim of a good study programme is to repeatedly expose the brain to the information, so that recall will be quicker and more comprehensive each time. ‘Study’ is not a technique or activity reserved solely for the night before a test or the week before examinations. Effective study is on-going and regular throughout each school term.

**Study Skills Resources**

There are numerous study skills learning programmes available through the educational community and most of these are conducted in school holiday time. Other resources available are:

- Study Skills for High School Students with ADHD: [www.healthcentral.com/adhd/education-257098-5.html](http://www.healthcentral.com/adhd/education-257098-5.html)
The best resource for study skills is a willing parent! Being able to teach your son or daughter the techniques you personally use to keep on top of your daily workload and manage your time will pass on invaluable skills. Being interested in the work your son or daughter is learning at school and asking questions about their day can help even the most reluctant teenager to begin the process of synthesis as they talk about what material was covered in class.

**Having trouble remembering the information in a particular Course of Study?**

- Ask the class teacher for hints and tips on how to remember the information.
- Keep a weekly tally of how many 30 minute sessions you actually spend revising that Course of Study. If it is a very low total, then you may not be spending enough time revising for the information to be remembered.
- Increase the amount of time you spend in each session on that Course of Study, aim for a total of 2-3 hours per week on each course of study.
- Make use of your College Diary.
- Ask the Head of Secondary and/or Head of Curriculum for their study tips.
Course Information

The following is a list of those courses being offered by St Joseph’s College for Year Eleven in 2016 which are accredited by SCSA. As such, they count towards the WACE and for either university or STP admission.

Courses recommended for students who wish to achieve an ATAR and continue further study at university

<table>
<thead>
<tr>
<th>Year Eleven, 2016</th>
<th>Year Twelve, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Enterprise ATAR Unit 1 &amp; 2</td>
<td>Career and Enterprise ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English ATAR Unit 1 &amp; 2</td>
<td>English ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Geography ATAR Unit 1 &amp; 2</td>
<td>Geography ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Health Studies ATAR Unit 1 &amp; 2</td>
<td>Health Studies ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Modern History ATAR Unit 1 &amp; 2</td>
<td>Modern History ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Religion and Life ATAR Unit 1 &amp; 2</td>
<td>Religion and Life ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Visual Arts ATAR Unit 1 &amp; 2</td>
<td>Visual Arts ATAR Unit 3 &amp; 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Eleven, 2016</th>
<th>Year Twelve, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology ATAR Unit 1 &amp; 2</td>
<td>Applied Information Technology ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Biology ATAR Unit 1 &amp; 2</td>
<td>Biology ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Chemistry ATAR Unit 1 &amp; 2</td>
<td>Chemistry ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Human Biology ATAR Unit 1 &amp; 2</td>
<td>Human Biology ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Materials Design and Technology ATAR Unit 1 &amp; 2</td>
<td>Materials Design and Technology ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics Applications Unit 1 &amp; 2</td>
<td>Mathematics Applications Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics Methods ATAR Unit 1 &amp; 2</td>
<td>Mathematics Methods ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics Specialist ATAR Unit 1 &amp; 2</td>
<td>Mathematics Specialist ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Physical Education Studies ATAR Unit 1 &amp; 2</td>
<td>Physical Education Studies ATAR Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Physics ATAR Unit 1 &amp; 2</td>
<td>Physics ATAR Unit 3 &amp; 4</td>
</tr>
</tbody>
</table>

Please note that the availability of these subjects is determined by the number of students electing to do them. Insufficient numbers may mean that some subjects will not run. Availability may also be effected by staff and other resources.
Courses recommended for students who wish to achieve WACE Graduation and intend to undertake a VET pathway

### List A
(Arts/English/Languages/Humanities and Social Sciences)

<table>
<thead>
<tr>
<th>Year Eleven, 2016</th>
<th>Year Twelve, 2017</th>
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</thead>
<tbody>
<tr>
<td>Career and Enterprise General Unit 1 &amp; 2</td>
<td>Career and Enterprise General Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English Foundation Unit 1 &amp; 2</td>
<td>English Foundation Unit 3 &amp; 4</td>
</tr>
<tr>
<td>English General Unit 1 &amp; 2</td>
<td>English General Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Health Studies General Unit 1 &amp; 2</td>
<td>Health Studies General Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Music General Unit 1 &amp; 2</td>
<td>Music General Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Religion and Life General Unit 1 &amp; 2</td>
<td>Religion and Life General Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Visual Arts General Unit 1 &amp; 2</td>
<td>Visual Arts General Unit 3 &amp; 4</td>
</tr>
</tbody>
</table>

### List B
(Mathematics/Science/Technology)

<table>
<thead>
<tr>
<th>Year Eleven, 2016</th>
<th>Year Twelve, 2017</th>
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</thead>
<tbody>
<tr>
<td>Applied Information Technology General Unit 1 &amp; 2</td>
<td>Applied Information Technology General Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Materials Design and Technology General Unit 1 &amp; 2</td>
<td>Materials Design and Technology General Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics Essentials Unit 1 &amp; 2</td>
<td>Mathematics Essentials Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics Foundation Unit 1 &amp; 2</td>
<td>Mathematics Foundation Unit 3 &amp; 4</td>
</tr>
<tr>
<td>Physical Education Studies General Unit 1 &amp; 2</td>
<td>Physical Education Studies General Unit 3 &amp; 4</td>
</tr>
</tbody>
</table>

### VET Certificates

<table>
<thead>
<tr>
<th>Year Eleven, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II Business</td>
</tr>
<tr>
<td>Certificate II Community Service (Childcare)</td>
</tr>
<tr>
<td>Certificate II Construction (Pathways-Trade)*</td>
</tr>
<tr>
<td>Certificate II Engineering (Metal and Engineering)*</td>
</tr>
<tr>
<td>Certificate II Hospitality</td>
</tr>
<tr>
<td>Certificate III Education Support*</td>
</tr>
<tr>
<td>Certificate II Sport and Recreation</td>
</tr>
</tbody>
</table>

*Students require two years to complete these courses

Please note that the availability of these subjects is determined by the number of students electing to do them. Insufficient numbers may mean that some subjects will not run. Availability may also be effected by staff and other resources.
### Endorsed Programmes

<table>
<thead>
<tr>
<th>Year Eleven, 2016</th>
<th>Year Twelve, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Place Learning</td>
<td>Work Place Learning</td>
</tr>
<tr>
<td>Work Placement 1 &amp; 2</td>
<td>Work Placement 3 &amp; 4</td>
</tr>
</tbody>
</table>

All students undertaking a Certificate Course MUST enrol in Work Place Learning.
**Overview**
This subject is suitable for students who are VET Pathway bound.

Music is an aural art form that involves the exploration, organisation and manipulation of sound and silence. Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Music is processed through aural discrimination, memory and emotional response, all of which interact with each other and with physical processes as a means of perceiving, learning, composing and performing.

The Music General course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

<table>
<thead>
<tr>
<th>MUSIC GENERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Music General course encourages students to explore a range of musical experiences through different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas: Aural and theory, Composing and arranging, Investigation and analysis, and Performance. Students can choose to perform on voice or instrument, submit a composition portfolio or complete a production/practical project to fulfil the requirements of the practical component.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>In each unit, the Music General course is divided into a written component and a practical component. It is accessible to students with a varied background and experience in music and is designed to provide a flexible framework through which the areas of content can be taught. The context(s) offered by schools will depend on school resources, staff expertise and student interest and needs. The selected context(s) is the vehicle or framework through which the unit content is delivered. Suggested contexts could include Western Art Music, Jazz, Contemporary Music, Music Theatre, Music for Film and Television, World and Indigenous Musics or Music Technology.</td>
</tr>
<tr>
<td>Students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>As there is a practical component of this course, students must have competence in one or more instruments or vocals.</td>
</tr>
<tr>
<td>Year Twelve: attain a minimum C grade in Music General Unit 1 and 2.</td>
</tr>
</tbody>
</table>
ARTS

Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Within contemporary society, there is increasing demand for visual literacy: the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts ATAR course enables students to develop their visual literacy and communication skills and become discriminating in their judgements.

The Visual Arts ATAR course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

VISUAL ARTS ATAR

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

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

Year Eleven
Unit 1
The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

Unit 2
The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

Year Twelve
Unit 3
Students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries.

Unit 4
Students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

Prerequisites
Year Eleven: attain a minimum B grade in Year Ten Art and a minimum C grade in English Principles or the presentation of a folio to Mrs Goodlad. Year Twelve: attain a minimum C grade in Visual Arts ATAR Unit 1 and 2.
ARTS VISUAL ARTS GENERAL

Overview
This subject is suitable for students who are VET Pathway bound.

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

The Visual Arts General course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

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

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

Year Eleven
Unit 1
The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Unit 2
The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

Year Twelve
Unit 3
The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Unit 4
The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

Prerequisites
It is essential that students have demonstrated the minimum Literacy requirements for Graduation.

Year Twelve: attain a minimum C grade in Visual Arts General Unit 1 and 2.
ENGLISH ATAR

Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

The English ATAR course focuses on developing students’ analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

The English ATAR course is designed to develop students’ facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Year Eleven
Unit 1
Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning.

Unit 2
Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive 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.

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

Unit 4
Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations though debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing.

Prerequisites
Year Eleven: attain a minimum A grade in Year Ten English Foundations or minimum strong C grade in Year Ten English Principles.
Year Twelve: attain a minimum C grade in English ATAR Unit 1 and 2.

Literacy Requirements – University Entrance
A scaled score of 50% or better in English ATAR is one way to fulfil the literacy requirements for university entrance.
## Overview
This subject is suitable for students who are VET Pathway bound.

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students’ language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

### Year Eleven
#### Unit 1
Students develop their comprehension and responses to the ideas and information presented in texts.

#### Unit 2
Students develop their ability to interpret ideas and arguments in a range of texts and contexts.

### Year Twelve
#### Unit 3
Students explore different viewpoints in a range of texts and contexts.

#### Unit 4
Students focus on community, local or global issues and ideas presented in texts and develop reasoned responses to them.

### Prerequisites
It is essential that students have demonstrated the Literacy requirement for Graduation.
**Overview**
This subject is suitable for students who are VET Pathway bound.

The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy.

Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one’s sense of individual worth.

The English Foundation course evolves from an emphasis on the five modes mentioned above, which are grouped into three outcomes: Reading, Producing, and Speaking and Listening.

The English Foundation course enables students to continue learning, prepares students for entry into further study or employment, and develops in students a sense of community and self-worth. It develops in students an increasing confidence in interpreting texts in their lives and articulating their ideas about the lives, societies and cultures they desire.

**Year Eleven**

**Unit 1**
- develop skills in functional literacy, including appropriate spelling, punctuation and grammar
- develop skills in reading texts for work, learning, community and/or everyday personal contexts
- develop skills in producing texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

**Unit 2**
- develop skills in functional literacy
- develop skills in reading texts for work, learning, community and/or everyday personal contexts
- develop skills in producing texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

**Year Twelve**

**Unit 3**
- develop skills in functional literacy
- develop skills in reading texts for work, learning, community and/or everyday personal contexts
- develop skills in producing texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

**Unit 4**
- develop skills in functional literacy
- develop skills in reading texts for work, learning, community and/or everyday personal contexts
- develop skills in producing texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

**Prerequisites**
Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in English Foundations.
Overview
This subject is suitable for students who are VET Pathway bound.

The English Preliminary course recognises that language plays a central role in human life: it provides a vehicle for communication and independence. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

In this course, students study language through the use of receptive and expressive communication. The course recognises the diversity of the student population and builds on their knowledge of how language works, relevant to their needs, skills and interests.

Students develop skills to communicate and respond to ideas, feelings and attitudes and to interact effectively with others.

These units are particularly suitable for students who are working in integrated programs and/or workplace learning.

Within the broad area of independence, teachers may choose one or more of the suggested learning contexts: personal, social, vocational and/or cultural.

Year Eleven
Unit 1 and 2
The focus for these units is independence. Students develop and apply language skills within their family, school, social and community contexts.

Through the use of verbal and non-verbal language, they express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

Year Twelve
Unit 3 and 4
The focus for these units is a continuation of the focus on independence in Units 1 and 2. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings. These units develop students’ participation and interaction skills.

Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interaction.

Prerequisites
Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and/or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.
The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

### Year Eleven

**Unit 1**
This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

**Unit 2**
This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

### Year Twelve

**Unit 3**
This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

**Unit 4**
This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

**Prerequisites**
- **Year Eleven**: attain a minimum C grade in Year Ten Biological Science or Year Ten Physical Science or a minimum A grade in Year Ten Applied Science or Year Ten Environmental Science. In addition students must attain a minimum B grade in Year Ten Health Education.
- **Year Twelve**: attain a minimum C grade in Health Studies ATAR Unit 1 and 2.
Overview
This subject is suitable for students who are VET Pathway bound.

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

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

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

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

Unit 4
This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about Australia’s National Health Priority Areas (NHPAs) and preventative strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

Prerequisites
Year Eleven: attain a minimum C grade in Year Ten Applied Science or Year Ten Environmental Science. In addition students must attain a minimum B grade in Year Ten Health Education.
Year Twelve: attain a minimum C grade in Health Studies ATAR Unit 1 and 2.
### Physical Education Studies ATAR

#### Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

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

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

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

#### Year Eleven

**Unit 1**

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 the performance of themselves and others in physical activity.

**Unit 2**

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.

#### Year Twelve

**Unit 3**

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

**Unit 4**

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

#### Prerequisites

**Year Eleven:** attain a minimum C grade in Year Ten Biological Science or Year Ten Physical Science or a minimum A grade in Year Ten Applied Science or Year Ten Environmental Science. In addition students must attain a minimum B grade in Year Ten Health Education and a minimum B grade in Year Ten Physical Education.

**Year Twelve:** attain a minimum C grade in Physical Education ATAR Unit 1 and 2.
### Overview
This subject is suitable for students who are VET Pathway bound.

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

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

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

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

### Year Eleven
#### Unit 1
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.

#### Unit 2
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.

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

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

### Prerequisites
**Year Eleven:** attain a minimum C grade in Year Ten Science, a minimum C grade in Year Ten Health Education and a minimum C grade in Year Ten Physical Education.

**Year Twelve:** attain a minimum C grade in Physical Education General Unit 1 and 2.
**Overview**

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

The Career and Enterprise ATAR 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.

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

The Career and Enterprise ATAR course aims to provide all 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 course recognises that work both reflects and shapes the culture and values of our society. It provides opportunities for students to develop critical insights into the relationships between work, culture and the values of our own and other societies.

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

**Year Eleven**

**Unit 1**

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

**Unit 2**

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

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

**Year Twelve**

**Unit 3**

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.

**Unit 4**

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision-making.

**Prerequisites**

*Year Eleven:* attain a minimum C grade in English Principles or a minimum A grade in English Foundations.

*Year Twelve:* attain a minimum C grade in Career and Enterprise ATAR Unit 1 and 2.
<table>
<thead>
<tr>
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<tr>
<td>This subject is suitable for students who are VET Pathway bound.</td>
<td>Year Eleven Unit 1 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.</td>
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<tr>
<td>Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace organisation is unique and its organisation governs workplace settings and work patterns.</td>
<td>Unit 2 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.</td>
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<td>Year Twelve Unit 3 This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.</td>
<td>Unit 4 This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. Work, training and learning experiences provide opportunities to extend students’ knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.</td>
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<td>Prerequisites There are no prerequisites for either the Year Eleven or Year Twelve units.</td>
<td></td>
</tr>
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</table>
## Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

The study of geography draws on students’ curiosity about the diversity of the world’s places and their peoples, cultures and environments.

Students considering studies at tertiary level in Arts or Humanities are advised to take at least one of the courses in Humanities and Social Sciences. The study of Geography provides a valuable background and can lead to a wide range of employment opportunities in: Agriculture, Architecture. The Armed Forces, Landscape Architecture, Cartography, Civil Aviation, Commerce and Management, Environmental Management, Government, Journalism, Meteorology, Mining, National Parks, Public Relations and Advertising, Surveying, Town Planning, Teaching, the Hospitality and Tourism industry, Travel and Recreation, to name a few.

In the senior secondary years, the Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

### Year Eleven

**Unit 1**

Students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

**Unit 2**

Students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

### Year Twelve

**Unit 3**

Students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

**Unit 4**

Students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

### Prerequisites

**Year Eleven:**
- attain a minimum strong C grade in Year Ten Humanities and a minimum C grade in Year Ten English Principles or a minimum A grade in English Foundations.

**Year Twelve:**
- attain a minimum C grade in Geography ATAR Unit 1 and 2.
### MODERN HISTORY ATAR

<table>
<thead>
<tr>
<th>Overview</th>
<th>The Modern History ATAR course enables students to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.</th>
</tr>
</thead>
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<tr>
<td><strong>Year Eleven</strong></td>
<td>The Modern History ATAR course continues to develop the historical skills and understandings taught in the Year 7–10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.</td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td>This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.</td>
</tr>
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<td><strong>Year Twelve</strong></td>
<td>This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.</td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td>This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students’ understanding of the contemporary world – that is, why we are here at this point in time.</td>
</tr>
</tbody>
</table>
| **Unit 4** | **Prerequisites**

Year Eleven: attain a minimum B grade in Year Ten Humanities and a minimum C grade in English Principles or a minimum A grade in English Foundations.

Year Twelve: attain a minimum C grade in Modern History ATAR Unit 1 and 2. |

**Students considering studies at tertiary level in Arts or Humanities are advised to take at least one of the courses in Humanities and Social Sciences. Careers in Law, Government or Politics, the Diplomatic Services, Architecture, Teaching, Journalism, Public Relations or Tourism are well served by the Modern History course.**

<table>
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</tr>
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</table>

**Prerequisites**

Year Eleven: attain a minimum B grade in Year Ten Humanities and a minimum C grade in English Principles or a minimum A grade in English Foundations.

Year Twelve: attain a minimum C grade in Modern History ATAR Unit 1 and 2.
Overview

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

**Year Eleven**

**Unit 1**
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.

**Unit 2**
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, processing information, and communicating findings about the interplay between religion and life.

**Year Twelve**

**Unit 3**
The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

**Unit 4**
The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

**Prerequisites**

Year Eleven: attain a minimum B grade in the Year Ten English Principles and a minimum C grade in Year Ten Religious Education.
Year Twelve: attain a minimum C grade in Religion and Life ATAR Unit 1 and 2.
Overview
This subject is suitable for students who are VET Pathway bound.

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

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

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

Year Eleven
Unit 1
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.

Unit 2
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.

Year Twelve
Unit 3
The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students conduct research and consolidate the skills required for processing information and communicating findings about religion and life.

Unit 4
The focus of this unit is religious identity. It examines in more detail the influence of religion on people and how religious people interact with society. Students conduct research and consolidate the skills required for processing information and communicating findings about religion and life.

Prerequisites
There are no prerequisites for either the Year Eleven or Year Twelve units.
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Mathematics Specialist is the only ATAR Mathematics course that should not be taken as a stand-alone course. It is recommended to be studied in conjunction with the Mathematics Methods ATAR course, as preparation for entry into specialised university courses such as Engineering, Physical Sciences and Mathematics.

This course will appeal to passionate mathematicians who wish to develop their skills even further.

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

Year Eleven
Unit 1
Contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. 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.

Unit 2
Contains three topics: Trigonometry, Matrices, and Real and complex numbers. Trigonometry contains techniques that are used in other topics in both this Unit and Unit 3. Real and complex numbers provides a continuation of students’ study of numbers, and the study of complex numbers is continued. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

Year Twelve
Unit 3
Contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. Three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students’ knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The study of complex numbers is now extended to the polar form. The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

Unit 4
Contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference. The study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course. All of the students’ previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

Prerequisites
It is essential that students attain an A grade in Year Ten Mathematics Methods.

The CAS calculator is used throughout this course.
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course focuses on the use of calculus and statistical analysis. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the Health and Social Sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

This course will appeal to the more able mathematical student and one who is confident with algebra.

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.

Year Eleven
Unit 1
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 probability and statistics begin with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. 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.

Unit 2
Exponential functions are introduced and their properties and graphs examined. 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, geometrically, and algebraically. This first calculus topic concludes with 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.

Year Twelve
Unit 3
The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4
The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. Students are introduced to statistical inference.

Prerequisites
Year Eleven: attain a minimum B grade in Year Ten Mathematical Methods.
Year Twelve: attain a minimum C grade in Mathematics Methods Unit 1 and 2.

The CAS calculator is used throughout this course
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course 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.

Year Eleven
Unit 1
‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spreadsheets. ‘Algebra and matrices’ continues the Year 7–10 study of algebra and introduces the new topic of matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes.

Unit 2
‘Univariate data analysis and the statistical investigation process’ develop students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends 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. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

Year Twelve
Unit 3
‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables. ‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. ‘Graphs and networks’ introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

Unit 4
‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. ‘Loans, investments and annuities’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. ‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

Prerequisites
Year Eleven: attain a minimum C grade in Year Ten Mathematics Methods or minimum B grade in Year Ten Mathematics Applications.
Year Twelve: attain a minimum C grade in Mathematics Applications Unit 1 and 2.

The CAS calculator is used throughout this course
Overview
This subject is suitable for students who are VET Pathway bound.

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 offers students the opportunity to prepare for post-school options of employment and further training.

Year Eleven
Unit 1
This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. This process should be explicitly taught in conjunction with the unit content. Teachers are advised to apply the content of the four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs, in contexts which are meaningful and of interest to their students.

Unit 2
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. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process should be explicitly taught in conjunction with the statistical content within this unit. Teachers are advised to apply the content of the four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion, in a context which is meaningful and of interest to their students.

Year Twelve
Unit 3
This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose.

Unit 4
This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies; Earth geometry and time zones; and Loans and compound interest, in a context which is meaningful and of interest to the students.

Prerequisites
It is essential that students have demonstrated the Numeracy requirement for Graduation.
### Overview
This subject is suitable for students who are VET Pathway bound.

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.

In the Mathematics Foundation course, the main emphasis is on developing students’ capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations.

The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

### Year Eleven

#### Unit 1
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 1 are whole numbers and money.

#### Unit 2
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 2 are whole numbers, money, fractions and decimals.

### Year Twelve

#### Unit 3
This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.

#### Unit 4
This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.

### Prerequisites
Students who have not demonstrated the minimum standard in the numeracy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the Mathematics Foundation course.
Overview
This subject is suitable for students who are VET Pathway bound.

Mathematics Preliminary is a General course which focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special education needs. Grades are not assigned for these units. Student achievement is recorded as ‘completed’ or ‘not completed’. This course provides the opportunity for students to prepare for post-school options of employment and further training.

The Mathematics Preliminary course recognises some students have significant limitations in basic mathematical understanding and application. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

In the Preliminary Mathematics course, the main emphasis is on developing a student’s understanding of the basic mathematics concepts that they need in order to make sense of, and to be able to function as independently as possible within their home, community and work environments.

Year Eleven
Unit 1
Students use whole numbers for purposes to meet their daily needs. They connect the idea of quantity with subitising and counting, and with reading and writing the numerals, and progress to simple cases of addition and subtraction to solve basic everyday maths problems. They learn to recognise and name familiar notes and coins and connect these with the written symbols. Students learn to use basic concepts and terminology related to the measurement of time, length, mass and capacity attributes. They develop a sense of space and location through drawing simple objects and using appropriate spatial language.

Unit 2
Students further develop their use of whole numbers for purposes to meet their daily needs, including money matters. They continue to work with addition and subtraction and progress to multiplication and division. The students respond to terms about comparative measurement and the passing of time, follow directions and recognise familiar shapes.

Year Twelve
Unit 3
Students continue develop their various computational skills with whole numbers for purposes to meet their daily needs and money matters. They continue to work with money problems and learn to use banking services. The students read scales on measuring devices, such as kitchen scales, jugs and analogue clocks. They examine timetables and estimate the passing of time for various activities. They also use the language of chance and consider the likelihood of certain events happening.

Unit 4
Students use whole numbers for purposes to meet their daily needs, including money matters. They respond to terms about comparative measurement and the passing of time, follow simple directions and recognise familiar shapes. They engage in counting and sort familiar objects or events.

Prerequisites
Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.
**Overview**

This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

This course is highly recommended for students who:

1. wish to follow a career in areas such as Medicine, Botany, Zoology, Physiology, Biochemistry, Genetics, Microbiology, Agriculture, Psychology, Environmental Sciences, Anthropology, Law, Geology, Marine Biology and Biotechnology.
2. Have a strong academic background in Year Ten and do not have specific career goals at present, but might choose to do Nursing, Journalism, Politics, Sociology, Education, or join the Armed Forces. In these careers, Biological Sciences provides a broad background to many issues of public concern, such as the application of techniques being developed in the area of reproductive and molecular biology, pollution and destruction of the ozone layer, the greenhouse effect, environmental management and conservation.

**Biology ATAR**

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

**Year Eleven**

**Unit 1**

Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

**Unit 2**

Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

**Year Twelve**

**Unit 3**

Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

**Unit 4**

Students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

**Prerequisites**

Year Eleven: attain a minimum B grade in Year Ten Physical Science or Biological Science.

Year Twelve: attain a minimum C grade in Biology ATAR Unit 1 and 2.
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth’s finite resources. Chemistry develops students’ understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Some of the major challenges and opportunities facing Australia and the Asia-Pacific region at the beginning of the twenty-first century are inextricably associated with chemistry. Issues of sustainability on local, national and global levels are, and will continue to be, tackled by the application of chemical knowledge using a range of technologies. These include issues such as the supply of clean drinking water, efficient production and use of energy, management of mineral resources, increasing acidification of the oceans, and climate change.

Year Eleven
Unit 1
Students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

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

Year Twelve
Unit 3
Students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4
Students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Prerequisites
Year Eleven: attain a minimum B grade in Year Ten Physical Science and a minimum B grade in Year Ten Mathematical Methods.
Year Twelve: attain a minimum C grade in Chemistry ATAR Unit 1 and 2.
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Human Biology provides opportunities to develop competence in the process and manipulative skills of science. Designing and carrying out controlled experiments, collecting and interpreting data and administering basic first aid are all included in the practical work.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

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

Year Eleven
Unit 1
Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2
Students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Year Twelve
Unit 3
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body’s immune responses to invading pathogens.

Unit 4
This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

Prerequisites
Year Eleven: attain a minimum B grade in Year Ten Biological Sciences.
Year Twelve: attain a minimum C grade in Human Biology ATAR Unit 1 and 2.
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

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

Year Eleven
Unit 1
Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2
Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

Year Twelve
Unit 3
Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4
Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Prerequisites
Year Eleven: attain a minimum B grade in the Year Ten Physical Science and a minimum B grade in Year Ten Mathematics Methods.
Year Twelve: attain a minimum C grade in Physics ATAR Unit 1 and 2.
**Overview**
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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

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

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

**Year Eleven**

**Unit 1**
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.

**Unit 2**
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.

**Year Twelve**

**Unit 3**
This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

**Unit 4**
This unit focuses on the production of a digital solution for a particular client. Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.

**Prerequisites**
Year Eleven: attain a minimum C grade in English Principles or a minimum A grade in English Foundations.
Year Twelve: attain a minimum C grade in Applied Information Technology ATAR Unit 1 and 2.
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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

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

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

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

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

Year Eleven
Unit 1
The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2
The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Year Twelve
Unit 3
The emphasis of this unit is 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.

Unit 4
The emphasis of this unit is 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. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Prerequisites
Year Eleven: it is essential that students have demonstrated the Literacy and Numeracy requirement for Graduation.
Overview
This subject is suitable for students who are university bound. Students will sit external examinations when they have completed Units 3 and 4 and may use this as part of their Tertiary Entrance Aggregate.

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

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

The Materials Design and Technology ATAR course is a practical course. The course allows for the exploration and use of three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. Students may use a few or many materials in innovative designs and explore the interactions between materials, people and their environment. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

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

Year Eleven
Unit 1
Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They learn about manufacturing and production skills and techniques. Students develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project.

Unit 2
Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts and issues related to a variety of materials and production techniques. They extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Year Twelve
Unit 3
Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. They work with an open and self-directed design brief to manage a project to design products to meet needs.

Unit 4
Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.

Prerequisites
Year Eleven: it is essential that students have demonstrated the Literacy and Numeracy requirement for Graduation. In addition students must achieve a minimum C grade in Year Ten Woodwork and/or Metalwork.
The Materials Design and Technology General course is a practical course. The course allows students to explore and use three materials: metal, textiles and wood with the design and manufacture of products as the major focus. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Students develop their creativity and understanding of the society in which they live.

<table>
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<tr>
<th>Overview</th>
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<td>This subject is suitable for students who are VET Pathway bound.</td>
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</table>

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

Students may achieve vocational education and training (VET) competencies as they complete their design projects, while at the same time, developing cognitive skills fundamental to designing in a practical context. This process enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

### Year Eleven

**Unit 1**

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

### Unit 2

Students interact with products designed for a specific market. They learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Students learn about the origins, classifications, properties and suitability for end use of materials they are working with. They 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, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

### Year Twelve

**Unit 3**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

**Unit 4**

Students learn about the nature of designing for a client, target audience or market. They apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

### Prerequisites

Year Eleven: it is essential that students have demonstrated the Literacy and Numeracy requirement for Graduation. In addition students must achieve a minimum C grade in Year Ten Woodwork and/or Metalwork.
**Overview**
This subject is suitable for students who are VET Pathway bound.

The Trades Pathways course is a prevocational programme introducing senior secondary students to a career in eleven different construction trades. The first stage of the course is common to all eleven trades and provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations.

Within the Certificate II Building and Construction (Pathways-Trade) students complete sixteen (16) Units of Competency over two years.

At the beginning of the course students must successfully complete core unit Work Safely in the Construction Industry (otherwise known as the White Card)

<table>
<thead>
<tr>
<th>Unit of Competency</th>
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<tbody>
<tr>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
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<tr>
<td>Carry out measurements and calculations</td>
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<tr>
<td>Conduct workplace communication</td>
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<tr>
<td>Plan and organise work</td>
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<tr>
<td>Read and interpret plans and specifications</td>
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<tr>
<td>Work effectively and sustainably in the construction industry</td>
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<tr>
<td>Carry out levelling operations</td>
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<tr>
<td>Carry out setting out</td>
</tr>
<tr>
<td>Erect and dismantle restricted height scaffolding</td>
</tr>
<tr>
<td>Handle carpentry materials</td>
</tr>
<tr>
<td>Use carpentry tools and equipment</td>
</tr>
<tr>
<td>Work safely at heights</td>
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</tbody>
</table>

**Prerequisites**
Year Eleven: it is highly recommended that students have achieved a minimum C grade in Year Ten Woodwork and/or Metalwork.
Year Twelve: successful completion of the required Year Eleven Units of Competency in Certificate II Building and Construction (Pathways-Trade)

**WPL Component**
All students completing the Certificate II Building and Construction (Pathways-Trade) must enrol in Work Place Learning and complete work placement in a relevant workplace to meet the nominal hours component of this course.
**Overview**
This subject is suitable for students who are VET Pathway bound.

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.

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.

**Job roles**
- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

Within the Certificate II Business students complete twelve (12) Units of Competency over **one year**.

- Contribute to the health and safety of self and others
- Use business equipment and resources
- Organise and complete daily work activities
- Produce simple word processed documents
- Create and use simple spreadsheets
- Develop keyboard skills
- Work effectively in a business environment
- Handle mail
- Communicate in the workplace
- Prepare and process financial documents
- Deliver a service to customers
- Communicate electronically

**Prerequisites**
There are no prerequisites for the Year Eleven course.
CERTIFICATE II COMMUNITY SERVICES (CHILDCARE)

Overview
This subject is suitable for students who are VET Pathway bound.

This qualification may be used as a pathway qualification into community services work and may apply specifically to:
1. Workers who support individuals by providing a first point of contact in a crisis situation and referral to a broad range of services, or
2. Workers in residential facilities and/or in community services under direct or regular supervision within clearly defined organisation guidelines and service plans.

This qualification may provide an appropriate pathway into higher level qualifications, such as those in aged care, disability and home and community care.

Within the Certificate II Community Services students complete ten (10) Units of Competency over one year.

| Prepare for work in the community sector |
| Communicate with people accessing the services of the organisation |
| Work with others |
| Follow policies, procedures and programs of the organisation |
| Participate in WHS processes |
| Participate in workplace health and safety |
| Ensure the health and safety of children |
| Promote and provide healthy food and drinks |
| Develop positive and respectful relationships with children |
| Support children to connect to their world |

Prerequisites
There are no prerequisites for the Year Eleven course.

WPL Component
All students completing the Certificate II Community Services (Childcare) must enrol in Work Place Learning and complete work placement in a relevant workplace to meet the nominal hours component of this course.
CERTIFICATE III EDUCATION SUPPORT

Overview
This subject is suitable for students who are VET Pathway bound.

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.

Within the Certificate II Education Support students complete twelve (12) core and five (5) elective Units of Competency over two years.

CORE

| Support behaviour of children and young people |
| Comply with legislative, policy and industrial requirements in the education environment |
| Assist implementation of planned educational programs |
| Contribute to student education in all developmental domains |
| Contribute to organisation and management of classroom or centre |
| Support the development of literacy and oral language skills |
| Support the development of numeracy skills |
| Work effectively with students and colleagues |
| Contribute to the health and safety of students |
| Support students with additional needs in the classroom environment |
| Work effectively with culturally diverse clients and co-workers |
| Work effectively with Aboriginal and/or Torres Strait Islander people |

ELECTIVE
To be confirmed

Prerequisites
There are no prerequisites for the Year Eleven course.
Year Twelve: successful completion of the required Year Eleven Units of Competency in Certificate III Education Support.

WPL Component
All students completing the Certificate III Education Support must enrol in Work Place Learning and complete work placement in a relevant workplace to meet the nominal hours component of this course.
**CERTIFICATE II ENGINEERING (METAL AND ENGINEERING)**

**Overview**
This subject is suitable for students who are VET Pathway bound.

This is a training programme that leads senior secondary students towards the completion of a pre apprenticeship in various metal engineering and associated manufacturing trades. This qualification is designed to reflect the role of entry level employees who perform routine tasks under direct supervision in the industry sector.

Students will be able to undertake pathways in the following:
- Electrical engineering
- Mechanical (refrigeration and air conditioning)
- Mechanical (plant mechanic)
- Fabrication (light)
- Fabrication (heavy)
- Mechanical (fitter machinist)
- Marine (construction)

Within the Certificate II Engineering (Metal and Engineering) students complete seventeen (17) Units of Competency over **two years**.

- Apply principles of occupational health and safety in the workplace
- Plan to undertake a routine task
- Apply quality systems
- Apply quality procedures
- Work with others in a manufacturing, engineering or related environment
- Perform engineering measurements
- Use comparison and basic measuring devices
- Participate in environmentally sustainable work practices
- Organise and communicate information
- Perform manual production assembly
- Perform routine oxy acetylene welding
- Carry out mechanical cutting
- Undertake manual handling
- Perform routine manual metal arc welding
- Perform routine gas metal arc welding
- Use hand tools
- Use power tools/hand held operations

**Prerequisites**
Year Eleven: it is highly recommended that students have achieved a minimum C grade in Year Ten Woodwork and/or Metalwork.

Year Twelve: successful completion of the required Year Eleven Units of Competency in Certificate II Engineering (Metal and Engineering)

**WPL Component**
All students completing the Certificate II Engineering (Metal and Engineering) must enrol in Work Place Learning and complete work placement in a relevant workplace to meet the nominal hours component of this course.
Overview
This subject is suitable for students who are VET Pathway bound.

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.

Students will be able to undertake pathways in the following:
- bar attendant
- bottle shop attendant
- catering assistant
- food and beverage attendant
- housekeeping attendant
- porter
- receptionist or front office assistant
- gaming attendant.

Within the Certificate II Hospitality students complete twelve (12) Units of Competency over one year.

CORE
- Develop and update hospitality industry and knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Follow workplace hygiene procedures

Plus one of the following
- Apply food and beverage skills in the workplace
- Apply hospitality skills in the workplace

ELECTIVE
To be confirmed

Prerequisites
There are no prerequisites for the Year Eleven course.
Overview
This subject is suitable for students who are VET Pathway bound.

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

Students will be able to undertake pathways in the following:
- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

Within the Certificate II Sport and Recreation students complete eleven (11) Units of Competency over one year.

CORE
- Organise and complete daily work activities
- Apply first aid
- Respond to emergency situations
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies

ELECTIVE
To be confirmed

Prerequisites
There are no prerequisites for the Year Eleven course.
VOCATIONAL EDUCATION AND TRAINING

CERTIFICATE III SPORT AND RECREATION

Overview
This subject is suitable for students who are VET Pathway bound.

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

Students will be able to undertake pathways in the following:

• recreation assistant
• administration assistant
• grounds assistant
• retail assistant

Within the Certificate III Sport and Recreation students complete fourteen (14) Units of Competency over **one year**.

**CORE**

| Organise personal work priorities and development |
| Apply first aid |
| Operating computer packages |
| Provide customer service |
| Respond to emergency situations |
| Follow occupational health and safety policies |
| Undertake risk analysis of activities |

**ELECTIVE**

To be confirmed

**Prerequisites**

There are no prerequisites for the Year Twelve course.
Western Australian University Admissions 2016

General Admission Requirements for all Western Australian Public Universities

- Meet WACE requirements as prescribed by SCSA
- Obtain a sufficiently high ATAR score to gain a place in the desired course
- Achieve the selected university’s requirement for English Language Competence; and
- Satisfy any prerequisites or special requirements for preferred courses

Competence in English

Students usually demonstrate competence in English by achieving the prescribed standard in one of the following WACE courses: English, Literature or EALD.

Curtin University, Murdoch University and University of Western Australia (UWA)

- Students must achieve a scaled score of at least 50 in Unit 3 or Unit 4.

Edith Cowan University

- Students must achieve a scaled score of at least 50 in Unit 3 or Unit 4, in English, Literature or EALD studied in Year Twelve or a letter grade of A, B or C in two (2) units of English, Literature or EALD in Unit 3 or Unit 4 in Year Twelve.

All Universities

- English, Literature or EALD sat on a private basis can be used to meet the universities competency in English requirement. Students must achieve a scaled score of at least 50 in Unit 3 or Unit 4.

Competence in English – Concessions

Curtin University, Edith Cowan University and Murdoch University

- Universities will concede competence in English if students have achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 55 in Unit 3 or Unit 4 English or Literature. For EALD, a standardised moderated written school assessment or standardised written examination mark of at least 55 is required.

UWA

- UWA will concede competence in English if students have achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60 in Unit 3
or Unit 4 English or Literature. For EALD, a standardised moderated written school assessment or standardised written examination mark of at least 60 is required.

Students who do not meet the above requirements and achieve a scaled score less than 50, may demonstrate competence by sitting the Special Tertiary Admission Test (STAT) or the Academic International English Language Testing System (IELTS) early in January. Students need to have achieved an ATAR above the minimum specified by the universities.

**ATAR Bonus for Languages Other Than English**

*(Edith Cowan University is currently reviewing)*

Public universities offer an ATAR bonus to WACE students who undertake a language other than English (LOTE) in Year Twelve. A LOTE bonus of 10% of a student’s final scaled score in an approved Languages course, including those completed as a private candidate, will be added to that student’s Tertiary Entrance Aggregate (TEA). The ATAR will be calculated on the improved TEA.

**Alternative Admission Requirements**

**Curtin University**

- **StepUp to Curtin Entry and StepUp Bonus** – allows students from regional areas, or those who are indigenous, or from an educational, social or financially disadvantaged background, to gain entry to the university if their ATAR is between 60.00 to 69.95. Eligible students with an ATAR above 70 will be granted five additional bonus ATAR points under the StepUp Bonus scheme.

- **UniReady Enabling Program** – allows access to a free five (5) week summer intensive on campus programme or one semester full time on-campus or online programme where students undertake units required to satisfy Curtin’s minimum admission requirements. Entry is by application and only for certain courses. Completion meets entrance requirements for certain courses in Business, Humanities and Health Sciences.

- **Enabling Course in Science, Engineering and Health** – allows access to a free one year full-time programme for students who wish to undertake studies leading to a degree course at Curtin which has subject specific prerequisites.

- **Portfolio Entrance** – students who do not meet standard entry requirements for selected courses can submit a portfolio application that demonstrates evidence of their academic achievements, qualifications and ability. Application is made direct to the University.

- **Indigenous Tertiary Enabling Course** – allows access to a free one semester full-time on campus or online programme where students undertake units required to satisfy Curtin’s minimum admission requirements. In addition, the programme promotes a positive sense of indigenous identity, culture and heritage. Successful completion will meet entrance requirements for a range of Curtin degree
courses. NB. This Course is only available to applicants of Aboriginal or Torres Strait Islander descent.

- Complete an appropriate AQF qualification (Certificate IV, Diploma and Advanced Diploma) as a stepping stone to university (conditions apply).

Students whose academic achievement has been compromised or disadvantaged by circumstances outside their control can apply for special consideration entry.

**Edith Cowan University**

- **Portfolio Entry** – student studies three (3) subjects at ATAR level plus one (1) subject at General level. The portfolio pathway allows students to be considered for entry to undergraduate courses.
- **University Preparation Course** – students may be able to complete a nine week summer mode
- **Indigenous University Orientation Course (IOUC)**

**Murdoch University**

- **Entry Awards** – may be submitted for all courses, except Veterinary Science, and take into consideration a wide range of criteria. Applicants may be considered upon academic merit or personal circumstances that may have significantly disrupted their senior secondary education. They will also need to demonstrate English competency.
- **Media and Creative Portfolio Entry** – to gain entry to certain Media and Arts courses. Portfolio applicants will also need to demonstrate English competency.
- **On Track Sprint** – a four (4) week intensive programme designed to prepare students who have missed out on the required ATAR for admission to Murdoch University.
- **On Track** – free fourteen (14) week equity focused programme for students who don’t qualify for entry through other pathways to gain entry into Murdoch University.
- **Murdoch University Preparation Course** – a preparation course for students who may not have achieved the admission requirement for Murdoch University.
- **Indigenous Programmes** – contact the Kulbardi Aboriginal Education Centre.

**University of Western Australia (UWA)**

UWA has a new course structure, with students entering the university from 2012 having a choice of five (5) three-year undergraduate courses: Bachelor of Arts; Bachelor of Commerce; Bachelor of Design; Bachelor of Science; or Bachelor of Philosophy (Honours).

- An ATAR of at least 80 has been set for all degrees, except for the Bachelor of Philosophy (Honours) where a minimum of 98 is required. Assured places: Law (97); Medicine/Dentistry (99); Engineering (92) and Psychology (95).

**Foundation and Preparatory Pathways**
- **UWay** – allows students whose academic achievement has been adversely affected by certain disadvantages to be considered for admission.

- **Broadway UWA** – allows students with an ATAR of 75 or above from a Broadway-identified school to receive an offer. Students from a Broadway school with an ATAR above 80 will also receive additional ATAR points. NB. St Joseph’s College is a Broadway school.

- **Fairway UWA** – allows selected students with an ATAR of 70 or above to gain entry to the university through participation in a programme of support and activities throughout Year Twelve. Conditions apply.

- **Provisional Entry Scheme** – for indigenous students who achieve an ATAR of 75 or more can be considered for entry to most degree courses.

- **Applications for special consideration** – may be made if exceptional circumstances have hindered a student in attaining a sufficient score. Conditions apply.

**The University of Notre Dame Australia**

Admission to The University of Notre Dame Australia is by direct application, comprising of an application form and supporting documentation, to the University. The selection process for Notre Dame is based on personal qualities, motivation and academic potential; contribution to church, school and community life; academic records (including ATAR) and interview.

Students who do not meet the normal minimum entry requirements may consider the University’s alternative entry pathways (Foundation Year) as a stepping stone to the course of choice.

**Dentistry and Medicine Entry**

There is NO undergraduate Dentistry or Medicine course offered in Western Australia. Curtin University do plan to offer an undergraduate Medicine Degree after 2016, once approval has been received from the State Government.

Dentistry and Medicine is a postgraduate course at UWA and students must complete a broad initial degree for consideration. Students will require a consistently high Grade Point Average (GPA) through a first degree, complete the GAMSAT exam and attend a structured interview.

There is an “Assured Pathway” offered to about 42 students each year who receive an ATAR of greater than 99. Students wishing to apply for the Assured Pathway in Medicine must register for the Undergraduate Medicine Admission Test (UMAT) in May and follow other application procedures set out by the individual institution. For further information see [www.meddent.uwa.edu.au](http://www.meddent.uwa.edu.au) and Undergraduate Medical and Health Sciences Admission Test (UMAT) [http://umatweb.acer.edu.au/](http://umatweb.acer.edu.au/).

Notre Dame University also offers a postgraduate Medicine course. The University offers a preparation programme for undergraduate students who wish to apply for the graduate-entry medicine programme.
Successful completion of the Pre-Medicine Certificate (PMC), done during ones undergraduate degree, guarantees applicants a place to the interview stage for graduate-entry medicine at Notre Dame.

**Western Australian Academy of Performing Arts (WAAPA)**

The Western Australian Academy of Performing Arts offers a wide range of courses from VET Certificates and Advanced Diplomas to higher education Bachelor, Masters and Doctoral degrees.

All of WAAPA’s courses require applicants to complete an interview and/or audition, or submit a folio of work, as part of the selection process.

Applications to WAAPA courses open in July to September the year prior to course commencement. Information packs for the previous year can be found on the WAAPA website to give potential applicants an idea of the audition process.

The university information was deemed correct as at 5 May 2015 based on the information supplied by each University. In all instances please contact the universities directly to seek clarification regarding entry requirements and arrange campus tours.

**State Training Provider (STP) Entry**

Formally known as TAFE Colleges

The criteria used to determine entry into STP Colleges are very different from those used for university entrance. The selection criteria are currently based on three main categories that add to a total of 100 points:

1. Qualification pathway – up to 29 points. Points are awarded for completion of Certificate courses. More points are offered for completed qualifications, and for qualifications completed in the same area of study as that you are applying for.

2. Work experience/employment – up to 29 points. Points are allocated for employment or workplace experience. This may be for paid or unpaid work, or work experience/workplace learning. Documentary evidence is required.

3. Secondary education/skill development – up to 42 points. This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that have been completed in the past.

Students can use the Training Admission Skills Calculator to work out if they will satisfy entry requirements at the end of Year Twelve. Visit [http://tasonline.tafe.wa.edu.au](http://tasonline.tafe.wa.edu.au).

Higher level STP qualifications usually have prerequisite qualifications. For example, to undertake a Certificate IV Fitness, an applicant would need to have completed a Certificate II Fitness.
To maximise your entry prospects for STP studies, you should:

- check the selection criteria that applies to the course you wish to enter;
- ensure that the courses you choose in Year Eleven and Year Twelve satisfy the entry requirements for your proposed training course;
- undertake VET studies at school, particularly those which lead to a completed credential;
- undertake workplace learning;
- do community service or other volunteering work;
- keep records of part-time work undertaken;
- have an up-to-date resume; and
- get the best grades you can in school studies.
Websites for Upper School Students and Parents

To search for courses offered at some tertiary institutions, go to the following websites:

Career Choices/Advice

Career Builder

Accessed via College K: drive.

Bullseye Posters

Bullseye Posters are linked to up to 33 school courses and the jobs relevant to those courses, and provide information about the education and training levels required.

www.deewr.gov.au/bullseye

Job Guide 2015

Job Guide 2015 is developed by the Australian Government and provides information on over 500 occupations, contact details for training providers, job search information and advice.


My Future

Online career assessment to help students choose possible career options.

http://www.myfuture.edu.au/

Western Australian Tertiary Institutions Service Centre (TISC)

http://www.tisc.edu.au

Universities

All Australian Universities

http://www.australian-universities.com/list

University of Notre Dame

http://www.nd.edu.au/nav-future-students/courses
University of Western Australia
http://www.studyat.wa.edu.au

Curtin University
http://futurestudents.curtin.edu.au/
http://scieng.curtin.edu.au/ (for additional information on Science and Engineering courses)

Edith Cowan University
http://www.ecu.edu.au/future-students/overview
http://www.waapa.ecu.edu.au/courses-and-admissions/overview (for drama/music/backstage courses)

Murdoch University
http://www.murdoch.edu.au/Future-students/Course-finder/
http://www.murdoch.edu.au/Courses/Animal-Science/ (for specific animal courses)

All states in Australia have their own universities. If interstate study interests you or your child there are a number of websites available online.

State Training Providers

Great Southern Institute of Technology (GSIT)
http://www.gsit.wa.edu.au/

Challenger Institute of Technology
http://www.challenger.wa.edu.au/Courses/Pages/Courses.aspx

Central Institute of Technology
http://www.central.wa.edu.au/Courses/Pages/default.aspx

Other

Career profiles on real people
www.skillsone.com.au Short visual clips and written articles outlining information and advice on all sorts of career areas.
www.abc.net.au/acedayjobs/ A unique site containing a series of five minute video episodes of Australians with innovative. Produced by the Australian Broadcasting Corporation.

www.det.nsw.edu.au/vetinschools/jobsalive/profiles Personal profiles from people working in real jobs who outline their own thoughts and journey’s from leaving school through to now. They offer advice.

www.careerthatgo.com.au Real people, real jobs, learn about these and how courses you’re studying at school can lead you to a great career.