



CORPUS CHRISTI
COLLEGE

SEQUERE DOMINUM

2022

Year 11 Handbook

OUR MOTTO

Sequere Dominum
'Follow the Lord'

OUR PURPOSE

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

VISION FOR LEARNING

Our Vision for Learning - 'Ignite the Spirit' - challenges every learner in our community to seize their potential and push the boundaries of possibilities. There is a strong focus on developing confident, independent learners who are resilient and committed to serving others.

Igniting one's spirit is a conscious decision that requires investment, energy and perseverance. It takes courage, trust and self-belief.
The Vision for Learning rests on four principles:

Challenge | Connection | Creativity | Curiosity



Never let the fire in your heart go out.
Keep it alive. Serve the Lord.
Romans 12:11

WELCOME

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

During Year 11, students' confidence, maturity, independence and interdependence is brought to the fore, and celebrated. Our students enter Year 11 with a realisation of how much they have achieved and an appreciation for the knowledge, skills, talents and positive relationships they have developed. At the same time, they are aware of the challenges ahead. Throughout the year, we work with each student to help them achieve success in whichever pathway they choose.

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

Each learning pathway aims to provide opportunities for the diverse needs of students. Through appropriate advice, each student commits to a learning pathway. Whatever their own unique abilities are, their commitment to an appropriate learning pathway is the major factor in their success.

At Corpus Christi College, we believe a holistic approach is the key to the development of people. That is why, at this stage of our students' progress, as the Deputy Principal of the Senior School, I work very closely with Heads of Year, Heads of Learning Area, classroom teachers, the Head of VET and Transition Services, the Careers Counsellor, school psychologists and parents to support the needs of each student. At Corpus Christi College we try to focus on what is best for our students, assist them on their journey beyond the College and how we as a school can provide tailored steppingstones to their desired destination.

In which ever learning pathway a student chooses, there is an expectation that the student will apply himself/herself with commitment and diligence. After some time, it may become clear that a student's chosen learning pathway may not be the most appropriate for them. In such cases, we meet with parents and the student and recommend a more appropriate pathway.

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

James Ramsey

Deputy Principal Senior School

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NB:

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

GENERAL INFORMATION FOR YEAR 11

BASIS FOR CHOOSING SUBJECTS FOR 2022

Commencing Year 11

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

This booklet will provide information that should assist in the subject selection process. There are also a number of other sources of information and people who can assist. Students entering Year 11 in 2022 will be studying a range of subjects which will enable them to enter all post-secondary destinations including university and TAFE studies. Students wishing to enter university will need to study a minimum of four ATAR subjects in Year 12 subjects and gain a high enough ATAR to meet university entrance cut off scores.

Subjects

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

The College offers both subjects and Endorsed Programmes to Year 11 students in 2022.

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

All students will study:

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

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

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

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

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

Glossary

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

YEAR 11 SUBJECT SELECTION PROCESS

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

Setting Students up for Success

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

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

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

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

Being Realistic

Subjects available in Years 11 and 12 vary in terms of complexity.

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

Past history would suggest that achievement in Years 9 and 10 is a very good predictor of performance in related subjects in Years 11 and 12. Year 10 Semester One results are therefore used to determine whether students have the necessary background to achieve success in that subject.

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

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

Mrs Lee-Anne Marroccoli - Head of Year 10

Mr Damian Scali – Vice Principal

Mrs Rachel Burke - Careers Coordinator

Mr James Ramsey – Deputy Principal Senior School Ms

Sally Farrington—Campus Dean

Mrs Ray Andrew – Head of Year 11

Miss Amanda Fernihough – Director of Learning Support

Mrs Leana Martin – Workplace Learning coordinator

YEAR 11 SUBJECT SELECTION PROCESS

Timeline

Week 11 Term Two	Students receive Year 11 Handbook
Week 11 Term Two	Parent Information Evening video available to watch. Students are strongly encouraged to watch this with parents prior to the start of Term 3.
Week 11 Term Two	Year 10-11 Parent Information Evening.
Week 1 Term Three	All students attend a session on Wednesday Week One of Term 3 in the Theatre on subject selections/pathways
Week 1 Term Three to Week Three Term Three	Student individual interviews (15 min check) with Careers Coordinator Acting Deputy Principal or Head of Year
Week 3 Term Three (Wednesday 4 August)	Subject Selection due using web choice. Print out confirming selections to be submitted to Student Services, including completed probation request form (if required)

Roles and Responsibilities

Deputy Principal	<ul style="list-style-type: none"> • Counsel students/parents regarding suitable subject selections • Approve students who have not achieved necessary pre-requisites and applied for provisional entry • Monitor student selections to ensure suitability for WACE achievement
Careers Coordinator	<ul style="list-style-type: none"> • Counsel students/parents with regards to suitable pathways, career options and subject selection • Monitor student selections to ensure suitability for WACE achievement
Heads of Learning Area	<ul style="list-style-type: none"> • Counsel/advise students regarding suitable subjects in their Learning Area • Determine suitability for a student's application for provisional entry into a specific subject

Selecting Subjects

Students will study SIX WACE subjects:

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

When selecting subjects' students should follow four simple steps:

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

Subject Selection Online (web choice)

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

Subject changes

- Subject changes
 - ◊ Subject changes must be made through the Deputy Principal Senior School or Careers Coordinator. It is advised that the relevant Head of Learning Area is also consulted
 - ◊ May change to a less rigorous subject after commencement of academic year, but not to a subject of greater difficulty
 - ◊ As indicated in the student transfer section of the College's Assessment Policy.

Probation Subjects

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

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

YEAR 11 2022 ENTRY REQUIREMENTS

Learning Area	Subject	Pre-requisite
Religion	GENERAL Religion and Life	N/A
	ATAR Religion and Life	60% in Year 10 Religious Education
English		
	GENERAL English	N/A
	ATAR English	60% Year 10 English
Languages	ATAR Literature	60% Year 10 Extension English or 75% in Year 10 English
	ATAR French - Second Language	50% in Year 10 French
	ATAR Indonesian - Second Language	50% in Year 10 Indonesian
Mathematics	ATAR Italian - Second Language	50% in Year 10 Italian
	GENERAL Mathematics Foundation	Recommended for OLN support
	GENERAL Mathematics Essential	50% in Year 10 Mathematics C
Health and Physical Education	ATAR Mathematics Applications	60% in Year 10 Mathematics B
	ATAR Mathematics Methods	50% in Year 10 Pre-ATAR
	ATAR Mathematics Specialist	60% in Year 10 Pre-ATAR
Science	GENERAL Physical Education Studies	N/A
	ATAR Physical Education Studies	60% in Sports Science OR 60% in a Year 10 ATAR Science
	GENERAL Outdoor Education	N/A
Humanities	ATAR Human Biology	60% in Science
	ATAR Physics	60% in Science
	ATAR Biology	60% in Science
	ATAR Chemistry	60% in Science
	ATAR Psychology	60% in Science
Technology and Enterprise	GENERAL Psychology	N/A
	ATAR Economics	60% in ATAR Humanities
	ATAR Geography	60% in ATAR Humanities
	ATAR Modern History	60% in ATAR Humanities
	ATAR Politics and Law	60% in ATAR Humanities
	GENERAL Modern History	60% in ATAR Humanities
The Arts	GENERAL Career and Enterprise	N/A
	ATAR Applied Information Technology	60% in Year 10 Applied Information Technology and a passing grade in Year 10 English
	GENERAL Children, Family and the Community	N/A
	GENERAL Design Graphics	N/A
	GENERAL Food Science and Technology	N/A
	GENERAL Materials Design and Technology – Metal, Textiles and Wood	N/A
The Arts	ATAR Accounting and Finance	50% in Year 10 Accounting and Finance or entry into ATAR Mathematics in Year 11
	GENERAL Visual Art	N/A
	ATAR Drama	55% in Year 10 Drama
	ATAR Music	Interview and recommendation by Head of Music
The Arts	ATAR Visual Arts	55% in a Year 10 Arts Course
	ATAR Dance	55% in Year 10 Dance

YEAR 11 2022 ENTRY REQUIREMENTS - VET ENDORSED UNITS

	VET Endorsed Units	
	Certificate II – Workplace Skills	N/A
	Certificate II – Applied Digital Technologies	N/A
	Certificate II - Outdoor Recreation	N/A
	Certificate II - Sport Coaching	N/A

Year 11 Subject Selection 2022

The following Units and Subjects are being offered by the College to Year 11 students in 2022			
Learning Area	Subject	GENERAL	ATAR
Religion	Religion and Life	Unit 1-2	Unit 1-2
English	English	Unit 1-2	Unit 1-2
	Literature		Unit 1-2
Languages	French - Second Language		Unit 1-2
	Indonesian - Second Language		Unit 1-2
	Italian - Second Language		Unit 1-2
Mathematics	Mathematics	Foundation Unit 1-2	Applications Unit 1-2
		Essential Unit 1-2	Methods Unit 1-2
			Specialist Unit 1-2
Physical Education	Outdoor Education	Unit 1-2	
	Physical Education Studies	Unit 1-2	Unit 1-2
	Health Studies	Unit 1-2	
Science	Biology		Unit 1-2
	Chemistry		Unit 1-2
	Human Biology		Unit 1-2
	Physics		Unit 1-2
	Psychology	Unit 1-2	Unit 1-2
Humanities	Career and Enterprise	Unit 1-2	
	Economics		Unit 1-2
	Geography		Unit 1-2
	Modern History	Unit 1-2	Unit 1-2
	Politics and Law		Unit 1-2
Technology and Enterprise	Accounting and Finance		Unit 1-2
	Applied Information Technology		Unit 1-2
	Children, Family and the Community	Unit 1-2	
	Design Graphics	Unit 1-2	
	Food Science and Technology - Hospitality	Unit 1-2	
	Materials Design and Technology - Metal	Unit 1-2	
	Materials Design and Technology - Textiles	Unit 1-2	
	Materials Design and Technology - Wood	Unit 1-2	
The Arts	Dance	Unit 1-2	Unit 1-2
	Drama		Unit 1-2
	Music		Unit 1-2
	Visual Arts	Unit 1-2	Unit 1-2

Year 11 Subject Selection 2022 - VET ENDORSED UNITS

The following Units and Subjects are being offered by the College to Year 11 students in 2022			
	VET Endorsed Units		
	Certificate II - Business	BSB20120	
	Certificate II - Information, Digital Media and Technology	ICT20120	
	Certificate II - Outdoor Recreation	SIS20213	
	Certificate II - Sport Coaching	SIS20513	

WACE Requirements

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

For 2020 and beyond these requirements are:

1

General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5

Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

WACE breadth of study list

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

Study Options

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

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

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

WACE Courses

Australian Tertiary Admission Rank (ATAR) courses

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

General Courses

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

Foundation Courses

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

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

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

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

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

Students who demonstrate the minimum standard of:

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

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

Vocational Education and Training

A Certificate II of higher can be obtained through various delivery arrangements with a Registered Training Organisation (RTO). Students may have their VET achievements contribute to the WACE either as:

- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units).

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

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

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

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

Endorsed Programmes

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

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

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



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Senior School Pathways in 2022

<p>ATAR</p>	<p>General Combined BRIDGING <i>Currently being piloted</i></p>	<p>General Combined Cert IV & ATAR English</p>	<p>General Vocational</p>	<p>General</p>
<ol style="list-style-type: none"> 1) ATAR English or Eng Lit 2) ATAR or General Religion 3) List B Subject 4) ATAR Subject 5) ATAR Subject 6) ATAR or General Subject 	<ol style="list-style-type: none"> 1) ATAR English or Eng Lit 2) ATAR or General Religion 3) List B Subject 4) Bridging Course 5) ATAR or General Subject 6) ATAR or General Subject 	<ol style="list-style-type: none"> 1) ATAR English 2) General Religion 3) List B Subject 4) General Subject 5) General Subject 6) General Subject 7) Cert IV & Cert III (off campus) 	<ol style="list-style-type: none"> 1) General English 2) General Religion 3) List B Subject 4) Cert II, III or IV (on/off campus) 5) General Subject 6) General Careers & Enterprise 7) Workplace Learning optional 	<ol style="list-style-type: none"> 1) General English 2) General Religion 3) List B Subject 4) General Subject 5) General Subject 6) General Careers & Enterprise 7) Workplace Learning optional
<p>All Universities</p>	<p>Murdoch University Curtin University</p>	<p>Murdoch University Curtin University Edith Cowan University</p>	<p>South Metro TAFE North Metro TAFE Traineeship Apprenticeship University Bridging Course</p>	<p>South Metro TAFE North Metro TAFE Employment Traineeship Apprenticeship University Bridging Course</p>
<p>All subjects on college campus May apply for a study period in Year 12 ATAR 70 and above minimum requirement for uni entry May need to meet uni course pre-requisites subjects</p>	<p>All subjects taught on college campus Access university offering program Eligible to apply for courses with ATAR 70 and no pre-requisites Murdoch FlexiTrack: 1 year subject at school Curtin UniReady: 2 year subject at school Notre Dame will accept the Curtin UniReady Program</p>	<p>Cert III & IV completed off campus 1 day per week Fees vary for external off campus Certificates Eligible to apply for courses with ATAR 70 and no pre-requisites</p>	<p>Option for 1 or 2 day per week off campus to complete a VET course Suggest enrolment in General Careers & Enterprise subject Cert II Pre-App recommended for apprenticeships</p>	<p>Option for 1 day off per week off campus to complete WPL Aim to achieve WACE and build your career portfolio TAFE requires minimum C grades in Year 10 English & Maths Suggest enrolment in General Careers & Enterprise subject</p>



Senior School Pathways in 2022

Pathway	Personal Traits	Year 10 Scores	Possible Subjects	Year 11	Transition	Year 12	After Year 12
ATAR	<p>I have clear university goals</p> <p>I can work well independently and can maximise my study time</p> <p>I am prepared to study for 3 hours a night</p> <p>I cope well with exams and tests and have achieved success in them</p> <p>I am resilient, motivated and can cope with many assessments in a short space of time</p> <p>I am prepared to make my academic pathway and study my priority and above other pursuits in my life</p>	<p>I averaged over 60% (especially in exams) in all the Year 10 courses that are pre-requisites for my chosen ATAR subjects</p>	<ol style="list-style-type: none"> 1. ATAR English or English Lit 2. ATAR or General Religion 3. List B Subject 4. ATAR Subject 5. ATAR Subject 6. ATAR or General Subject <p>(Recommended 5 or 6 ATAR subjects)</p>	ATAR	<p>Not achieving 70 ATAR and passing English ATAR</p>	<p>➤ ATAR</p> <p>MURDOCH FLEXI TRACK (applications required) (See Handbook for Year 12)</p> <p>General Combined Cert IV and ATAR English (see Handbook)</p>	<p>All Universities Dependant on ATAR cut off for specific courses</p> <p>Direct Entry into Murdoch University for courses with ATAR 70 cut off and no-prerequisites</p> <p>Murdoch University, Curtin University and Edith Cowan University for courses with ATAR 70 cut off and no-prerequisites</p>



Senior School Pathways in 2022

Pathway	Personal Traits	Year 10 Scores	Possible Subjects	Year 11	Transition	Year 12	After Year 12
GENERAL COMBINED BRIDGING (Applications Required)	<p>I want a flexible pathway to University</p> <p>If I find exams stressful and don't achieve success in them</p> <p>I prefer different types of assessments other than tests and exams.</p> <p>I am organised and can manage my time well</p>	I averaged between 50–60% in my Year 10 courses (especially exams) and I have scored over 55% in English in Year 10.	<ol style="list-style-type: none"> 1. ATAR English or Lit 2. ATAR or General Religion 3. List B Subject 4. Bridging Course 5. ATAR or General Subject 6. ATAR or General Subject <p>(Student's cannot take 4 ATAR courses and study the Bridging course, recommendation is 1 or 2 ATAR Courses)</p>	ATAR ENGLISH and Curtin Enabling Program (see Handbook)	Success	ATAR English and Curtin Enabling Program (see Handbook)	Curtin University Health Science Courses with ATAR 70 cut off
GENERAL COMBINED CERT IV & ATAR ENGLISH	<p>I want a flexible pathway to University</p> <p>If I find exams stressful and don't achieve success in them</p> <p>I prefer different types of assessments other than tests and exams.</p> <p>I can manage my time to be away from school one day a week.</p>	I averaged between 50–60% in my Year 10 courses (especially exams) and I have scored between 50-55% in Year 10 English	<ol style="list-style-type: none"> 1. ATAR English 2. General Religion 3. List B Subject 4. General Subject 5. General Subject 6. General Subject 7. Cert III & IV (Off Campus) 	Combine Pathway with Cert III/IV and ATAR English		<p>Combine Pathway with Cert III/IV and ATAR English</p> <p>Combine Pathway with Cert III/IV and General English (General Vocational next page)</p>	<p>Murdoch University, Curtin University and Edith Cowan University for courses with ATAR 70 cut off and no-prerequisites</p> <p>University Bridging Programs South Metro TAFE North Metro TAFE Traineeships Apprenticeships</p>



Senior School Pathways in 2022

Pathway	Personal Traits	Year 10 Scores	Possible Subjects	Year 11	Transition	Year 12	After Year 12
GENERAL VOCATIONAL	<p>I am practical</p> <p>I enjoy project work and problem solving</p> <p>I do not enjoy studying and taking test and exams</p> <p>I enjoys subjects I can be doing and creating</p> <p>I can manage my time to be away from school one or two days a week.</p>	<p>I achieved success in Year 10 General Courses</p> <p>Or</p> <p>I did not achieve over 50% in the majority of my Year 10 Courses.</p>	<ol style="list-style-type: none"> General English General Religion List B Subject Cert II, III & IV (off campus) General Subject General Careers and Enterprise Workplace Learning Option 	Combine Pathway with Cert III/IV and General English	Success	Combine Pathway with Cert III/IV and General English	<p>University Bridging Programs</p> <p>South Metro TAFE</p> <p>North Metro TAFE</p> <p>Traineeships</p> <p>Apprenticeships</p>
GENERAL	<p>I am practical</p> <p>I enjoy project work and problem solving</p> <p>I do not enjoy studying and taking test and exams</p> <p>I enjoys subjects I can be doing and creating</p> <p>I can manage my time to be away from school one or two days a week.</p>	<p>I achieved success in Year 10 General Courses</p> <p>Or</p> <p>I did not achieve over 50% in the majority of my Year 10 Courses.</p>	<ol style="list-style-type: none"> General English General Religion List B Subject General Subject General Subject General Subject Workplace Learning Option 	General Pathway	Success	General Pathway	<p>University Bridging Programs</p> <p>South Metro TAFE</p> <p>North Metro TAFE</p> <p>Traineeships</p> <p>Apprenticeships</p> <p>(Less competitive than those on General Vocational Pathway)</p>

TAFE ENTRANCE

TAFE Entrance Qualifications

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

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

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

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

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

TAFE College Qualification Pathways

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

School	TAFEWA	University
→	→	Doctoral Degree
		Master's Degree
		Graduate Diploma
		Graduate Certificate
		Bachelor's Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
	Certificate IV	
Certificate III	Certificate III	
Certificate II	Certificate II	
Western Australian Certificate of Education		

PUBLIC UNIVERSITY ADMISSIONS

Students selecting courses must ensure that:

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

For admission to university a student must:

- meet the requirements for the **WACE** prescribed by the School Curriculum and Standards Authority and
- achieve **competence in English** as prescribed by the individual tertiary institutions, and
- obtain a sufficiently high **ATAR** for entry to a particular university and/or course.
- satisfy any **prerequisites** or special requirements for entry to particular courses.

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

Competence in English

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

University of Western Australia	http://www.uwa.edu.au/
Curtin University	http://www.curtin.edu.au/
Murdoch University	http://www.murdoch.edu.au/
Edith Cowan University	http://www.ecu.edu.au/

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

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

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

Minimum ATAR for University Entry 2022

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

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

UNIVERSITY BRIDGING AND ENABLING COURSES

University Bridging and Enabling Courses

Notre Dame University

University Pathway Program (TPP)

A free internal enabling course designed for students who have not met the requirements for entry into the university's undergraduate degree programs. Following successful completion of TPP, students may gain entry to undergraduate studies in the School of Arts & Sciences, School of Business, School of Education, School of Health Sciences, School of Nursing & Midwifery and School of Philosophy & Theology. TPP is open to applicants with recent Secondary Education with Year 12 school results that do not meet entry minimum academic entry requirements. [Tertiary Pathway Program](#)

Murdoch University

OnTrack

OnTrack enabling program is free and high demand course with limited places offered in a range of different modes depending upon individual circumstances. School leavers need to demonstrate they are ready to undertake tertiary study by; achieving a 'B' or higher in General English or a 'D' or higher in ATAR English. If you do not have this, you will be invited to undertake a Readiness Evaluation. The College offers a version of this program, FlexiTrack High for eligible students to complete during Year 12 [OnTrack](#)

Curtin University

UniReady

If you don't meet Curtin's minimum entry requirements, this free 12-week program can help you qualify for entry into a range of undergraduate courses. Once you have completed the program, you will be awarded a 'notional' ATAR based on your final grades. This means you'll fulfil the minimum admission criteria of an ATAR of 70 and English language proficiency. The College offers a version of this program to for eligible students to complete during Year 11 and 12. [UniReady](#)

ECU

UniPrep

If you don't meet ECU's minimum entry requirements, you can complete this free course via a range of different modes and methods. Three kinds of UniPrep courses are offered; General Course, Aspiring Educators, and Aboriginal/and or Torres Strait Islander school leavers. [UniPrep](#)

CAREERS INFORMATION

Careers Advice and Guidance

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

School Careers Coordinator

Mrs Rachel Burke is available for individual appointments on Tuesdays, Wednesdays and Thursdays. Career Guidance is provided through individual counselling and up-to-date information about job requirements, education pathways, training pathways and volunteer work. As part of their education towards independent living, students are encouraged to initiate their own appointments.

Year 10 Careers Education Program

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

Year 10 Individual Subject Selection Meetings

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

School Subscription to MyFuture

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

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

Careers Resources

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

SCSA AWARDS 2022

BEAZLEY MEDAL - WACE

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

BEAZLEY MEDAL - VET

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

EXHIBITIONS

General

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

Subject

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

VET

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

CERTIFICATES OF EXCELLENCE

Subjects

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

VET

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

CERTIFICATES OF MERIT AND DISTINCTION

Certificates of Merit and Certificates of Distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools.

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

150–189 points = a Certificate of Merit

190–200 points = a Certificate of Distinction

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

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

More detailed information regarding Curriculum Council Awards is available at:

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

COLLEGE AWARDS

SAINT MARY OF THE CROSS AWARD

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

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

SEQUERE DOMINUM AWARD

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

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

CHRISTIAN SERVICE AWARD

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

ARTS LEADERSHIP AWARD

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

SPORTS LEADERSHIP AWARD

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

ADADEMIC AWARDS

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

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

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

YEARS 11 AND 12 VET ENDORSED UNITS

Elite Sports Performance Authority-Developed Endorsed Programme (ADESP)

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

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

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

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

Additional information is available on the SCSA website.

WORKPLACE LEARNING

PROGRAM DETAILS

Rationale

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

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

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

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

Description

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

Unit Equivalence

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

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

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

Completion Requirements

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

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

How does it work?

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

2022 VOCATIONAL EDUCATION AND TRAINING (VET)

VOCATIONAL EDUCATION AND TRAINING (VET)

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

A VET qualification is issued by a registered training organisation (RTO). These qualifications can contribute to the WACE as unit equivalence or course units.

Endorsed Programs

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

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

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

Workplace Learning

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

EQUIVALENCE

Unit Equivalence

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

VET Unit Equivalents

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

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

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

Table 3. VET Credit Transfer and Unit Equivalence

Completed Qualification	Total Equivalents	Year 11 Credit Allocation (Unit equivalents)	Year 12 Credit Allocation (Unit equivalents)
Certificate I*	2 units	2	0
Certificate II*	4 units	2	2
Certificate III or higher – Partial+	4 units	2	2
Certificate III or higher - Full	6 units	2	4

(continued overleaf)

- * Equivalence is only awarded for completed Certificate II qualifications where the total achievement in units of competency is equal to or greater than 220 nominal hours (the equivalent of four course units). Certificate II qualifications with units of competency that are less than 220 nominal hours in total will meet the minimum Certificate qualification requirement however, the qualification will only contribute towards the WACE as two Year 11 unit equivalents.

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

Unit Equivalence and WACE Achievement Requirements:

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

**CERTIFICATE II Workplace Skills
BSB20120**

Qualification of Content
(RTO Code 40548)



Unit of Competency Code	Unit of Competency Name	Type	Nominal Hours
DESCRIPTOR			
BSBPEF101	Plan and prepare for work readiness	Elective C	20
BSBPEF202	Plan and apply time management	Core	15
BSBWHS211	Contribute to health and safety of self and others	Core	15
BSBCMM211	Apply communication skills	Core	35
BSBOPS201	Work effectively in business environments	Core	25
BSBTEC201	Use business software applications	Elective B	55
BSBTEC203	Research using the internet	Elective B	25
BSBTEC202	Use digital technologies to communicate in a work environment	Elective B	20
BSBCRT201	Develop and apply thinking and problem-solving skills	Elective A	25
BSBSUS211	Participate in sustainable work practices	Core	30
	TOTAL HOURS		265

Qualification Description

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

Job Roles

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

Pathways from the Qualification

After achieving this qualification candidates may undertake:

- BSB40215 Certificate IV in Business.

Information correct at time of printing/publishing

CERTIFICATE II APPLIED DIGITAL TECHNOLOGIES ICT20120

Qualification Content (RTO Code 40548)

Unit of competency Code	Unit of Competency Name	TYPE	Nominal Hours
DESCRIPTOR			
BSBTEC101	Operate digital devices	Elective A	20
BSBWHS211	Contribute to the health and safety of others	Core	15
ICTICT213	Use Computer operating systems and hardware	Core	60
ICTSAS214	Protect devices from spam and destructive software	Elective A	10
ICTSAS203	Connect hardware peripherals	Elective A	25
BSBTEC201	Use business software applications	Elective A	55
ICTICT214	Operate application software packages	Core	60
BSBTEC202	Use digital technologies to communicate in a work environment	Core	20
ICTICT215	Operate digital media technology packages	Core	40
ICTWEB306	Develop web presence using social media	Elective A	25
BSBXCS301	Protect own personal online profile from cyber security threats	Elective A	25
BSBSUS211	Participate in sustainable work practices	Core	30
	TOTAL HOURS		385

Qualification Description

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

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

ON CAMPUS

CERTIFICATE II OUTDOOR RECREATION - SIS20213

Qualification Content
(RTO Code 40548)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
HLTAID003	Provide first aid	20
SISOODR201A	Assist in conducting outdoor recreation sessions	20
SISOOPS201A	Minimise environmental impact	20
SISXIND002	Maintain sport, fitness and recreation industry knowledge	20
SISXIND002		
SISIND101A	Work effectively in sport and recreation environments	40
SISOHS101A	Follow occupational health and safety policies	10
SISOCYT201A	Select set up and maintain a bike	20
SISOCYT202A	Demonstrate basic cycling skills	30
SISOFSH201A	Catch and handle fish	20
SISOOPS306A	Interpret weather conditions in the field	30
SISOSRF201A	Demonstrate surf survival and self rescue skills	20
SISOSNK201A	Demonstrate snorkelling activities	20
SISXFAC001	Maintain equipment for activities	10
SISCAQU002	Perform basic water rescues	10
SISXCAI001	Provide equipment for activities	10
SISOMBK201A	Demonstrate basic off road cycling skills *Pre- req SISOCYT202A Demonstrate basis cycling skills	20
	TOTAL HOURS	300

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

Information correct at time of printing/publishing

ON CAMPUS

CERTIFICATE II SPORT COACHING – SIS20513

Qualification Content
(RTO Code 40548)



Unit of Competency Code	Unit of Competency Name	Nominal Hours
	DESCRIPTOR	
HLTAID003	Provide first aid	20
SIRXWHS001	Work Safety	25
SISSCO002	Work in a community coaching role	25
SISCO001	Conduct sport coaching sessions with foundation level participants	45
SIXCAI001	Provide equipment for activities	10
SIXEMR001	Respond to emergency situations	15
SIXIND002	Maintain sport, fitness and recreation industry knowledge	20
HLTWHS001	Participate in Workplace Health and Safety	30
	TOTALHOURS	190

Information correct at time of printing

OFF CAMPUS

CERTIFICATE II AUTOMOTIVE VOCATIONAL PREPARATION AUR20716



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

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

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

Qualification Description

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

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

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

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

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

Information correct at time of printing/publishing

CERTIFICATE II BUILDING AND CONSTRUCTION 52443WA

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



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

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

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

Skill Hire
Unit 3, 271 Berkshire Road
Forrestfield WA

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

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

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

Information correct at time of printing/publishing

CHC32015
Certificate III
in Community Services



What is the Certificate III in Community Services?

This qualification applies to community work delivered through a broad range of services which provide support to individuals and groups.

This level is appropriate for support workers, case workers and client contact officers.

Pre Requisites none

Pathways Cert IV in Community Services

Course duration:

The hours for this course are made up of the following:

Face to face lecturing and tuition	187
Prep and off-site assignment work	68
Project assessment	72
Out of class Project Assessment activities	102
Additional holiday tuition available	180

To gain this qualification, you will be engaged in a performance based project to assess your skills and competencies.

Course Content

CORE UNITS

CHCCCS016

Respond to client needs

CHCCOM005

Communicate and work in health or community services

CHCDIV001

Work with diverse people

HLTWHS002

Follow safe work practices for direct client care

HLTWHS006

Manage personal stressors in the work environment

ELECTIVE UNITS

CHCCOM001

Provide first point of contact

CHCPRP001

Develop and maintain networks and collaborative partnerships

CHCCCS015

Provide individualised support

CHCDIV002

Promote Aboriginal and/or Torres Strait Islander cultural safety

CHCPRT001

Identify and respond to children and young people at risk

CHCDIS007

Facilitate the empowerment of people with disability

BSBWOR301

Organise personal work priorities and develop-



General Notes:

- All Students (or the school) must supply FEC with their Unique Student Identifier.
- Students are asked to supply a USB for their studies and
- We encourage BYOD to ensure security of their work.



CHC30113

Certificate III in Early Childhood Education and Care



What is the Certificate III in Early Childhood Education and Care?

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

Pre Requisites none

Pathways Cert IV or Diploma in Early Childhood Education and Care or any other Cert IV or Diploma in the Community Services area.

Course duration:

The hours for this course are made up of the following:

Face to face lecturing and tuition	204
Practical Work Placement	120
Prep and off-site assignment work	136
Additional holiday tuition	180

Workplace Learning Requirements:

Evidence of skills applied in the workplace is a component for completion of this qualification. A workplace log book will be issued to you by your Lecturer for your employer/supervisor to sign off against the required abilities.

Course Content

CORE UNITS

CHCPRT001

Identify and respond to children and young people at risk

CHCECE002

Ensure the health and safety of children

CORE UNITS continued...

CHCLEG001

Work legally and ethically

CHCECE001

Develop cultural competence

CHCDIV002

Promote Aboriginal and/or Torres Strait Islander cultural safety

HLTWHS001

Participate in workplace health and safety

CHCECE002

Ensure health and safety of children

CHCPRT001

Identify and respond to children and young people at risk

HLTAID004

Provide an emergency first response in an education and care setting

CHCECE005

Provide care for babies and toddlers

CHCECE003

Provide care for children

CHCECE004

Promote and provide healthy food and drinks

CHCECE009

Use an approved learning framework to guide practice

CHCECE010

Support holistic development of children in early childhood

CHCECE007

Develop positive and respectful relationships with children

CHCECE013

Use information about children to inform practice

CHCECE011

Provide experiences to support children's play and learning

ELECTIVE UNITS

CHCPRT003

Work collaboratively to maintain an environment safe for children and young people

BSBWOR301

Organise personal work priorities and development

CHCEC006

Support behavior of children and young people



General Notes:

- All Students (or the school) must supply FEC with their Unique Student Identifier.
- Students are asked to supply a USB for their studies and
- We encourage BYOD to ensure security of their work.



CHC30213
Certificate III
in Education Support



What is the Certificate III in Education Support?

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.

This level is appropriate for support workers, case workers and client contact officers.

Pre Requisites none

Pathways Cert IV in Education Support

Course duration:

The hours for this course are made up of the following:

Face to face lecturing and tuition	204
Practical Work Placement	105
Prep and off-site assignment work	102
Additional holiday tuition	180

Workplace Learning Requirements:

Evidence of skills applied in the workplace is a component for completion of this qualification. A workplace log book will be issued to you by your Lecturer for your employer/supervisor to sign off against the required abilities.

Course Content

CORE UNITS

CHCDIV002

Promote Aboriginal and / or Torres Strait Islander cultural safety

CHCEDS001

Comply with legislative, policy and industrial requirements in the educational environment

CHCEDS017

Contribute to health and safety of students

CHCEDS003

Contribute to student education in all developmental domains

CHCECE006

Support behavior of children and young people

CHCDIV001

Work with diverse people

CHCEDS005

Support the development of literacy and oral language skills

CHCEDS006

Support the development of numeracy skills

CHCEDS002

Assist in implementation of planned educational programs

CHCEDS007

Work effectively with students and colleagues

CHCEDS018

Support students with additional needs in the classroom environment

CHCEDS004

Contribute to organisation and management of classroom or centre

ELECTIVE UNITS

CHCEDS008

Comply with school administrative requirements

CHCEDS011

Search and assess online information

HLTWHS001

Participate in work health and safety

CHCPRT001

Identify and respond to children and young people at risk

CHCEDS012

Set up and sustain individual and small group learning



General Notes:

- All Students (or the school) must supply FEC with their Unique Student Identifier.
- Students are asked to supply a USB for their studies and
- We encourage BYOD to ensure security of their work.



CERTIFICATE IV BUSINESS BSB40215

Qualification Content
(Fremantle Education Centre RTO Code 50354)



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

Description

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

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

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

Information correct at time of printing/publishing

Enrolment Application - VETiS 2021-2022

Personal details - all information must be provided

Preferred First Name: _____ **Gender** (Please circle) **Female/Male**

Enter your full name: _____ Date of Birth ___/___/___

Parents Name: _____ Phone Numbers: _____

Home Address: _____ Postcode: _____

Parent Email Address: _____

Student Email Address: _____ Mobile: _____

Student USI _____

COURSE REQUESTED (PLEASE TICK ONE BOX)

- BSB 20215 Certificate II in Customer Engagement (\$1015)**
- BSB30115 Certificate III in Business (\$1,070.00)**
- BSB40215 Certificate IV in Business (\$1,170.00)**
- CHC20112 Certificate II in Community Services (\$1,200)**
- CHC32015 Certificate III in Community Services (\$1,335.00)**
- CHC42015 Certificate IV in Community Services (\$1,470.00)**
- CHC30113 Certificate III in Early Childhood Education and Care (\$1,470.00)**
+\$150.00 for First Aid Certificate
- CHC30213 Certificate III in Education Support (\$1,070.00)**
- CHC40213 Certificate IV in Education Support (\$1,470.00)**

PLEASE NOTE FLEXIBLE PAYMENT PLANS ARE AVAILABLE with a \$150 non-refundable deposit prior to commencement of course (NO INTEREST)

SCHOOL USE ONLY

VET COORDINATORS NAME: _____

Email: _____

SCHOOL: _____ Phone Number: _____

DAY OF DELIVERY (Please State): _____

Fees Will Be Paid By: **Parent**

Parent Signature _____

OFF CAMPUS



2022 VETDSS COURSE GUIDE

Program Name	Campus	Duration	National Code	Day/s
Certificate II in Aeroskills (Mechanical Pre-Apprenticeship)	Jandakot	1 year	MEA20418-BDV9	Thursday & Friday
Certificate II in Animal Studies	Mandurah	1 year	ACM20117	Thursday
Certificate II in Applied Fashion Design and Technology	Bentley	1 year	MST20616	Thursday & Friday
Certificate II in Applied Fashion Design and Technology (Construction)	Bentley	2 years	MST20616	Friday
Certificate II in Applied Fashion Design and Technology (Pattern Making)	Bentley	2 years	MST20616	Thursday
Certificate II in Aquaculture	Fremantle	1 year	SFI20119	Friday
Certificate II in Automotive Vocational Preparation – Auto Body Repair (Panel Beating)	Carlisle	1 year	AUR20716	Thursday or Friday
Certificate II in Automotive Vocational Preparation - Light Automotive Vehicle Focus	Carlisle	1 year	AUR20716	Friday
Certificate II in Automotive Vocational Preparation - Light, Heavy & Electrical Rotation	Kwinana	1 year	AUR20716	Thursday or Friday
Certificate II in Automotive Vocational Preparation (Heavy Focus)	Thornlie	1 year	AUR20716	Tuesday or Wednesday or Thursday
Certificate II in Autonomous Workplace Operations	Munster	2 years	52845WA	Wednesday or Thursday
Certificate II in Baking (Pre-Apprenticeship)	Bentley	1 year	FBP20217-AB57	Thursday & Friday
Certificate II in Building and Construction (Pathway – Para Professional) ** NEW **	Thornlie	2 years	52825WA	Friday
Certificate II in Building and Construction (Pathway - Trades)	Mandurah	2 years	52824WA	Friday
Certificate II in Building and Construction (Pathway - Trades)	Rockingham	2 years	52824WA	Thursday or Friday
Certificate II in Building and Construction (Pathway - Trades) Brick & Block	Armadale Trade Training Centre	1 year	52824WA	Thursday & Friday
Certificate II in Building and Construction (Pathway - Trades) Painting & Decorating Pre-Apprenticeship	Coodanup Trade Centre	2 years	52824WA-AB29	Friday
Certificate II in Building and Construction (Pathway - Trades) Painting & Decorating Pre-Apprenticeship	Thornlie	1 year	52824WA-AB29	Thursday & Friday
Certificate II in Building and Construction (Pathway Trades) Carpentry & Joinery (52824WA)	Armadale Trade Training Centre	1 year	52824WA	Thursday & Friday
Certificate II in Civil Construction ** NEW **	Thornlie	1 year	RII20715	Thursday & Friday
Certificate II in Community Services	Mandurah	1 year	CHC22015	Friday
Certificate II in Community Services (Focus - Early Childhood Sector)	Armadale	1 year	CHC22015	Friday
Certificate II in Community Services (Focus - Early Childhood Sector)	Mandurah	1 year	CHC22015	Thursday
Certificate II in Community Services (Focus - Early Childhood Sector)	Rockingham	1 year	CHC22015	Friday
Certificate II in Data and Voice Communications	Thornlie	2 years	UEE20711-A104	Friday
Certificate II in Electronics ** NEW LOCATION **	Rockingham	1 year	UEE21911	Thursday
Certificate II in Electronics	Thornlie	1 year	UEE21911	Friday
Certificate II in Electrotechnology (Career Start) (Electrotechnology Pre-Apprenticeship)	Rockingham	2 years	UEE22011-AA41	Wednesday or Thursday
Certificate II in Electrotechnology (Career Start) (Electrotechnology Pre-Apprenticeship)	Thornlie	2 years	UEE22011-AA41	Thursday or Friday
Certificate II in Engineering (Heavy Fabrication Pre-Apprenticeship)	Rockingham	1 year	MEM20105-AA50	Thursday & Friday
Certificate II in Engineering (Heavy Fabrication Pre-Apprenticeship)	Thornlie	1 year	MEM20105-AA50	Thursday & Friday
Certificate II in Engineering (Heavy Fabrication Pre-Apprenticeship)	Thornlie	1 year	MEM20105-AA50	Thursday & Friday
Certificate II in Engineering (Mechanical Fitter and Machinist Pre-Apprenticeship)	Rockingham	1 year	MEM20105-AA49	Thursday & Friday

Program Name	Campus	Duration	National Code	Day/s
Certificate II in Engineering (Mechanical Fitter and Machinist Pre-Apprenticeship)	Thornlie	1 year	MEM20105-AA49	Thursday & Friday
Certificate II in Engineering Pathways (Machinery & Fabrication Focus)	John Tonkin College	1 year	MEM20413 J780	Thursday
Certificate II in Fishing Operations ** NEW **	Fremantle	1 year	SF120219	Thursday & Friday
Certificate II in Furniture Making (Cabinet Making/Furniture Making Pre-Apprenticeship)	Thornlie	2 years	MSF20313-AA45	Friday
Certificate II in Hospitality	Bentley	1 year	SIT20316	Friday
Certificate II in Hospitality	Mandurah	1 year	SIT20316	Thursday
Certificate II in Integrated Technologies (Pre-Vocational) (Robotics Control Systems)	Munster	1 year	22289VIC	Thursday & Friday
Certificate II in Integrated Technologies (Pre-Vocational) (Robotics Control Systems)	Rockingham	1 year	22289VIC	Thursday & Friday
Certificate II in Kitchen Operations (Commercial Cookery/Patisserie Pre-Apprenticeship)	Bentley	1 year	SIT20416-AB10	Thursday & Friday
Certificate II in Kitchen Operations (Commercial Cookery/Patisserie Pre-Apprenticeship)	Mandurah	1 year	SIT20416-AB10	Thursday & Friday
Certificate II in Logistics	Fremantle	1 year	TLI21815	Friday
Certificate II in Plumbing (Pre-Apprenticeship)	Rockingham	2 years	52700WA-AA40	Thursday or Friday
Certificate II in Retail Cosmetics	Mandurah	1 year	SHB20116	Thursday
Certificate II in Retail Cosmetics	Murdoch	1 year	SHB20116	Friday
Certificate II in Salon Assistant	Murdoch	1 year	SHB20216	Friday
Certificate II in Salon Assistant	Murdoch	1 year	SHB20216	Friday
Certificate III in Aviation (Cabin Crew)	Jandakot	1 year	AVI30219	Thursday & Friday
Certificate III in Aviation (Remote Pilot - Visual Line of Sight)	Fremantle	1 year	AVI30419	Thursday & Friday
Certificate III in Aviation (Support Services and Operations)	Jandakot	1 year	52821WA	Thursday & Friday
Certificate III in Early Childhood Education and Care ** NEW **	Murdoch	2 years	CHC30113	Friday
Certificate III in Early Childhood Education and Care ** NEW **	Thornlie	2 years	CHC30113	Friday
Certificate III in Education Support	Mandurah	1 year	CHC30213	Friday
Certificate III in Education Support	Rockingham	1 year	CHC30213	Friday
Certificate III in Engineering (Technical)	Munster	1 year	MEM30505	Thursday or Friday
Certificate III in Events	Bentley	1 year	SIT30516	Thursday
Certificate III in Events	Fremantle	1 year	SIT30516	Friday
Certificate III in Information, Digital Media and Technology (Cyber Security focus)	Murdoch	1 year	ICT30120	Friday
Certificate III in Information, Digital Media and Technology (Cyber Security focus)	Rockingham	1 year	ICT30120	Friday
Certificate III in Information, Digital Media and Technology (Cyber Security focus)	Thornlie	1 year	ICT30120	Friday
Certificate III in Screen and Media ** NEW **	Thornlie	1 year	CUA31015	Friday
Certificate III in Tourism ** NEW LOCATION **	Fremantle	2 years	SIT30116	Friday
Certificate III in Tourism	Mandurah	2 years	SIT30116	Thursday
Certificate IV in Preparation for Health and Nursing Studies	Bentley	1 year	52831WA	Thursday or Friday
Certificate IV in Preparation for Health and Nursing Studies ** NEW LOCATION **	Rockingham	1 year	52831WA	Friday
Partial Completion Certificate II in Animal Studies	Mandurah	1 year	ACM20117	Friday
Partial Completion Certificate II in Automotive Vocational Preparation	Kwinana	1 year	AUR20716	Monday
Partial Completion Certificate II in Community Services ** NEW **	Mandurah	1 year	CHC22015	Friday
Partial Completion Certificate II in Construction (Pathway - Trades)	Rockingham	1 year	CPC20211	Wednesday
Partial Completion Certificate II in Construction (Pathway - Trades) Painting & Decorating	Coodanup Trade Centre	1 year	52824WA	Thursday
Partial Completion Certificate II in Construction (Pathway - Trades) Painting & Decorating	Thornlie	1 year	52824WA	Wednesday
Partial Completion Certificate II in Hospitality	Bentley	1 year	SIT20316	Friday
Partial Completion Certificate II in Hospitality	Mandurah	1 year	SIT20316	Friday
Partial Completion Certificate II in Logistics	Fremantle	1 year	TLI21815	Friday
Partial Completion Certificate II in Rural Operations	Mandurah	1 year	AHC21216	Thursday
Partial Completion Certificate II in Rural Operations	Murdoch	1 year	AHC21216	Wednesday

Applications for 2022 programs will open online from 1 July 2021 and close on 31 August 2021.

The full course guide will be available in June 2021.

Program content subject to change. Qualification Codes are indicative only.

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

- One day per week at the designated Campus
- Applications invited in **August 2021** for 2022 courses
- Competitive application process.

Information correct at time of printing/publishing

2022

VET DELIVERED TO SECONDARY STUDENTS

National code and course name	Duration	Day/s	Campus
Automotive			
AUR20716 Certificate II in Automotive Vocational Preparation	3 terms	Thursday or Friday	Midland
Building and Construction			
52824WA Certificate II in Building and Construction (Pathway - Carpentry and Joinery)	7 terms	Thursday (1st year) Friday (2nd year)	Balga, Clarkson
CPC20211 Certificate II in Construction Pathways (Building Maintenance)	3 terms	Thursday and Friday	Clarkson
MSF20313 Certificate II in Furniture Making (Cabinet Making / Furniture Making Pre-Apprenticeship)	7 terms	Thursday (1st year) Friday (2nd year)	Balga
52700WA Certificate II in Plumbing (Plumbing Pre-Apprenticeship)	7 terms	Friday	Clarkson
Business and Finance			
FNS30317 Certificate III in Accounts Administration	3 terms	Thursday and Friday	Perth
BSB31015 Certificate III in Business Administration (Legal)	3 terms	Thursday and Friday	Perth
BSB31115 Certificate III in Business Administration (Medical)	3 terms	Thursday and Friday	Perth
Creative Industries			
MST20616 Certificate II in Applied Fashion Design and Technology	6 terms	Friday	Perth
MEM30619 Certificate III in Jewellery Manufacture	7 terms	Friday	Perth
CUA30915 Certificate III in Music Industry	6 terms	Thursday	Leederville
CUA31015 Certificate III in Screen and Media	3 terms	Thursday or Friday	Perth
Education and Community Services			
CHC22015 Certificate II in Community Services	3 terms	Friday	Joondalup (Kendrew), Leederville, Midland
CHC30113 Certificate III in Early Childhood & Education and Care	7 terms	Thursday	Leederville
		Friday	Joondalup (Kendrew), Midland
CHC30213 Certificate III in Education Support	6 terms	Thursday or Friday	Leederville

National code and course name	Duration	Day/s	Campus
Electrical and Electrotechnology			
UEE20511 Certificate II in Computer Assembly and Repair	6 terms	Thursday	Clarkson, Midland
UEE20711 Certificate II in Data and Voice Communications	7 terms	Thursday	Clarkson, East Perth
UEE21911 Certificate II in Electronics	6 terms	Thursday	Clarkson, Midland
Health, Beauty and Fitness			
SIS30315 Certificate III in Fitness	6 terms	Friday	Joondalup (Kendrew), Perth
HLT23215 Certificate II in Health Support Services	6 terms	Wednesday	Joondalup (McLarty)
SHB30215 Certificate III in Make-Up	6 terms	Thursday or Friday	Joondalup (McLarty), Perth
HLT36015 Certificate III in Population Health	7 terms	Friday (1st year) Thursday (2nd year)	Joondalup (McLarty), Midland, Mount Lawley
SHB20216 Certificate II in Salon Assistant	3 terms	Thursday or Friday	Midland
Engineering and Mining			
MEM20413 Certificate II in Engineering Pathways	3 terms	Thursday and Friday	Clarkson, Midland
MEM30505 Certificate III in Engineering - Technical	6 terms	Friday	East Perth (1st year), Perth (2nd year)
52B45WA Certificate II in Autonomous Workplace Operations	3 terms	Friday	East Perth
22527VIC Certificate II in Integrated Technologies (Robotics Control Systems)	6 terms	Friday	Clarkson
CPP20116 Certificate II in Surveying and Spatial Information Services	3 terms	Friday	East Perth
Hospitality, Tourism and Events			
SIT30516 Certificate III in Events	6 terms	Friday	Joondalup (Kendrew), Perth
SIT20416 Certificate II in Kitchen Operations (Commercial Cookery/Patisserie Pre-Apprenticeship)	6 terms	Friday	Joondalup (Kendrew)
SIT30116 Certificate III in Tourism	6 terms	Friday	Perth
Laboratory Operations			
MSL20118 Certificate II in Sampling and Measurement	3 terms	Friday	East Perth
Library and Information Services			
BSB31215 Certificate III in Library and Information Services	6 terms	Friday	Perth
Networking and Security			
ICT30120 Certificate III in Information Technology (Network Administration)	6 terms	Friday	Joondalup (Kendrew)
ICT30120 Certificate III in Information Technology (Cyber Security)	6 terms	Friday	Joondalup (Kendrew)
Residential Building Drafting			
52B25WA Certificate II in Building and Construction (Pathway - Para Professional)	6 terms	Thursday	Perth

Fee For Service courses

National code and course name	Duration	Day	Campus	Cost
SIS30115 Certificate III in Sport and Recreation	3 terms	Friday	Leederville	\$3321*

Please be aware that delivery of these courses is subject to sufficient enrolment numbers and contingent on the support of the Department of Training and Workforce Development and although we do not anticipate (at this stage) any changes, we will not be able to confirm that these courses will run until late in 2021.

* 2021 course fee

Application close date and further information

Applications are closing on the 31 August 2021. Visit northmetrotafe.wa.edu.au/courses/study-types/VETDSS for more information.



FORENSICS INTRO



MSL30118 - CERTIFICATE III IN LABORATORY SKILLS



Health Science Hub
Level 1, 100 Stirling Street
Perth



- MSL913003 Communicate with other people
- MSL913004 Plan and conduct laboratory/field work
- MSL922001 Record and present data
- MSL933006 Contribute to the achievement of quality objectives
- MSL943004 Participate in laboratory or field workplace safety
- MSMENV272 Participate in environmentally sustainable work practices
- MSL933005 Maintain the laboratory/field workplace fit for purpose
- MSL973013 Perform basic tests
- MSL973014 Prepare working solutions
- MSL973016 Perform aseptic techniques
- MSL973019 Perform microscopic examination
- MSL924003 Process and interpret data
- MSL974023 Capture and manage scientific images



\$2000.00



Terms 1-3 (one day/week)



Entry Requirements: Preferred
C Grades for English in Year 10.
Pass in OLNA.

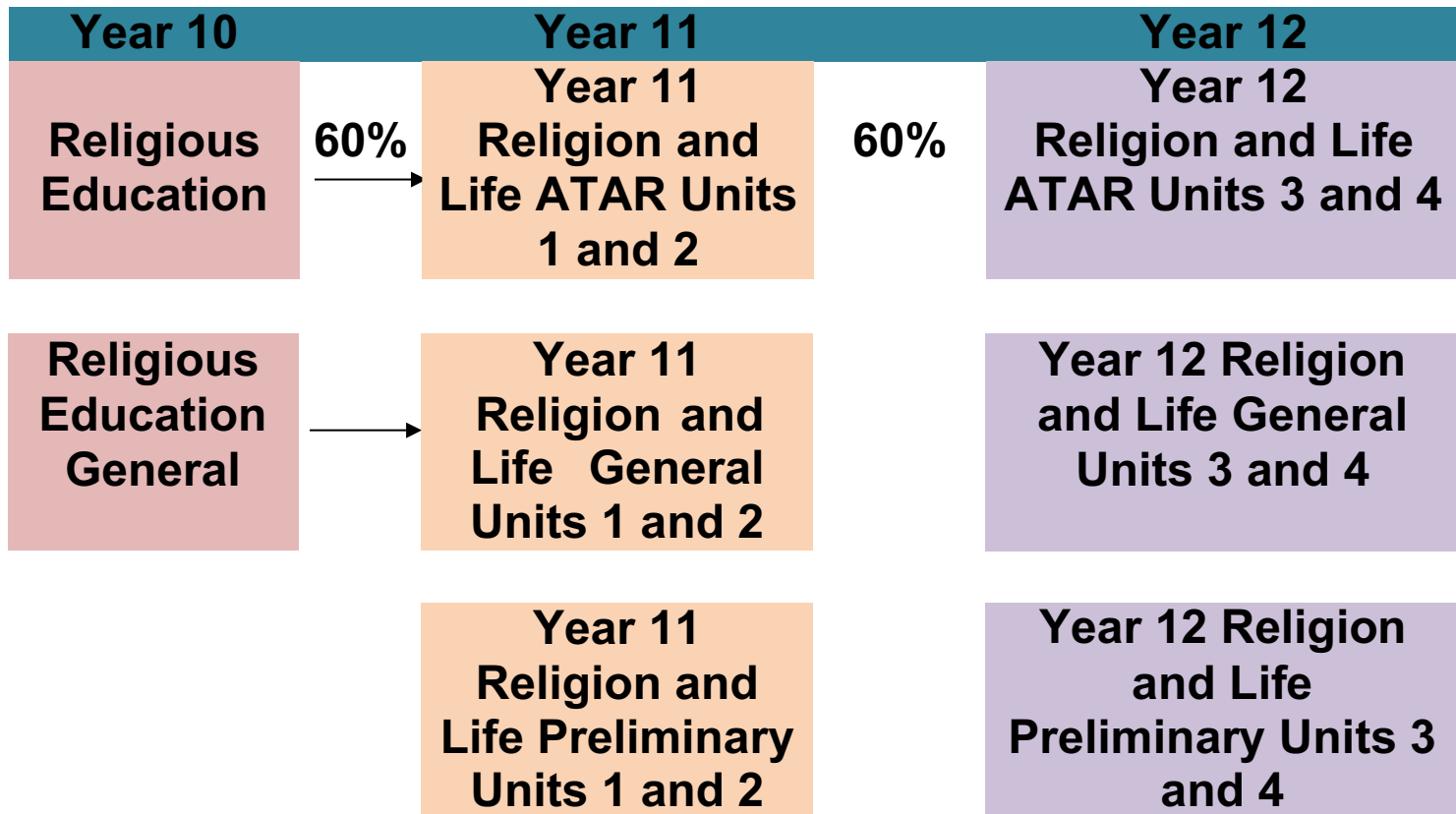


Perfect pathway into our Cert IV in
Science (Biology) Forensic Science
Qualification

The scientific world of analysis is the perfect starting point for those wanting to work with forensics, criminology, or laboratory type career choices. Our laboratory skills qualification will allow you to build your skills in the lab to investigate and decipher the smallest details found in the world.

The focus of this program is to help students understand the foundations of investigation using Microscopes and basic scientific practices. Completion of this qualification will provide students with advanced knowledge of laboratory skills to move into a Cert IV of Science (Biology) Forensics.

RELIGIOUS EDUCATION LEARNING AREA PATHWAYS



RELIGIOUS EDUCATION

RELIGION AND LIFE

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

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

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

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

ATAR UNITS

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

ATAR REL Unit One

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

ATAR REL Unit Two

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

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

GENERAL UNITS

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

Entry: Not Applicable.

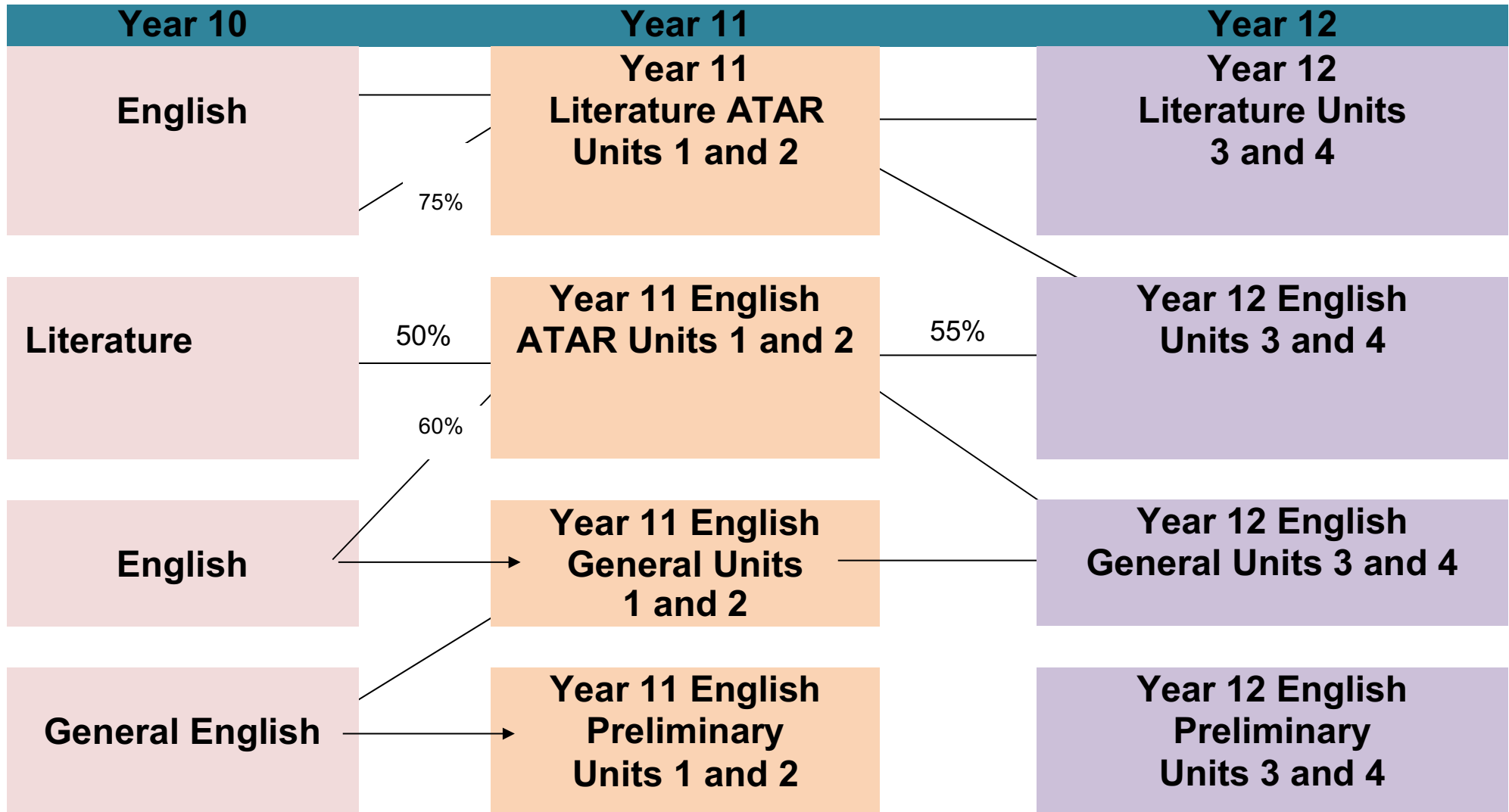
GENERAL REL Unit One

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

GENERAL REL Unit Two

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

ENGLISH LEARNING AREA PATHWAYS



ENGLISH AND LITERATURE

ENGLISH

ATAR UNITS

ATAR ENG Unit One

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

ATAR ENG Unit Two

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

Entry: 60% in Year 10 English.

Please note - Students studying General English in Year 10 will not be able to study ATAR English in Years 11 and 12.

ATAR UNITS

LITERATURE

ATAR LIT Unit One

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

ATAR LIT Unit Two

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

Entry: 60% in Year 10 English Extension or 75% in Year 10 English.

Please note an important change for 2022 below

REMOVAL OF UNACCEPTABLE COMBINATION

Please note that Year 11 students in 2022 are now able to select both English and English Literature. Universities have approved the removal of the unacceptable combination rule for English ATAR and Literature ATAR. This means that, if a student takes English ATAR and Literature ATAR, scaled scores from both courses can count towards their Tertiary Entrance Aggregate and ATAR.

ENGLISH

GENERAL UNITS

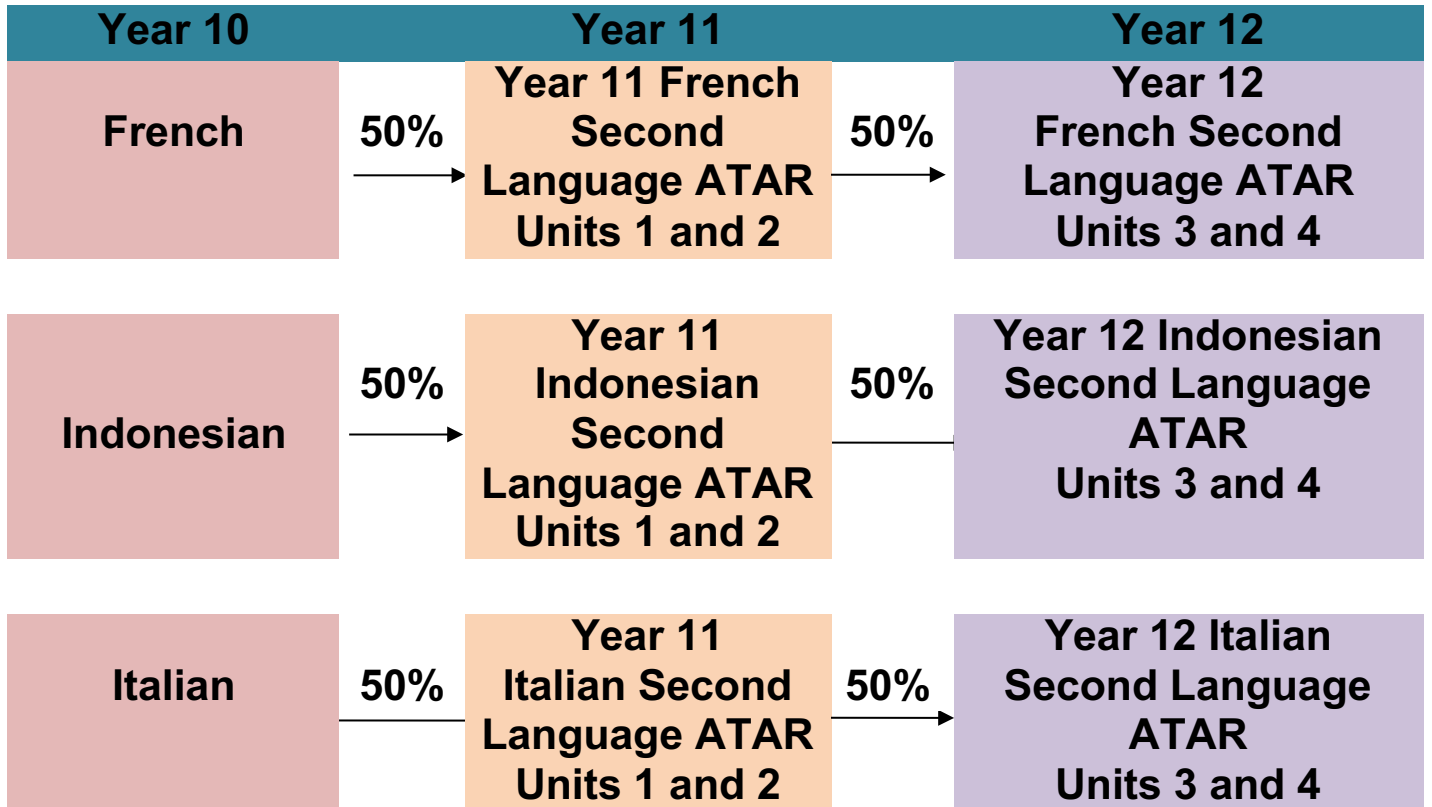
GENERAL ENG Unit One

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

GENERAL ENG Unit Two

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

LANGUAGES LEARNING AREA PATHWAYS



LANGUAGES

FRENCH - SECOND LANGUAGE

ATAR bonus for Languages – French, Indonesian and Italian.

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

Rationale

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

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

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

Application for Enrolment in a Language Course

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

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

Structure of the Syllabus

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

FRENCH - SECOND LANGUAGE

ATAR UNITS

ATAR FRE Unit One

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

Through the three topics:

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

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

ATAR FRE Unit Two

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

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

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

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

Course outcomes

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

- **Outcome 1 – Listening and responding**
Students listen and respond to a range of texts
- **Outcome 2 – Spoken interaction**
Students communicate in French through spoken interaction
- **Outcome 3 – Viewing, reading and responding**
Students view, read and respond to a range of texts
- **Outcome 4 – Writing**
Students write a variety of texts in French.

Entry: Minimum 50% in Year 10 French and with the approval of teacher or Head of Learning.

INDONESIAN - SECOND LANGUAGE

ATAR bonus for Languages – Indonesian, Italian and French.

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

Rationale

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

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

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

Application for Enrolment in a Language Course

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

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

Structure of the Syllabus

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

INDONESIAN - SECOND LANGUAGE

ATAR UNITS

ATAR IND Unit One

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

Through the three topics:

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

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

ATAR IND Unit Two

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

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

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

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

- Outcome 1 – Listening and responding
Students listen and respond to a range of texts.
- Outcome 2 – Spoken interaction
Students communicate in Indonesian through spoken interaction.
- Outcome 3 – Viewing, reading and responding
Students view, read and respond to a range of texts.
- **Outcome 4 – Writing**
Students write a variety of texts in Indonesian.

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

ITALIAN - SECOND LANGUAGE

ATAR bonus for Languages – Italian, Indonesian and French.

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

Rationale

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

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

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

Application for Enrolment in a Language Course

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

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

Structure of the Syllabus

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

ITALIAN - SECOND LANGUAGE

ATAR UNITS

ATAR ITA Unit One

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

Through the three topics:

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

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

ATAR ITA Unit Two

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

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

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

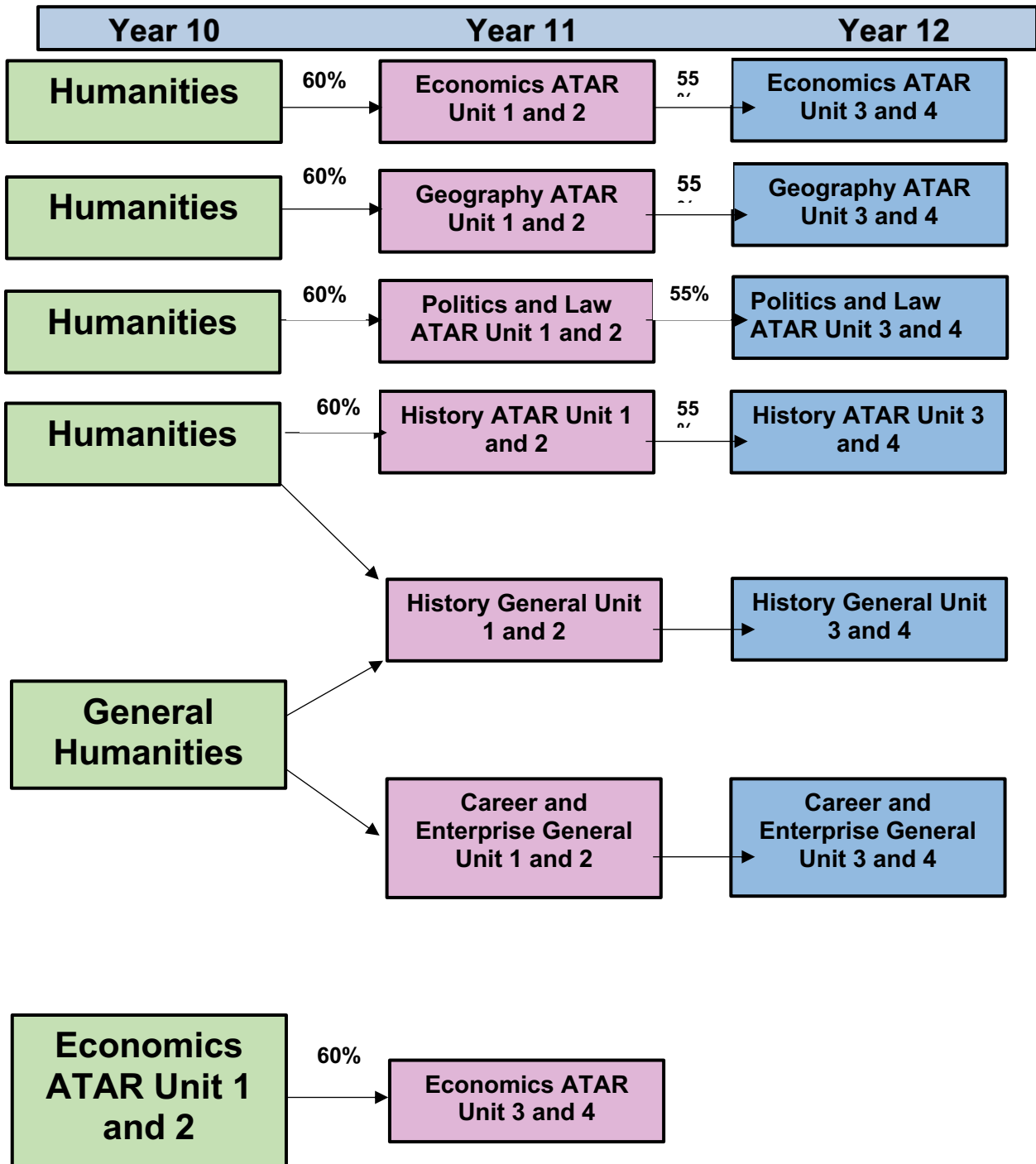
Students extend their communication skills in Italian and gain a broader insight into the language and culture.

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

- **Outcome 1 – Listening and responding**
Students listen and respond to a range of texts
- **Outcome 2 – Spoken interaction**
Students communicate in Italian through spoken interaction
- **Outcome 3 – Viewing, reading and responding**
Students view, read and respond to a range of texts.
- **Outcome 4 – Writing**
Students write a variety of texts in Italian.

Entry: Minimum 50% in Year 10 Italian and with the approval of teacher or Head of Learning.

HUMANITIES LEARNING AREA – PATHWAYS



GENERAL UNITS

Rationale

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

Structure of the syllabus

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

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.

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.

Each unit includes:

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

Organisation of content

The content is divided into six areas:

- Learning to learn
- Work skills
- Entrepreneurial behaviours
- Career development and management
- The nature of work
- Gaining and keeping work.

Learning to learn

Proactive participation in lifelong personal and professional learning experiences supports career building towards preferred futures. Ongoing learning experiences, together with updating knowledge and skills, create career development sustainability and opportunities for career building, especially in challenging and unexpected circumstances. Having an awareness of, and selecting relevant learning experiences, is dependent on recognising personal characteristics, interests, values, needs and beliefs as well as understanding that learning experiences can increase career development opportunities and successes.

Work skills

The work skills required in the contemporary workplace are a set of transferrable skills that are based on the ability to cope with the evolving expectations on communication protocols, the advances in digital technologies and the importance of embracing cultural and social diversity. Communication procedures and processes are used to transmit information and maintain supportive relationships, both internally and externally, with clients, customers, suppliers and the general public.

Entrepreneurial behaviours

Major social, cultural and technological changes are inevitable in the world of work. These include globalisation, use of natural resources and environmental sustainability, increased accountability for work performance, ongoing introduction of new technology, the constant need to upgrade skills and competencies, more decentralised industrial relations practices, flatter organisational structures, increased outsourcing of services by businesses, and a heightened focus on customers and their expectations. The impact of change provides opportunities for individuals, workplace organisations and businesses. There are risks in optimising opportunities in a fast moving, changing and uncertain future. These risks are best controlled by the knowledge and analysis of changes occurring in the world of paid and unpaid work, and in all types of workplaces, from large corporations to small businesses. Individuals need to plan proactively and build careers with an understanding of these considerations.

Career development and management

Career development and management is a dynamic, ongoing process that needs to be proactively managed to secure, create and maintain work. It is about the changing nature of life and work roles throughout life. Career development and management, includes work search techniques, exploring personal attributes and skills and decision making. The purposes and use of individual pathway plans (IPPs) and career portfolios are explored. Work search techniques include gathering information from various resources and accessing current labour market information.

The nature of work

The nature of work is complex and varied in many ways. The types of work required to create products or perform services for clients, customers and suppliers are defined in response to local, national and international market forces. New types of workplaces are emerging and old ones, which are no longer capable of meeting market demands, are disappearing as a result. All workplace operations involve managing human, physical, financial and technological resources. All these must comply with quality assurance standards and relevant workplace legislation, including occupational safety and health. Policies and procedures set the boundaries and conditions that guide the management and processes of all workplace operations.

Gaining and keeping work

Gaining and keeping work involves processes associated with building and maintaining self-image, interacting effectively with others and being open to change and growth. Gaining and keeping work involves strategies for dealing with predictable changes in work patterns and settings as well as the impact of change on short and long term career management. Gaining and keeping work involves the ability to apply core skills, such as, self-marketing and reflection, and to explain the relationship between these skills and personal interests, values, beliefs and attributes.

EXCURSION: Students have the opportunity to attend the annual Career Expo to explore career options through a range of Education and Training pathways.

AUTHORITY DEVELOPED WORKPLACE LEARNING:

Students are encouraged to enrol in Authority Developed Workplace Learning to gain employability skills and industry experience to enhance experiential learning.

ECONOMICS

ATAR UNITS

ATAR ECONOMICS Unit One and Two

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The ATAR Economics course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Having an understanding of Economics enables students to participate in discussions and develop solutions to some of the great challenges of our time, for example – How to restore the economy after the impact of Covid-19, how can we improve the wellbeing of members of society, how can we protect the environment whilst still pursuing growth in the economy and many other issues.

Microeconomics

Unit 1 – Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real-world markets with an emphasis on the Australian economy. Students will develop their skills to illustrate, describe and critically analyse the use of demand and supply in a number of markets. Within the unit we discuss some key questions, including:

- Why top athletes get paid so much?
- Why some goods and services are frequently discounted and others are not?
- Why people waste water?
- Why government intervention to reduce smoking has been so successful in Australia?
- Why are governments around the world introducing a tax on sugar?
- Why Uber is good for consumers?

Unit 2 - Macroeconomics

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

- What actions has the government taken to stimulate the economy as a result of COVID-19
- How will COVID-19 affect future generations of Australians?
- Why is youth unemployment typically higher than others within an economy?
- How does income distribution differ between countries, and why is this the case?
- Why are mining exports so important for the Australian economy?

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

GEOGRAPHY

ATAR UNITS

ATAR GEO Unit One – Natural and Ecological Hazards

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

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

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

ATAR GEO Unit Two – Global Networks and Interconnection

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

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

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

MODERN HISTORY

ATAR UNITS

Rationale

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

The Modern History General course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Students are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in detail, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. History provides insights into the present and gives students opportunities to reflect on the significance of past events, people, beliefs and ideas.

The Modern History General course allows students to gain insights into their own society and its values. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past – its legacy and heritage.

GENERAL Modern History Unit One

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

GENERAL Modern History Unit Two

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

MODERN HISTORY

ATAR UNITS

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

ATAR HIM Unit One – Understanding the Modern World Capitalism – The American Experience (1907-1941)

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

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

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

Entry: 60% in ATAR Humanities (Year 10)

POLITICS AND LAW

ATAR UNITS

Politics and law is a critical study of the processes of decision making concerning society's collective future.

The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws.

The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience. A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation.

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

ATAR Politics and Law Unit One

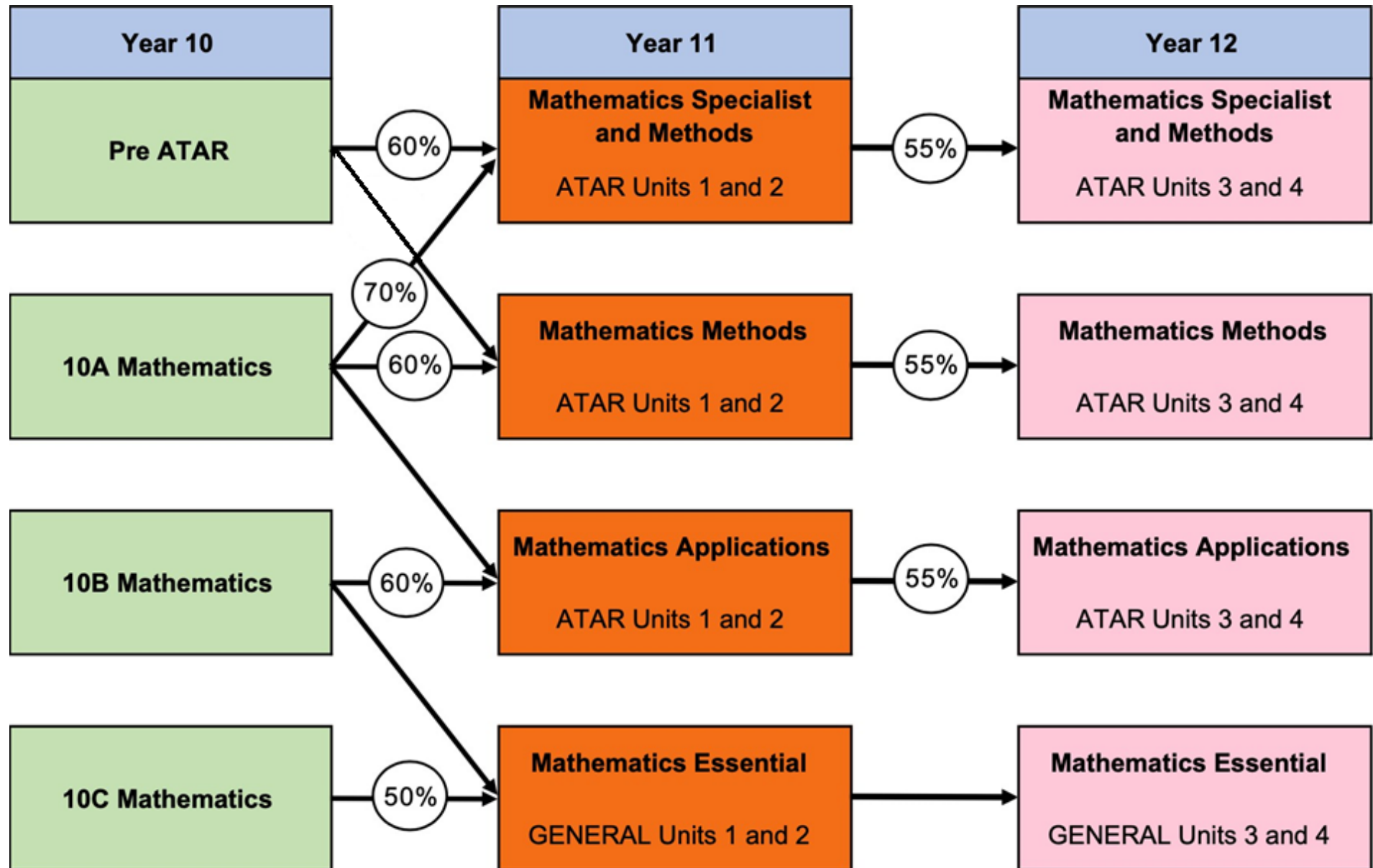
This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

ATAR Politics and Law Unit Two

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Entry: 60% in ATAR Humanities (Year 10)

MATHEMATICS LEARNING AREA- PATHWAYS



MATHEMATICS

MATHEMATICS SPECIALIST

ATAR UNITS

Tertiary Entrance Aggregate Bonus

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

What Is It All About?

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

ATAR MAS Unit One

This unit has three topics:

- Combinatorics
- Vectors in the plane
- Geometry.

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

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

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

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

ATAR MAS Unit Two

This unit has three topics:

- Trigonometry
- Matrices
- Real and complex numbers.

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

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

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

Entry: 60% in 10 Pre-ATAR Mathematics or 70% in 10A Mathematics.

MATHEMATICS METHODS

ATAR UNITS

Tertiary Entrance Aggregate Bonus

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

What Is It All About?

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

ATAR MAM Unit One

This unit has three topics:

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

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

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

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

ATAR MAM Unit Two

This unit has three topics:

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

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

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

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

Entry: 60% in 10A Mathematics.

MATHEMATICS APPLICATIONS

ATAR UNITS

What Is It All About?

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

ATAR MAA Unit One

This unit has three topics:

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

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

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

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

ATAR MAA Unit Two

This unit has three topics:

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

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

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

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

Entry: 60% in 10B Mathematics.

MATHEMATICS ESSENTIALS

GENERAL UNITS

What Is It All About?

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

GENERAL MAE Unit One

This unit has four topics:

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

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

GENERAL MAE Unit Two

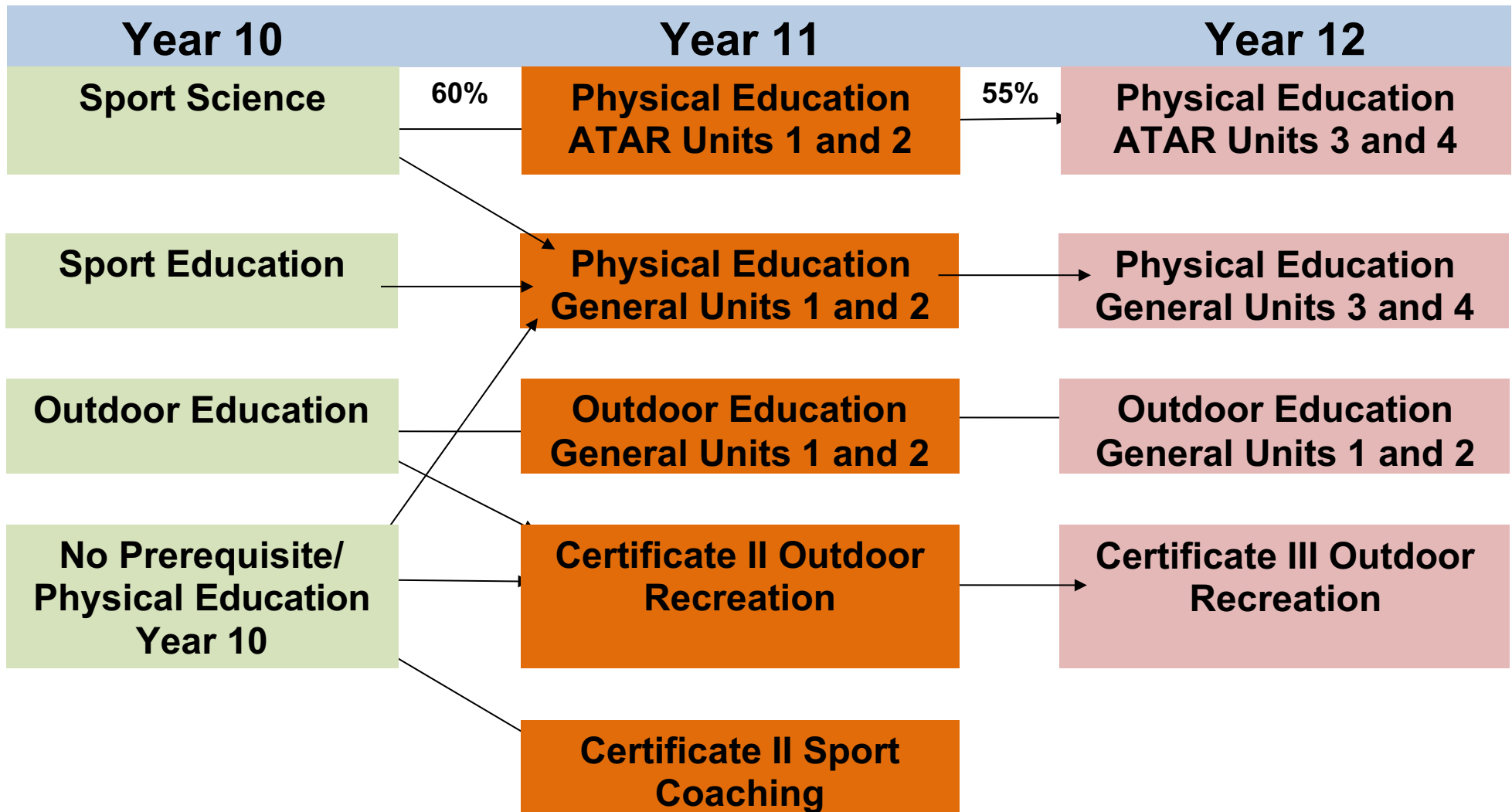
This unit has four topics:

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

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

Entry: 50% in 10C Mathematics.

PHYSICAL EDUCATION LEARNING AREA- PATHWAYS



PHYSICAL EDUCATION AND HEALTH

OUTDOOR EDUCATION

GENERAL UNITS

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

GENERAL ODE Unit One

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

Learning Contexts

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

GENERAL ODE Unit Two

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

Learning Contexts

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

Entry: Students must be capable swimmers.

NOTE: Outdoor Education activities and excursions are fully subsidised by the College, however, due to the large costs entailed, camps incur an additional fee of approximately 50% of the cost of the camp. **Students participating in Outdoor Education will attend a maximum of two camps and two excursions across the year. Therefore, students will miss a maximum of 6 school days in total throughout the year.**

HEALTH STUDIES

GENERAL UNITS

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

The GENERAL Health Education course is well aligned with the University Bridging and Enabling Courses offered at the College, effectively preparing students for a Health Sciences University pathway.

GENERAL HEALTH Unit One

This unit provides a general introduction to personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Key self-management and interpersonal skills required to positively influence health and build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

GENERAL HEALTH Unit Two

This unit continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. The notion of prevention is central to this unit, and students explore personal actions and skills to cope with health influences and devise strategies for communities to promote and improve health. In addition to health determinants, the influence of cognitive dissonance on behaviour and the role of communities in shaping social and cultural norms are explored. Self-management and cooperative skills essential to improve personal communication are examined. Students continue to develop health inquiry skills, including applying the steps in the inquiry process to explore relevant health issues.

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

- Describe factors influencing health, and identify appropriate actions to enhance health.
- Identify social and cultural norms, and the influence these have on attitudes, values and beliefs towards healthy behaviours.
- Identify current and relevant health issues using accurate and reliable information sources to support research.
- Implement preventative actions and skills to promote and enhance health.
- Explain the importance of prevention versus treatment within health care.

Entry: GENERAL Health Education

PHYSICAL EDUCATION STUDIES

ATAR UNITS

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

ATAR PES Unit One

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

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

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

Learning Contexts

- Badminton
- Cardiorespiratory and Resistance Training.

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

PHYSICAL EDUCATION STUDIES

ATAR PES Unit Two

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

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

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

Learning Contexts

- Touch Rugby
- Cardiorespiratory and Resistance Training.

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

PHYSICAL EDUCATION STUDIES

GENERAL UNITS

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

GENERAL PES Unit One

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

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

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

PHYSICAL EDUCATION STUDIES

GENERAL UNITS

GENERAL PES Unit Two

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

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

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

Learning Contexts

- Volleyball
- Triathlon
- Basketball
- Fitness.

Entry: Not Applicable.

VOCATIONAL EDUCATION AND TRAINING

Certificate II Sport Coaching

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

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

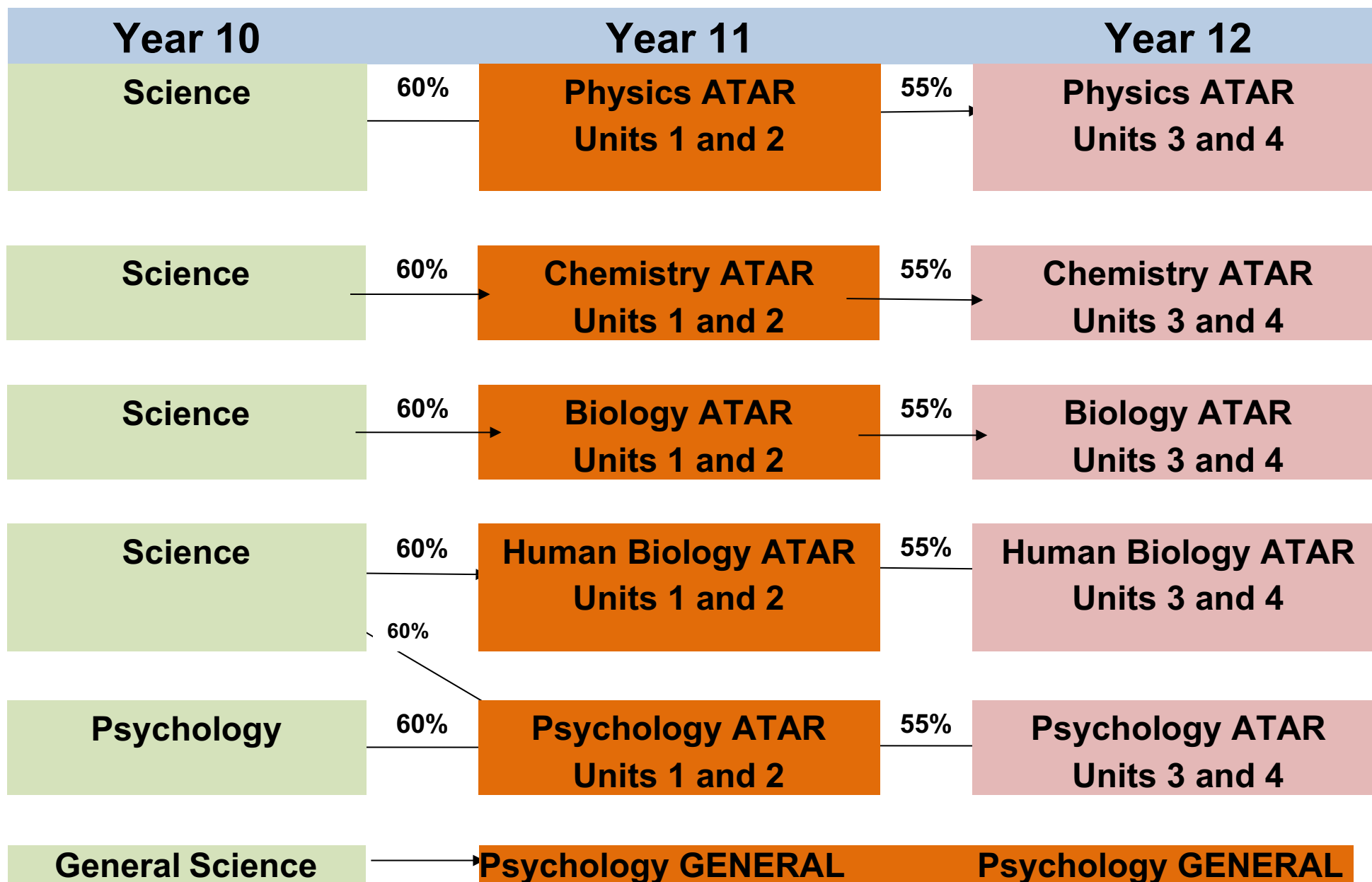
Certificate II in Outdoor Recreation

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

- First Aid
- Fishing
- Cycling
- Basic Cycle Maintenance
- Working with Disability.

With both theoretical and practical aspects, this is a great program for students who like to participate in a variety of activities.

SCIENCE LEARNING AREA- PATHWAYS



SCIENCE

BIOLOGY

ATAR UNITS

ATAR BIO Unit One – Ecosystems and Biodiversity

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

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

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

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

ATAR BIO Unit Two – From Single Cells to Multicellular Organisms

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

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

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

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

Entry: 60% or above in 10 ATAR Science.

CHEMISTRY

ATAR UNITS

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

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

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

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

ATAR CHE Unit Two – Molecular Interactions and Reactions

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

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

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

Entry: 60% or above in Year 10 ATAR Science.

HUMAN BIOLOGY

ATAR UNITS

ATAR HBIO Unit One – The Functioning Human Body

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

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

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

ATAR HBIO Unit Two – Reproduction and Inheritance

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

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

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

Entry: 60% or above in Year 10 ATAR Science.

PHYSICS

ATAR UNITS

ATAR PHY Unit One – Thermal, Nuclear and Electrical Physics

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

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

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

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

ATAR PHY Unit Two – Linear Motion and Waves

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

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

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

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

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

Entry: 60% or above in Year 10 ATAR Science with the recommendation of studying Maths Methods or Specialist at ATAR.

PSYCHOLOGY

ATAR UNITS

ATAR PSY Unit One

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

ATAR PSY Unit Two

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

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

PSYCHOLOGY

General

Unit 1

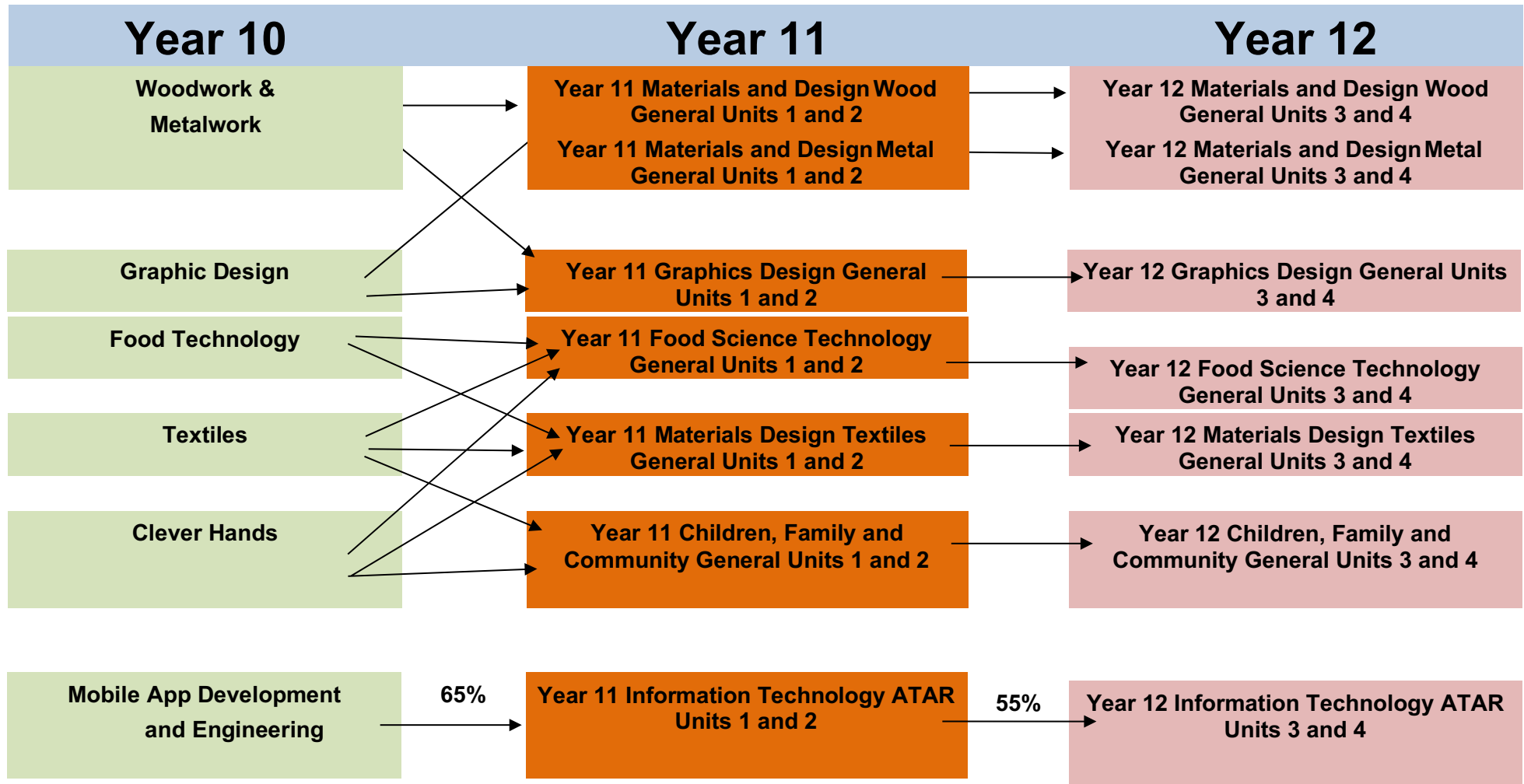
This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour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

Unit 2

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

Entry: NA.

TECHNOLOGY AND ENTERPRISE LEARNING AREA- PATHWAYS



TECHNOLOGY AND ENTERPRISE

APPLIED INFORMATION TECHNOLOGY

ATAR UNITS

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

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

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

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

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

ATAR AIT Unit One - Media Information and Communication Technologies

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

Content

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

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

ATAR AIT Unit Two - Digital Technologies in Business

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

Content

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

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

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

Entry: 65% in Yr 10 English. 65% in Yr 10 Engineering or Mobile App Development preferred.

CHILDREN, FAMILY AND THE COMMUNITY

GENERAL UNITS

Structure of the syllabus

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

GENERAL CFC Unit One - Families and Relationships

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

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

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

GENERAL CFC Unit Two - Our Community

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

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

The course will be delivered in the context of:

- Caring for Others.

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

Entry: Not Applicable.

DESIGN GRAPHICS

GENERAL UNITS

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

Syllabus

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

GENERAL DESG Unit One - Design Fundamentals

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

GENERAL DESG Unit Two - Personal Design

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

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

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

Entry: 60% in Yr 10 Graphic Dimensional Design preferred

FOOD SCIENCE AND TECHNOLOGY

GENERAL UNITS

Structure of the syllabus

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

GENERAL FST Unit One – Food Choices and Health

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

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

GENERAL FST Unit Two – Food for Communities

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

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

Entry: Not Applicable.

MATERIALS DESIGN & TECHNOLOGY: METALS

GENERAL UNITS

Syllabus

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

GENERAL MDTM Unit One

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

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

GENERAL MDTM Unit Two

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

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

Entry: Not Applicable.

MATERIALS DESIGN & TECHNOLOGY: TEXTILES

GENERAL UNITS

Structure of the syllabus

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

GENERAL MDTT Unit One

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

GENERAL MDTT Unit Two

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

Entry: Not Applicable.

MATERIALS DESIGN AND TECHNOLOGY: WOOD

GENERAL UNITS

Syllabus

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

GENERAL MDTW Unit One

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

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

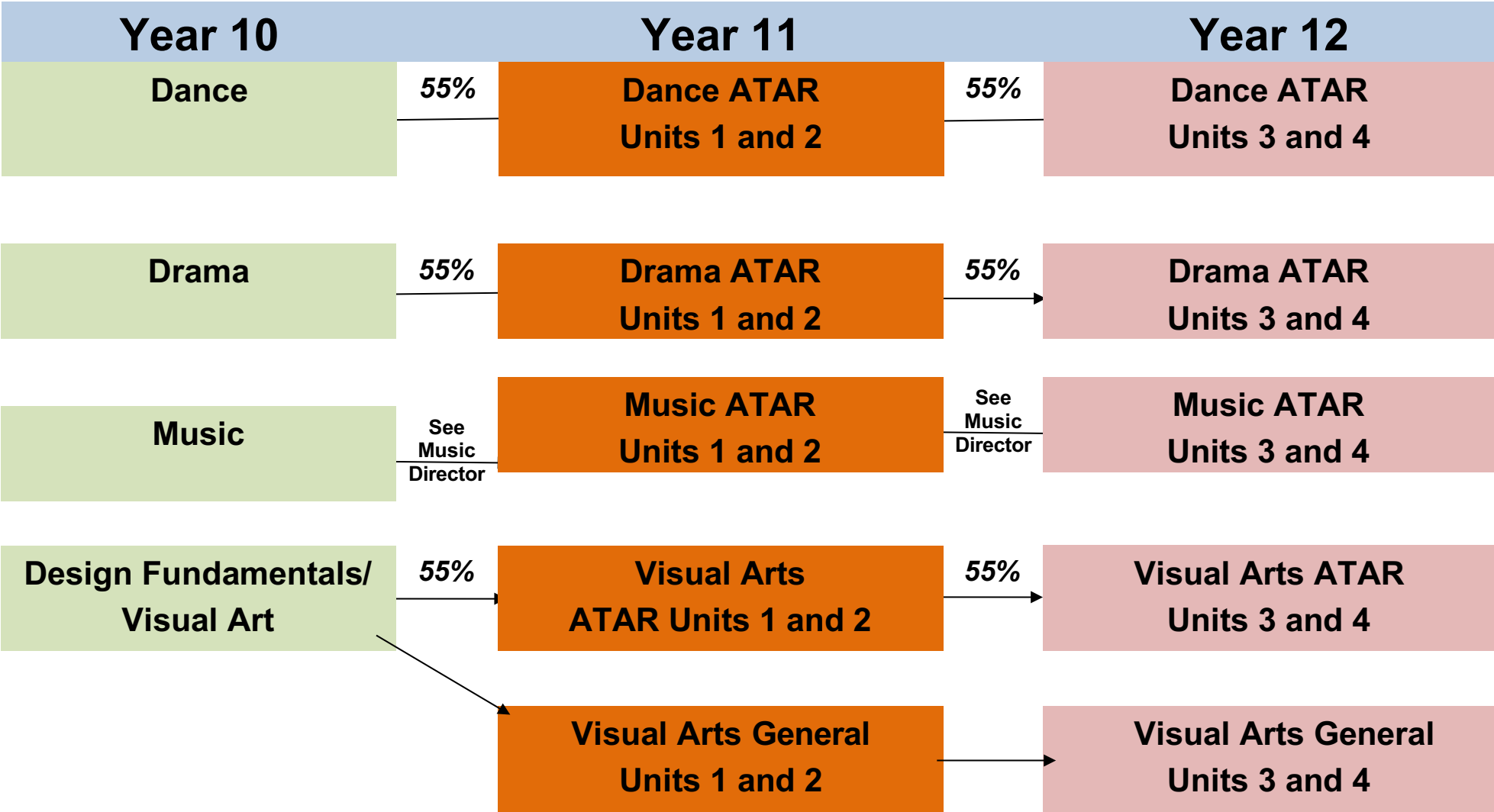
GENERAL MDTW Unit Two

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

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

Entry: Not Applicable.

ARTS LEARNING AREA- PATHWAYS



THE ARTS

DANCE

ATAR UNITS

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

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

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

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

ATAR DAN Unit One - Popular Culture

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

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

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

Students will:

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

DANCE

ATAR UNITS

ATAR DAN Unit Two - Australian Dance

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

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

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

Students will:

- Investigate the history of dance within Australia, focusing on key players within Australian dance companies
- Research iconic Australian dancers and choreographers of Contemporary Dance
- Develop a deeper understanding of their anatomy and biomechanical concepts
- Use Safe Dance Practices and improved physical competencies to acquire more intricate Contemporary Dance techniques
- Improve performance qualities and etiquette through increased opportunities for performance
- Attend a professional Dance show performed by WAAPA
- Solve choreographic tasks to produce new dance works with their peers to incorporate choreographic processes, use of technology, costume and lighting designs which reflect aspects of our Australian society
- Develop a solo piece to exhibit exemplary technique while communicating meaning through character.

Entry: 55% in Year 10 Dance.

DRAMA

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

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

ATAR UNITS

ATAR DRA Unit One – Representational, realist drama

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

In Unit One:

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

ATAR DRA Unit Two – Presentational, non-realist drama

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

In this unit:

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

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

MUSIC

ATAR UNITS

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

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

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

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

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

Learning activities

Performing

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

Composing/Arranging

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

Listening and responding

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

Culture and Society

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

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

ATAR MUS Unit One and Unit Two

Course Structure

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

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

- Western Art Music
- Jazz
- Contemporary Music.

MUSIC

ATAR MUS Unit One and Unit Two

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

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

Written Component

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

- Western Art Music
- Jazz
- Contemporary Music.

From 2020, Corpus Christi College will deliver this written part of the course in the context of Western Art Music.

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

Practical Component

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

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

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

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

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

VISUAL ARTS

ATAR UNITS

ATAR VAR Unit One - Differences

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

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

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

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

Students will:

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

VISUAL ARTS

ATAR UNITS

ATAR VAR Unit Two – Identities

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

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

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

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

Students will:

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

Entry: 55% in a Year 10 Art module.

VISUAL ARTS

GENERAL UNITS

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

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

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

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

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

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

GENERAL VAR Unit One – Experiences Description

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

GENERAL VAR Unit Two – Exploration Description

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements