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INTRODUCTION

The process of selecting courses for Year 11 is an important time in a student’s education. The curriculum offered up until Year 10 has consisted largely of compulsory courses together with some options. However, Year 11 opens up an exciting opportunity to choose courses based on interest and ability, with an eye to future directions for study and careers. Student choices should reflect current ability and ambitions and allow for a breadth of study.

This handbook provides descriptions of the Year 11 courses that may be available in 2019, dependent on student numbers. For each course there is a brief outline of the course objectives, the forms of assessment, the career opportunities associated with the course and the Year 10 prerequisites that must be met before enrolling in the course.

Before selection of courses students and parents will need to:

- Read all the material in this handbook, including The Western Australian Certificate of Education (WACE) requirements and course summaries.
- Be aware of the Year 10 minimum entry prerequisite for each course.
- Research the preferred subjects for post-school options.
- Talk to teachers for advice.
- Appreciate that some courses may not eventually be timetabled if there is insufficient demand.
- Pre-read all information given through Vocation Education class and distributed via email.

All information in this booklet is correct at the time of printing, but may be subject to change.
PROMOTION & GRADUATION POLICY

Rationale
Mercedes College exists to further the mission of the Church in providing a Catholic education in the Mercy tradition to all students insofar as this is possible.

Principles
Mercedes College recognises the uniqueness of each student.
Each student is provided with opportunities to develop spiritually, academically, physically, socially and emotionally.
As a member of the College community, each student has a responsibility to cooperate with teachers and other students to assist in establishing a positive learning environment.
Each student will be held accountable for her application and behaviour.

Procedures
The Promotion & Graduation Policy of the College calls on each student to meet the following dimensions:

<table>
<thead>
<tr>
<th>Faith</th>
<th>Involvement and attendance at Eucharistic Liturgies prepared by individual classes or the school community and Reflection Days / Retreats with respective Year Groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>Service at Mercedes College has a significant place in reflecting the ethos of the College and our identity as a Christ-centred community. All students must complete the minimum required hours of service for their respective MSL programme.</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Requires a mature and positive involvement in Religious Education, completion of set work/assessments and a minimum achievement of a ‘C’ grade. The achievement level required in Year 11 and Year 12 is the equivalent of a ‘C’ grade at General or ATAR level Religion and Life.</td>
</tr>
<tr>
<td>Academic</td>
<td>Requires a conscientious application to study at school and home, completion of all set work, and striving to achieve best personal academic standards.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Maximum attendance, punctuality and involvement in school activities. These include, but not limited to, Frog Jog, Athletics and Swimming Carnivals, Mercy Day and Presentation Evening (for the respective Year group). Respect shown to staff and other students, care and consideration for others, good behaviour and language at school and in public, and high standards of personal grooming / presentation and ethical use of Information Technology and devices according to the Digital Citizenship Policy.</td>
</tr>
</tbody>
</table>

Promotion – Year 7 to 11
Failure to meet the requirements of the Policy will mean promotion to the following year level will be reviewed. Application for future leadership positions could be compromised. The student must be able to present a reasonable case for promotion otherwise conditional promotion will occur and the student will be reviewed by the Deputy Principal. Subsequent efforts must be up to the standard of the review and will only be applied once for any student.

Graduation – Year 12
Failure to meet the requirements of the policy will mean that the student will receive neither a graduation certificate nor reference from Mercedes College and will be excluded from participating in the College Graduation Ceremony and Dinner.
### IMPORTANT CONTACTS

#### Executive Council

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mrs Kerrie Fraser</td>
<td><a href="mailto:kfraser@mercedes.wa.edu.au">kfraser@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Mr Brenton Butcher</td>
<td><a href="mailto:bbutcher@mercedes.wa.edu.au">bbutcher@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Deputy Faith and Mission</td>
<td>Mrs Susan Macdonald</td>
<td><a href="mailto:smacdonald@mercedes.wa.edu.au">smacdonald@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal Bursar</td>
<td>Mrs Liana Strutt</td>
<td><a href="mailto:lstrutt@mercedes.wa.edu.au">lstrutt@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>Mr Ian Barter</td>
<td><a href="mailto:ibarter@mercedes.wa.edu.au">ibarter@mercedes.wa.edu.au</a></td>
</tr>
</tbody>
</table>

#### Academic Council

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Mr Ben Bull</td>
<td><a href="mailto:bbull@mercedes.wa.edu.au">bbull@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>English</td>
<td>Mrs Catherine O’Toole</td>
<td><a href="mailto:cotoole@mercedes.wa.edu.au">cotoole@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Arts</td>
<td>Mrs Kathleen Cocks</td>
<td><a href="mailto:kcocks@mercedes.wa.edu.au">kcocks@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Technology &amp; Enterprise: Home Ec</td>
<td>Ms Joanne Harrington</td>
<td><a href="mailto:jharrington@mercedes.wa.edu.au">jharrington@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Library</td>
<td>Mrs Joanna Kagi</td>
<td><a href="mailto:jkagi@mercedes.wa.edu.au">jkagi@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Languages</td>
<td>Mrs Carmelina Grassi</td>
<td><a href="mailto:cgrassi@mercedes.wa.edu.au">cgrassi@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr Peter Mee</td>
<td><a href="mailto:pmee@mercedes.wa.edu.au">pmee@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Mr Liam Smith</td>
<td><a href="mailto:lsmith@mercedes.wa.edu.au">lsmith@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Mrs Kirsty Murphy</td>
<td><a href="mailto:kmurphy@mercedes.wa.edu.au">kmurphy@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Mr Tim Poga</td>
<td><a href="mailto:tpoga@mercedes.wa.edu.au">tpoga@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Careers &amp; VET</td>
<td>Mrs Cheryl Alach</td>
<td><a href="mailto:calach@mercedes.wa.edu.au">calach@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>Mrs Vicki Hinks</td>
<td><a href="mailto:vhinks@mercedes.wa.edu.au">vhinks@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Technology &amp; Enterprise: Bus &amp; IT</td>
<td>Mr Des Loh</td>
<td><a href="mailto:dloh@mercedes.wa.edu.au">dloh@mercedes.wa.edu.au</a></td>
</tr>
<tr>
<td>Director of Learning &amp; Teaching</td>
<td>Mr Andrew McClintock</td>
<td><a href="mailto:amclintock@mercedes.wa.edu.au">amclintock@mercedes.wa.edu.au</a></td>
</tr>
</tbody>
</table>

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**School Curriculum and Standards Authority (SCSA)**

To find out about WACE requirements, Year 11 and 12 courses, assessment information, ATAR, and more visit [https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements](https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements)
DECISIONS FOR 2019

Legislation to increase the school leaving age was passed by the WA Parliament in November 2005 and now applies throughout Western Australian. All young people in their 17th year must be in education, training or employment.

Students and their parents are required to make decisions regarding the alternatives that are available to the student for her future.

There are a number of approved options available to fulfill the legislative requirements.

1. Full-time education in a public or private school. The successful completion of Year 11 and 12 results in the achievement of the Western Australian Certificate of Education (WACE).

2. Full-time home-based schooling. This requires registration with the Department of Education.

3. Full-time study with Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West. Most Training WA Institutions have a course selection criterion that is based on Year 12 results. Even though the stated minimum entry requirements can refer to entrance after Year 10, in fact opportunities before the completion of Year 11 or 12 are very limited.

4. A full-time apprenticeship or traineeship. Again, this option is generally unavailable to students leaving Year 10. The current trend is for employers to be seeking students who have completed Year 11 or 12.

5. An approved course provided by a community-based provider.

6. A combination program involving time in school and/or training and work.

7. Full-time employment. In this case both the employee and employer must seek prior approval from the Minister of Education.

Decisions about which of these alternatives should be pursued need to be based on a realistic assessment of academic and practical abilities, interests, and vision for the future.

Any student requiring assistance with this process is asked to make an appointment with the Deputy Principal or the Careers Counsellor as soon as possible.
Mapping out appropriate study directions after Year 10 is an important task for you and your parents.

This handbook contains course information for students currently in Year 10 who are planning to enter Year 11 in 2019. It is designed as a reference point for the Western Australian Certificate of Education (WACE) requirements, university and TAFE requirements and other vital information. The School Curriculum and Standards Authority (SCSA) provide additional information about assessment and certification. The Tertiary Institutions Service Centre (TISC) regularly updates its website with information relevant to students who plan to attend a university upon graduation from school.

This handbook provides a summary of the content of each course offered by Mercedes College in Years 11 and 12. For 2019, students will be enrolled in the following types of courses:

**ATAR Courses**
These are designed and examined by the SCSA. An Australian Tertiary Admissions Ranking (ATAR) is used to determine eligibility for university entrance. Students will need to study a minimum of four (4) ATAR courses in Year 11 and four (4) ATAR courses in Year 12 to be eligible for an ATAR. In Year 11 students will study unit pairs (Units 1 and 2) and in Year 12 students will study more difficult unit pairs (Units 3 and 4). 50% of a student’s final score in an ATAR course is determined at the school level and 50% is determined by the externally assessed exam. The ATAR is a number between 0-99.5 and ranks a student’s position relative to all other students. An ATAR is calculated on a student’s top four scoring scaled courses.

**General Courses of Study**
These are school-based courses with no external exam. Tests and/or examinations may include Externally Set Tasks in Year 12. General courses are designed for students who wish to enter further training or the workforce. It may be possible to apply for other entry programs into university using school-based General Courses (or a combination of General and ATAR courses).
General courses include Foundation and Preliminary courses. Foundation courses are designed for students who have not achieved the literacy or numeracy minimum standard. Preliminary courses are designed for students with special education needs.

At Year 12 level, students that study predominately General Courses of study will be given the opportunity of completing a Certificate IV qualification. Students studying a Certificate IV qualification along with achievement of English competency, for example, may qualify for direct or portfolio entry into a number of undergraduate degree programs at Curtin, ECU or Murdoch universities.

**Note:** Every ATAR and General course has an assessment outline that specifies the types of assessments that may be applied in that course (e.g. classroom tests, in-class work, assignments, practical work and examinations). The marks earned on these assessments determine the grade received for each unit pair completed. Students will receive an A, B, C, D or E grade for each unit pair (except for Preliminary units that are not graded). Students will also receive a school mark in the range of 0-100 for each pair of ATAR or General course completed. Students intending to study at a university be aware that marks around 60 represent the minimum entry standard. Higher marks are required for more competitive university courses.

**Vocational Education and Training**
For students who do not complete at least four Year 12 ATAR courses, the successful completion of a Certificate II (or higher) qualification is one of the minimum requirements for achievement of the WACE. A Certificate II or higher can be obtained through various delivery arrangements with a registered training organisation (RTO). At Mercedes College we are offering the following Certificate course qualifications in 2019:

- Certificate II in Applied Fashion Design and Technology
- Certificate II in Business
- Certificate III in Screen & Media
- Certificate II in Financial Services
- Certificate II in Information Digital Media & Technology
• Certificate III in Live Production and Services (Acting and Performing Stream)
• Certificate II in Sport and Recreation
• Certificate II in Tourism

Students may have their VET achievements contribute to the WACE either as:
• a VET industry specific course
• VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents), or
• a combination of the above.

VET credit transfer can contribute up to eight of the 20 units you need to achieve your 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.

Endorsed Programs
Endorsed programs address areas of learning not covered by other courses. Examples include workplace learning, cadetships (e.g. Air Force cadets), performance in school productions and independently administered examinations in music, speech and drama. These programs are delivered in a variety of settings by schools, community organisations, universities and training organisations.
All endorsed programs successfully completed and reported to the authority are:
• Listed on the students WASSA
• May contribute towards the breadth-and-depth requirement of the WACE
• May contribute towards the C grade requirement of the WACE

For WACE purposes, a maximum of four (4) unit equivalents from endorsed programs may contribute towards WACE.

Workplace Learning Endorsed Program
Workplace Learning is an authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student may work in one or more paid or unpaid workplaces to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaking in the workplace in a Workplace Learning Logbook. The student must also provide evidence of their knowledge and understanding of the workplace by completing a Workplace Learning Skills Journal. Unit equivalence (for WACE) is allocated on the basis of one (1) unit for each 55 hours completed in the workplace (to a maximum of four (4) units.

Students at Mercedes College complete a one week BLOCK PLACEMENT followed by one day a week for seven (7) weeks (a total of 12 days in the workplace). Participation in a Workplace Learning program is STRONGLY recommended for all students studying predominately General courses of study.

Applications for the WPL program are administered through the Careers Office and entrance into the program requires a formal interview and induction process.
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Achieving your WACE acknowledges that at the end of your compulsory schooling you have achieved the required minimum standards in an educational program that has suitable breadth and depth.

What you need to do to achieve your WACE?

In order to achieve a WACE, you will need to:

- Demonstrate a minimum standard of literacy and numeracy;
- Complete a minimum of four Year 12 ATAR courses OR achieve a VET Certificate at Certificate II or higher level. Note that some partially completed Certificate III qualifications may satisfy the minimum requirement under special circumstances;
- Complete two Year 11 English units and complete a pair of Year 12 English units;
- Complete at least one pair of units from a Year 12 List A course (arts/languages/social sciences);
- Complete at least one pair of units from a Year 12 List B course (mathematics/science/technology);
- Complete at least 20 units over Year 11 and Year 12, with a minimum of 10 Year 12 units;
- Achieve at least 14 C grades in Year 11 and 12 units (or equivalents);
- Achieve at least six C grades in Year 12 units (or equivalents).

VET and endorsed programs can contribute to the 20 unit requirement described above:

- VET can contribute to up to eight of the 20 units you need to achieve your WACE (i.e. 2 Certificate courses)
- VET industry specific courses count towards your WACE requirements as courses, which mean they can be studied in addition to the eight unit equivalents described above.
- Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

Literacy and numeracy requirements

There are two parts to achieving the WACE literacy and numeracy requirements. Firstly, students are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. You can demonstrate the minimum standard:

- If you demonstrate Band 8 or higher in your Year 9 NAPLAN Reading, Writing and Numeracy tests, or
- Through the Online Literacy Numeracy Assessment (OLNA).

The OLNA is compulsory for students who have not prequalified in one or more of the components through Year 9 NAPLAN, and want to achieve the WACE. Students have up to six opportunities between Year 10 and Year 12 to demonstrate the literacy and numeracy standard. The Deputy Principal will be able to advise you of the literacy and numeracy standard of your daughter.

Enrolling in your units

Your school will enrol you in your selected units, VET course and/or endorsed programs with the Authority. Changes will also be made through your school.

Catholic School compulsory course in Year 11 and 12

Religion and Life is a compulsory course within all Catholic schools. In recent years, many students have used their Religion and Life mark as one of the four courses contributing to their Australian Tertiary Admissions Rank (ATAR).
Making realistic choices

One of the important considerations in choosing your courses for Year 11 and Year 12 is maximizing your chance of entry to universities, state training providers (STPs) or employment. It is, therefore, important for students to carefully consider their background and capacity to undertake their chosen units. Year 11 and 12 units vary considerably in content and skills, their level of complexity and the learning styles they suit.

Mercedes College specifies minimum standards of achievement at Year 10 level for entry into Year 11 and 12 Courses. We do this because it has been proven that the best indicator of future success in a course is past achievement in a related course (i.e. one which develops relevant concepts and skills).

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

Each enrolled student will receive a Western Australian Statement of Student Achievement (WASSA). This document may be used to support applications to the workforce and training institutions beyond secondary school.

The following information is found at the School Curriculum and Standards Authority website at http://www.scsa.wa.edu.au/

The WASSA formally records what a student has completed during their senior secondary schooling:

- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units
- school grades and school marks in General and Foundation units
- completed Preliminary units
- completed VET industry specific units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school)
## COURSES OFFERED

<table>
<thead>
<tr>
<th>Learning Area List A</th>
<th>Year 11 - 2019</th>
<th>Typical progression Year 12 - 2020</th>
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<tbody>
<tr>
<td>RELIGION &amp; LIFE</td>
<td>Religion and Life G1REL/G2REL</td>
<td>Religion and Life GTREL</td>
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<td>Religion and Life A1REL/A2REL</td>
<td>Religion and Life ATREL</td>
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<td>THE ARTS</td>
<td>Drama A1DRA/A2DRA</td>
<td>Drama ATDRA</td>
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<td>Media Production and Analysis A1MPA/A2MPA</td>
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<td>Music A1MUS/A2MUS</td>
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<td>Visual Arts ATVAR</td>
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<td>Visual Arts G1VAR/G2VAR</td>
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<td>Certificate in Screen &amp; Media</td>
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<td>Workplace Learning GTWPL</td>
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<td>Learning Area</td>
<td>Year 11 - 2019</td>
<td>Typical progression Year 12 – 2020</td>
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<tr>
<td><strong>THE ARTS</strong></td>
<td>Design A1DES/A2DES</td>
<td>Design ATDES</td>
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<td>Certificate II Sport and Recreation*, Physical Education Studies A1PES/A2PES, Physical Education Studies General G1PES/G2PES</td>
<td>Certificate II Sport and Recreation*, Physical Education Studies ATPES, Physical Education Studies General G3PES/G4PES</td>
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* Completed over 2 years. Inclusion in these courses after Semester 1 Year 11 will not guarantee completion of the certificate course.
## COURSE PREREQUISITES

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<th>Courses of Study</th>
<th>List A or B</th>
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</tr>
<tr>
<td>General REL Religion &amp; Life</td>
<td>A</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>ATAR REL Religion &amp; Life</td>
<td>A</td>
<td>A in Mainstream RE &amp; B Mainstream English or C in Extended RE &amp; C Extended English</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
<td>* Collaboration &amp; reliability are essential</td>
</tr>
<tr>
<td>ATAR DRA Drama</td>
<td>A</td>
<td>60% in Mainstream English and B in Extension Drama or B in Drama</td>
</tr>
<tr>
<td>ATAR DES Design</td>
<td>B</td>
<td>60% in Mainstream English and B in Design or Visual Arts</td>
</tr>
<tr>
<td>ATAR MPA Media Production B Analysis</td>
<td>A</td>
<td>60% in Mainstream English and B in Media. *</td>
</tr>
<tr>
<td>General Music</td>
<td>A</td>
<td>AMEB grade 2 completed by the end of year 10. Satisfactory practical skills on instrument of choice. Expectation of 30 minute instrument lesson in Year 11/12.</td>
</tr>
<tr>
<td>ATAR MUS Music</td>
<td>A</td>
<td>60% in Mainstream English. Good practical skills on the instrument of the student’s choice (including voice). Expectation of 1 hour instrument lesson in Yr.11/12. Minimum equivalent of AMEB Grade 5 completed in Year 10.</td>
</tr>
<tr>
<td>General Visual Arts</td>
<td>A</td>
<td>No prerequisite - successful completion in Visual Arts or Design is desirable</td>
</tr>
<tr>
<td>ATAR Visual Arts</td>
<td>A</td>
<td>65% in Mainstream English and B in Year 10 Visual Arts or Design</td>
</tr>
<tr>
<td>Certificate III in Visual Arts</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate III in Screen &amp; Media</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation ENG English</td>
<td>A</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>General ENG English</td>
<td>A</td>
<td>50% in Mainstream or Enrichment English and at least a category 2 in OLNA</td>
</tr>
<tr>
<td>ATAR ENG English</td>
<td>A</td>
<td>60% in Mainstream English Coursework and Semester 1 Examination or, 50% in Extended English Coursework and Semester 1 examination and successful completion of OLNA</td>
</tr>
<tr>
<td>ATAR LIT Literature</td>
<td>A</td>
<td>80% Mainstream English or 65% Extended English and successful completion of OLNA</td>
</tr>
<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATAR PES Physical Education Studies</td>
<td>B</td>
<td>B in Physical Education or Physical Education Studies and B in General Science</td>
</tr>
<tr>
<td>General Physical Education Studies</td>
<td>B</td>
<td>C in Physical Education</td>
</tr>
<tr>
<td>Certificate II in Sport Coaching</td>
<td>NA</td>
<td>No prerequisites though a B in Physical Education is desired</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATAR CSL Chinese</td>
<td>A</td>
<td>B in Year 10 Chinese (Students may not apply if not studied in Year 10) WACE application for permission to enrol in a Language form must be submitted</td>
</tr>
<tr>
<td>ATAR FSL French</td>
<td>A</td>
<td>B in Year 10 French (Students may not apply if not studied in Year 10) WACE application for permission to enrol in a Language form must be submitted</td>
</tr>
<tr>
<td>ATAR ISL Italian</td>
<td>A</td>
<td>B in Year 10 Italian (Students may not apply if not studied in Year 10) WACE application for permission to enrol in a Language form must be submitted</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mathematics Foundation</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>General Mathematics Essential</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>ATAR Mathematics Applications</td>
<td>B</td>
<td>B in General Mathematics</td>
</tr>
<tr>
<td>ATAR Mathematics Methods</td>
<td>B</td>
<td>C Extended 1 Mathematics (B Extended 2 Mathematics)</td>
</tr>
<tr>
<td>ATAR Mathematics Methods + Mathematics Specialist</td>
<td>B</td>
<td>B Extended 1 Mathematics (A* Extended 2 Mathematics) [* Solid performance required – at the discretion of the mathematics teacher]</td>
</tr>
<tr>
<td><strong>SCIENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATAR BLY Biological Sciences</td>
<td>B</td>
<td>B in General Science or C in Advanced Science</td>
</tr>
<tr>
<td>ATAR CHE Chemistry</td>
<td>B</td>
<td>A in General Science or C in Advanced Science and a high score in Chemistry test. Similar results in Extended Mathematics</td>
</tr>
<tr>
<td>General Earth and Environmental Science</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>General Human Biological Science</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>ATAR HBY Human Biological Science</td>
<td>B</td>
<td>B in General Science or C in Advanced Science</td>
</tr>
<tr>
<td>General Integrated Science</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>General Psychology</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>ATAR PHY Physics</td>
<td>B</td>
<td>A in General Science or C in Advanced Science and a high score in Physics test. Similar results in Extended Mathematics</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>ATAR</td>
<td>Pre-requisite Requirements</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>ATAR ECD Economics</td>
<td>A</td>
<td>65% in General SS or 50% in Extended SS with 50% + in exam</td>
</tr>
<tr>
<td>ATAR GEO Geography</td>
<td>A</td>
<td>65% in General SS or 50% in Extended SS with 50% + in exam</td>
</tr>
<tr>
<td>ATAR HIM History – Modern</td>
<td>A</td>
<td>65% in General SS or 50% in Extended SS with 50% + in exam</td>
</tr>
<tr>
<td>ATAR PAL Politics and Law</td>
<td>A</td>
<td>65% in General SS or 50% in Extended SS with 50% + in exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNOLOGY &amp; ENTERPRISE</th>
<th>ATAR</th>
<th>Pre-requisite Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR Accounting and Finance</td>
<td>B</td>
<td>No prerequisites but desirable A in General Applied Mathematics or C in General Mathematics and 50% in exam.</td>
</tr>
<tr>
<td>ATAR Applied Information Technology</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>General Business Management and Enterprise</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>General CFC Children, Family &amp; the Community</td>
<td>A</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>ATAR CFC Children, Family &amp; the Community</td>
<td>A</td>
<td>60% in Mainstream English</td>
</tr>
<tr>
<td>General FST Food Science and Technology</td>
<td>B</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate II in Financial Services</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media &amp; Technology</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate II in Tourism</td>
<td>NA</td>
<td>No prerequisites</td>
</tr>
<tr>
<td>Certificate II in Applied Fashion Design and Technology</td>
<td>N/A</td>
<td>No prerequisites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOCATIONAL COURSES</th>
<th>ATAR</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Career and Enterprise together with General Workplace Learning</td>
<td>A</td>
<td>No prerequisites</td>
</tr>
</tbody>
</table>

NA = Certificates are not aligned to List A or B.
UNIVERSITY AND TAFE REQUIREMENTS

University Entry
There are a number of admission pathways into undergraduate degree programs at university. In addition to direct entry with achievement of an ATAR, there are other viable options that are available to students. The information below is a summary of some of the pathways opportunities.

Using an ATAR:
Students applying for direct entry into public University using an ATAR will need to meet the following +
- Meet the requirements of Western Australian Certificate of Education (WACE)
- Achieve sufficiently high ATAR for entry to a particular university/course
- Satisfy any pre-requisite requirements
- Achieve competency in an ATAR English as prescribed by the individual university (usually a scaled mark of 50 in English or English Literature. Refer to TISC website www.tisc.edu.au

Students Studying a Certificate IV Qualification:
In recent years, universities have increasingly recognised the achievement of students involved in Vocational Education (VET) programs. The universities recognise that very high achievement in this learning context demonstrates a commitment to study and developing skills. Students studying a Certificate IV qualification along with achievement of English competency, for example, may qualify for direct or portfolio entry into a number of undergraduate degree programs at Curtin, ECU or Murdoch universities.

Alternative University Entrance
All universities have forms of alternative entry/preparation courses that are designed for students who do not qualify for direct entry. These preparation programs strengthen academic skills and understanding of university life and study. Upon successful completion of preparation programs, student may apply for entry into a range of undergraduate degree programs requiring a selection ATAR of 70.00.

School leavers in Year 12 who do not achieve the required selection rank (ATAR) for chosen courses or who DO NOT have an ATAR may ALSO use the Portfolio entrance pathways.
Students should examine the above possibilities by studying information available through individual university websites or by talking to the Careers Counsellor.

Useful websites for further information about University entry
TISC:             http://www.tisc.edu.au
UWA:    http://www.studyat.uwa.edu.au/undergraduate/requirements/prereqs
CURTIN:           http://futurestudents.curtin.edu.au/year-10s/prerequisites/
EDITH COWAN:   http://www.ecu.edu.au/future-students/course-entry
NOTRE DAME :  http://www.nd.edu.au/fremantle/courses/undergraduate
MURDOCH       https://murdoch.edu.au

University of Notre Dame Australia
The University of Notre Dame Australia seeks to enrol students who wish to make a special contribution to society. Notre Dame does not rely solely on the ATAR to determine university entrance. The selection system for Notre Dame is different to the other Universities. Applicants apply to the University directly, not through the Tertiary Institutions Services Centre (TISC).
Entrance requirements for Notre Dame:

- Full academic records for Years 11 and 12, including the WASSA.
- Meet WACE requirements.
- Meet the University’s English Language requirement.
- Should have an Australian Tertiary Admission Rank (minimum rank of 70.00 or higher).
- A personal statement provided by the student in a form of an essay, outlining individual qualities, goals and motivation for seeking admission to Notre Dame.
- References from school and work contacts.
- A completed application form including supporting documentation.
- Personal interview with a member of the University.

Alternative Entry to Notre Dame
The Tertiary Enabling Program is a 13-week, one semester program, which runs twice a year, for students who have narrowly failed to satisfy the academic requirements for admission. Students should submit an application to the course of their choice at Notre Dame and they will be advised as to whether they have been accepted into the course or they should apply for the Tertiary Enabling Program.

Applicants who have completed a Certificate IV qualification as part of their Year 12 studies do not meet the entry requirements for direct entry into undergraduate degree courses, however, they may apply for the Tertiary Pathway Program and if successful, transition into undergraduate programs.

Students/parents should check the University of Notre Dame website for more details. www.nd.edu.au

TAFE Entrance
Metropolitan TAFE campuses have now been merged into two areas:

North Metropolitan TAFE with eleven campuses located across the greater northern metropolitan region in Balga, Clarkson, East Perth, Joondalup, Leederville, Midland, Mt Lawley, Nedlands and Perth (Northbridge)

South Metropolitan TAFE now has thirteen campuses located across South areas and includes campuses at the Aerospace Training Centre, Armadale, Fremantle, Bentley, Carlisle E-Tech (Fremantle), Henderson, Kwinana, Maritime (Fremantle), Murdoch, Peel, Rockingham and Thornlie.

A TAFE course can run from six months to three years depending on the level of certification. TAFE offers different levels of certification as well as diploma studies and associate degrees.

TAFE Entrance Requirements
Subjects at TAFE are deemed either competitive or non-competitive. Applicants for non-competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF (Australian Qualifications Framework) qualification levels. Applicants for competitive Subjects need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria. For specific details on TAFE Entrance requirements please visit http://tafechoices.com/app/uploads/TAFE-admissions-guide-V2-Final.pdf. For specific subject requirements visit the TAFE Choices website http://tafechoices.com/.

TAFE Pathways to University
As the workforce becomes more flexible and adaptable the need for prospective employees to demonstrate both theoretical knowledge and applicable skills will increase. It is not uncommon now to see a cross-over between studying at TAFE and at university. Students who study at TAFE and develop the skills, maturity and foundational knowledge may now readily transition into a university course.

COURSE SELECTION

All courses offered at Mercedes College contribute to secondary graduation from the College. All students will achieve a Western Australian Statement of Student Achievement (WASSA). Students who prequalify for WACE achievement have the potential to achieve this certificate in Year 11 and 12.

- Courses are defined according to level of entry. Stages are structured into units. The units are typically offered as General or ATAR level. For some students, Foundation and Preliminary units only are offered.

- General and ATAR 1 and 2 units are offered in Year 11 ONLY and General and ATAR 3 and 4 units are offered in Year 12.

- Students who are not studying at least four (4) ATAR courses MUST enrol in and successfully complete a Certificate II course to achieve a WACE. (It is recommended that ATAR students who are uncertain about their tertiary aspirations or whose academic performance in Year 10 indicates that they may find the ATAR pathway challenging should consider enrolling in Certificate II course in addition to their ATAR courses).

- It is recommended that students choosing General courses also complete an Endorsed Workplace Learning Program.

- All Courses are recognised for TAFE entry.

- All ATAR courses undertaken in Year 12 have an external examination as a mandatory component of the assessment structure. This is independent of any desire to gain university entrance.

- All General courses taken in Year 12 have an Externally Set Task issued by the School Curriculum and Standards Authority for completion (in Term Two).

- Students may not make changes to courses or course structure after the end of Term One in Year 12.

- All students will be required to choose a Religion and Life course at Preliminary, Foundation, General or ATAR level as part of the requirement for enrolment in a Catholic school.

- Six courses (plus Religion and Life) need to be selected with reference to interests, ability, realistic career aspirations and meeting of pre-requisites.

- Two alternative courses also need to be selected. Careful consideration of these is important as timetable restrictions may mean that one (or even both) alternatives will be part of the final study program.

- Students must select at least one course from List A and at least one from List B.

- Changing courses in Year 11:
  - Students will only be permitted to make courses changes with the agreement of the relevant teachers and Deputy Principal.
  - Such agreement will depend on the student showing sufficient reason for the change and the size of the existing classes (timetable restrictions will apply).
  - Transferring to new courses needs to take place prior to Week 4 of Term 1, this will allow ample time for the student to catch up on missed assessment tasks in the new course.
SELECTION PROCESS

Be realistic in the choices made.
Choose wisely taking note of where interests lie.
Select those subjects that will be enjoyed and for which prerequisites will be met.
Study all course descriptions carefully and seek advice from teachers and counsellors.

- The Course Description section needs to be read carefully in order to short list suitable courses.
- In the weeks leading up to the submission date Subject Co-ordinators and Heads of Learning Area will address the students during Pastoral Care periods and class time in order to explain courses and answer questions.
- Students need to consider their examination results and prerequisites requirements when making selections.

Heads of Learning Area, on the advice of teaching staff, will make recommendations for students.

These recommendations will be given based on a student’s current level of achievement and performance. Students who clearly are not suitable for a particular course will be counselled to choose a course that is more in keeping with their level of ability and level of achievement.

Students are required to select six courses together with two alternative courses, eight courses in total. Religion and Life must be selected at either General or ATAR (if prerequisites are met).

A step by step procedure will be provided to students to ensure all criteria is considered in selecting an appropriate program of study.

Mercedes College has the teaching expertise and resources to offer these courses; however, courses will only run if there is sufficient demand. The final decision on this matter will be made by the Principal in consultation with the Deputy Principal.

Changes to Enrolment/s

The school’s Senior Secondary Assessment Policy covers the conditions under which a student may make changes to their program during the course of Year 11 or Year 12. Students should be aware that, although changes are possible, transferring students must complete the education and assessment program of the unit from which they are transferring. This could require significant extra work outside the classroom, and the completion of additional assessment tasks.

Summary

For University entry, consider:
- Your career interest and aspirations;
- Your Year 10 achievement profile;
- Any required prerequisites for you intended university course;
- Select English, Literature or English as an Additional Language/Dialect ;
- Select four or five ATAR courses
- Refer to past ATAR entry cutoffs to determine the required achievement standard.

For TAFE entry
- Select an English course;
- Select other courses to maximize your grades;
- Enrol in Workplace Learning and a VET in Schools program, and
- Complete a full VET Certificate II course.
## MATHEMATICS LEARNING AREA

<table>
<thead>
<tr>
<th>PATHWAY 1</th>
<th>General Course</th>
<th>Mathematics Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This option is only available for students who have not passed the OLNA. It will only proceed if warranted by sufficient numbers. The course is aimed at raising the basic numeracy of the students with the intention of reaching level 3 of the Core Skills Framework (as stipulated by the state government).</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY 2</th>
<th>General Course</th>
<th>Mathematics Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aimed at a student in the General, General Applied and Modified streams, suitable for students who require mathematics for application in the workplace or further training.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY 3</th>
<th>ATAR Course</th>
<th>Mathematics Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aimed at a strong student in the General stream or an extended student; suitable for University courses with moderate mathematical requirements.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY 4</th>
<th>ATAR Course</th>
<th>Mathematics Methods**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aimed at a student in the Extended streams, suitable for University courses with relatively heavy mathematical requirements.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY 5*</th>
<th>ATAR Course</th>
<th>Mathematics Applications &amp; Mathematics Methods**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Combination of Pathway 3 &amp; 4.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY 6</th>
<th>ATAR Course</th>
<th>Mathematics Methods** &amp; Mathematics Specialist**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aimed at students in the Extended 1 stream (or strong performers from the Extended 2 stream); suitable for University courses requiring extensive Mathematical knowledge.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: A Student cannot count both Mathematic Applications and Mathematics Methods towards calculations of their ATAR (only the higher of the two can be included).

**Note: A student studying either Mathematics Methods or Mathematics Specialist will receive an ATAR bonus from each. 10% of a student’s final scaled score will be added to their Tertiary Entrance Aggregate (TEA). The ATAR will be calculated based on the improved TEA.

Note: The TEA is the sum of a student’s best four scaled scores in WACE courses.
PATHWAYS AND PREREQUISITES
In relation to the current Semester One Year 10 courses, the following diagram illustrates the pre-
requisite grades and the standard pathway options. Students close to a pre-requisite cut-off may be
granted conditional approval for the more challenging year 11 subject; however, if they do not meet the
required standard by the end of Semester Two, conditional approval will be withdrawn.

# Only available to students achieving
at a very high level (based on teacher’s
professional judgement).

## Only available to students
who have not passed the OLNA.

* Must be studied in conjunction
with Mathematics Methods

** Stand alone unit, however it can be
studied with Mathematics Specialist
or Mathematics Applications
PATHWAY 1
General Course

This option is only available for students who have not passed the OLNA. It will only proceed if warranted by sufficient numbers. The intention of this course is to raise the basic numeracy of the students to ensure they reach level 3 of the Core Skills Framework (as stipulated by the state government).

Mathematics Foundation

Mathematics Foundation focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Note: Preliminary Mathematics is available to students who access Inclusive Education. Please refer to the Inclusive Education section.

PATHWAY 2
General Course

Aimed at a student in the General, General Applied and Modified streams; suitable for students who require mathematics for application in the workplace or further training.

Mathematics Essential

Mathematics Essential 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.

PATHWAY 3
ATAR Course

Aimed at a strong student in the General stream or an extended student; suitable for University courses with moderate mathematical requirements

Mathematics Applications

Mathematics Applications 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 statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.
**PATHWAY 4**

**ATAR Course**

Aimed at a student in the Extended streams; suitable for University courses with relatively heavy mathematical requirements.

**Mathematics Methods**

**Mathematics Methods** 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.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

**PATHWAY 5**

**ATAR Course**

Combination of Pathway 3 & 4

**Mathematics Applications & Mathematics Methods**

**PATHWAY 6**

**ATAR Course**

Aimed at students in the Extended 1 stream (or strong performers from the Extended 2 stream), suitable for University courses requiring extensive Mathematical knowledge.

**Mathematics Methods & Mathematics Specialist**

**Mathematics Specialist** 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. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.
RELIGION AND LIFE

YEAR 11 GENERAL
RATIONALE
The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them.

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

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

11 G1REL
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.

11 G2REL
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.

ASSESSMENTS
There are 3 types of Assessment used in the Year 11 General Religion & Life course:

- Investigation 30-40%
- Explanation 30-40%
- Source analysis 30-40%
BUSINESS MANAGEMENT AND ENTERPRISE

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia. The course aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas, as well as turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Students will have the opportunity to enter various competitions in which their business ideas and business pitches are presented.

PREREQUISITES
There are no prerequisites.

COURSE CONTENT

Unit 1 – Establishing a small business
The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2 – Operating a small business
The focus of this unit is on operating a small business in Australia. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

ASSESSMENT
Assessment types may include business research, reports, presentations, short answer and extended answer responses and tests.

CAREER OPPORTUNITIES
Successful completion of these units will enable students to proactively participate in any workplace, behave responsibly and demonstrate integrity in business activities. This course is ideal for any students wishing to start their own business in the future.
The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

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

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

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace is unique and its organisation governs workplace settings and patterns of work. The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills and understandings from the Core Skills for Work Development Framework (2013) and the Australian Blueprint for Career Development (the Blueprint).

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

SYLLABUS
The Year 11 syllabus is divided into two units, each of one semester duration with 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. Outcomes covered are:

Outcome 1 – Career and enterprise concepts
Outcome 2 – Career and enterprise investigations
Outcome 3 – Career development in a changing world
Outcome 4 – Being enterprising

It is strongly recommended that students completing Career & Enterprise course of study, participate in the Workplace Learning Program.
This course caters for students who are TAFE or employment bound and particularly those who are considering careers working with children. Career pathways include areas such as education, nursing, community services, childcare and health.

The course focuses on factors that influence human development and the well being of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals, families and groups in society to contribute to the creation of safe, cohesive and sustainable communities. Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. They use a range of skills to make informed decisions and communicate and interact with children, families and community groups.

**PREREQUISITES**
There are no prerequisites for this course.

**COURSE OUTCOMES**
1. Exploring human development
2. Applying the technology process
3. Self-management and interpersonal skills
4. Society and support systems

**UNIT 1: 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, and develop skills to accommodate actions that impact on themselves and others. They also design and produce products and services that meet the needs of individuals, families and communities.

**UNIT 2: 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.

**ASSESSMENTS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
<tr>
<td>Production</td>
<td>55%</td>
</tr>
<tr>
<td>Response</td>
<td>15%</td>
</tr>
</tbody>
</table>
Learning experiences in this subject may include but are not limited to:

- Pregnancy vest roster and virtual baby program
- Guest speakers can include an expectant mother, Catholic Family and Fertility Services, various community services that support families such as the Playgroup Association
- Investigation into societal issues and trends that impact on individuals and families
- Production of recycled toys which are then trialed on pre-school age children
- The production of a healthy recipe book for children and a practical cooking session with pre-school age children.
ENGLISH

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

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

ASSESSMENTS
- Responding
- Creating

UNIT 1
Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts.

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

UNIT 2
Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:
- 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.
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.
FOUNDATIONS ENGLISH

Only students who have not met the OLNA literacy requirements are eligible to complete the Foundations English Course.

RATIONALE

The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing and visual literacy.

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

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

ASSESSMENTS

- Reading
- Writing
- Oral Communication

UNIT 1

Learning outcomes

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

UNIT 2

Learning outcomes

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts
EARTH AND ENVIRONMENTAL SCIENCE

The Earth and Environmental Science General course is a multidisciplinary approach to the study of the dynamic planet Earth, incorporating geological and environmental science. Students will be encouraged to use scientific principles to develop an understanding of resource use, including benefits, challenges and sustainable management.

The study of Earth and Environmental Science involves field trips involving sampling techniques and data collection and analysis in order to apply understandings gained to local contexts. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia’s economy.

Unit One investigates the structure of the Earth and how it has changes over time. They will learn to identify the types and properties of minerals through field work and practical activities. This unit also explores the impact of resources on human society over time.

Unit Two examines the interaction of the Earth’s spheres and the biogeochemical cycles that link them. The impact these interactions have on local ecosystems is also explored through fieldwork in local environments.

PREREQUISITES
No prerequisite

COURSE OUTCOMES
The course content is organized into science inquiry, science as a human endeavor and science understandings.

1. Our changing Earth
2. Interacting Earth

ASSESSMENTS

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>40%</td>
</tr>
<tr>
<td>Extended Task</td>
<td>20%</td>
</tr>
<tr>
<td>Test</td>
<td>40%</td>
</tr>
</tbody>
</table>
FOOD SCIENCE & TECHNOLOGY COURSE

This course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of producers and consumers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop their interest and skills through the design, production and management of food-related tasks. Students also explore innovations in science and technology and changing consumer demands.

PREREQUISITES
There are no prerequisites for this course.

COURSE OUTCOMES
1. Understanding food
2. Developing food opportunities
3. Working in food environments
4. Understanding food in society

COURSE CONTENT
- Nature of food
- Processing food
- Food in society

UNIT 1: 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.

UNIT 2: Food for Commodities
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.

ASSESSMENT TYPES
<table>
<thead>
<tr>
<th>Investigation</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>60%</td>
</tr>
<tr>
<td>Response</td>
<td>10%</td>
</tr>
</tbody>
</table>
In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

Unit 1 explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

Unit 2 explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely.

**PREREQUISITES**
No prerequisite.

**COURSE OUTCOMES**
1. Science Inquiry Skills
2. Science as a Human Endeavour
3. Structure and function of the body systems
4. Mechanism of reproduction
5. How the body maintains coordination of systems

**ASSESSMENTS**
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Inquiry (Practical work and Investigations)</td>
<td>40%</td>
</tr>
<tr>
<td>Extended Response</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

This course would be suitable for those students who intend to study a science related course at Training WA.
INTEGRATED SCIENCE

The Integrated Science General course provides students with a variety of real life contexts in which they can investigate science concepts. Students are required to use scientific skills such as curiosity, observation and data collection to explore these contexts. The Integrated science course allows students to explore many of the science disciplines including biology, chemistry, geology and physics.

The study of Integrated Science encourages students to develop and conduct practical investigations based on the knowledge gained in lessons. These practicals will be in real world contexts to encourage students to recognise the impact of science on society.

This course is arranged in units. Each unit has set content but the contexts chosen to teach them will vary depending on student interest and local developments.

Unit One focusses on systems from a molecular level to a macro level. Topics covered include:
• interrelationships between Earth systems
• structure and function of biological systems
• ecosystems and sustainability
• species continuity and change.

Unit Two looks at the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems. Topics covered include:
• atomic structure
• chemical reactions
• mixtures and solutions
• motion and forces
• energy.

PREREQUISITES
No prerequisite

COURSE OUTCOMES
The course content is organised into topics and contexts that allow students to develop skills in the following areas:
1. Science inquiry
2. Science as a human endeavor

ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Inquiry</td>
<td>50%</td>
</tr>
<tr>
<td>Extended Response</td>
<td>30%</td>
</tr>
<tr>
<td>Test</td>
<td>20%</td>
</tr>
</tbody>
</table>
MUSIC

The Music General course encourages students to explore a range of musical experiences through different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas: Aural and Theory, Composing and Arranging, Investigation/Analysis and Performance. Students can choose to perform on an instrument or submit a composition portfolio or complete a production/practical project to fulfil the requirements of the practical component.

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

Students can use General Music as a pre-requisite for studying Music at a Tertiary institution, as long as they complete AMEB practical and theory exams to the appropriate level.

SUBJECT DESIGN
This subject requires students to demonstrate their achievement in four outcomes:
1. Performing
2. Composing & Arranging
3. Listening & Responding
4. Culture & Society

PREREQUISITES
Students will need to show satisfactory practical skills on the instrument of their choice (including voice) at a minimum level equivalent to AMEB Grade 2 by the end of Year 10 and participate in an ensemble.

For the practical option, it is a requirement that students will be engaged in at least a 30 minute weekly instrumental lesson in Year 11/12.

For the Composition portfolio, it is a requirement that students have fortnightly composition lessons with a tutor in Year 11/12.

For the Production/Practical project, students will be expected to contribute to one major Music/Arts event each term.

UNIT 1 + UNIT 2
The course content will focus on music and its development over time (contexts to be chosen from Western Art Music, Jazz, Contemporary Music, Music Theatre, Music for Film and Television, World and Indigenous Music or Music Technology).

Each unit is divided into two parts. Choose one practical option to be combined with the written component:
PRACTICAL
Performance (40%)
As a soloist and as part of an ensemble, including technical work and sight-reading assessment.

Or

Composition Portfolio (40%)
Students must compose a minimum of two original pieces with a combined minimum performance time of 8 minutes. The pieces should vary in length and style and be written for different instruments/voices and instrumental/vocal combinations.

Or

Production/Practical Project (40%)
The production/practical project is to be practically based and cannot be purely research based. Documentation must include evidence of analysis and at least one composition/arrangement in the style/context selected for study, or a performance based activity which reflects the research and written section of the project.

WRITTEN COMPONENT (60%)
Areas include Aural and theory, Composing and arranging, Investigation and analysis.

ASSESSMENTS
There is no exam for Units 1 & 2, however if continuing the pathway into Year 12, students will complete the Externally Set Task in Term 2.
PHYSICAL EDUCATION STUDIES

RATIONALE
The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

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

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

PREREQUISITES
The course is suitable for student who have shown potential in all aspects of Year 10 Physical Education with a minimum C Grade, along with a C Grade or higher in General English.

SYLLABUS
The Year 11 syllabus is divided into two units and taught concurrently over the year.

UNIT 1
Focuses on the development of students’ knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activity.

UNIT 2
Focuses on the impact of physical activity on the body’s anatomical and physiological systems, as students use these to improve their performance as a team member and/or an individual.

ASSESSMENT
The assessment types and weightings for each assessment type are listed below.
50% - Practical (Performance based)
25% - Investigation
25% - Response

COURSE FEE
There is a course fee which will be made available at the time of course selection.
PSYCHOLOGY

The Psychology General course will introduce students to psychological knowledge which supports an understanding of the way individuals and groups function. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology.

The study of Psychology involves the collection and analysis of qualitative and quantitative data as well as considering the ethics of psychological research. Students will be asked to interpret descriptive data and apply it to tables, graphs and diagrams in order to distinguish patterns and draw conclusions.

Unit One provides a general introduction to personality, intelligence and the impact of surroundings on the individual. This is achieved through the study of numerous of theories including Maslow’s hierarchy of needs, Eysenck’s trait theory, and Gardner’s multiple intelligences. Topics covered include personality, cognition, relational influences and communication.

Unit Two focusses on the structure and function of the human brain as well as the impact of external factors on behaviour, emotion and thought. This unit also considers developmental psychology, social psychology and the influence of cultural values and group size on behaviour.

PREREQUISITES
No prerequisite

COURSE OUTCOMES
1. Psychological understandings
2. Investigating in psychology
3. Applying and relating psychological understandings
4. Communication in psychology

ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
<tr>
<td>Response</td>
<td>40%</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
</tr>
</tbody>
</table>
VISUAL ARTS

The General Visual Arts 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, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

COURSE OUTCOMES
1. Visual Arts Ideas
2. Visual Arts Skills, Techniques and Processes
3. Responses to Visual Arts
4. Visual Arts in Society

PREREQUISITES
No prerequisite - successful completion of Design or Visual Arts in lower school is desirable.

UNIT 1 – Experiences
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 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.

UNIT 2 – Explorations
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.

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.

ASSESSMENTS
- Production
- Analysis
- Investigation
CERTIFICATE COURSES

CERTIFICATE II APPLIED FASHION DESIGN AND TECHNOLOGY

Certificate II in Applied Fashion Design and Technology is a nationally recognised certificate. This qualification aims to give students an introductory overview of fashion design and connects to the world of work, further vocational education and training within the textiles, clothing, manufacturing and design environments.

PREREQUISITES
There are no prerequisites (previous sewing experience is beneficial however not essential).

COURSE CONTENT
The following units of Competency have been chosen to study, subject to approval of the Registered Training Organization (RTO)

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency – core units</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSTCL2011</td>
<td>Draw and interpret a basic sketch</td>
<td>25</td>
</tr>
<tr>
<td>MSMWHW200</td>
<td>Work safely</td>
<td>26</td>
</tr>
<tr>
<td>MSS402051</td>
<td>Apply quality standards</td>
<td>30</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>MSTCL2019</td>
<td>Sew components, complex tasks</td>
<td>65</td>
</tr>
<tr>
<td>MSTCL2010</td>
<td>Modify patterns to create basic styles</td>
<td>50</td>
</tr>
<tr>
<td>MSTFD2001</td>
<td>Design and produce a simple garment</td>
<td>60</td>
</tr>
<tr>
<td>MSTFD2005</td>
<td>Identify design process for fashion designs</td>
<td>30</td>
</tr>
<tr>
<td>MSTFD2006</td>
<td>Use a sewing machine for fashion design</td>
<td>70</td>
</tr>
<tr>
<td>MSTCL1001</td>
<td>Produce a simple garment</td>
<td>40</td>
</tr>
<tr>
<td>MSTGN2011</td>
<td>Identify fibres, fabrics B textiles used in the TRC industry</td>
<td>70</td>
</tr>
<tr>
<td>MSTCL2008</td>
<td>Finish garment production</td>
<td>20</td>
</tr>
<tr>
<td>MSTCL2002</td>
<td>Provide hand sewing B finishing support</td>
<td>20</td>
</tr>
</tbody>
</table>

Please Note: These hours are nominal and do not reflect actual hours of required study by a student. The certificate is attainable over two years of study and is equivalent to one subject selection in Year 11 and one in Year 12.

CAREER OPPORTUNITIES
Possible occupations include those within the fashion design and garment manufacturing industry, retail and marketing, costume design.

Your Certificate and/or Statement of Attainment for successfully completed units will be recognised by any Polytechnic College or other Registered Training Organisation nationally.

FEE
An additional fee is charged for resources and consumables (in 2018 this fee was $72).
CERTIFICATE II BUSINESS

Certificate II in Business centres around a virtual non-trading business.

The current set up of the business is very basic. This will give students the scope to improve and develop the current offerings and associated materials of the virtual non-trading business. Students will therefore analyse the current set-up and research ways to improve the current services, facilities and appeal of the business. Students will be introduced to the business in Learning Area 1 and will become more actively involved in its operations from Learning Area 2 onwards.

The qualification has been split into 4 clusters of delivery and assessment called Learning Areas.

The course is highly interactive and engaging empowering students to use their initiative and ingenuity to make improvements and problem solve.

PREREQUISITES
There are no prerequisites.

COURSE CONTENT
The following Units of Competency have been chosen, subject to approval of the Registered Training Organisation (RTO).

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU101</td>
<td>Operate a Personal Computer</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce Simple Word Processed Documents</td>
<td>40</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to Health and Safety of Self or Others</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>30</td>
</tr>
<tr>
<td>BSBSMB201</td>
<td>Identify Suitability for Micro Business</td>
<td>20</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work Effectively in a Business Environment</td>
<td>20</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and Maintain Workplace Information</td>
<td>20</td>
</tr>
<tr>
<td>ICAICT106</td>
<td>Operate Presentation Packages</td>
<td>25</td>
</tr>
<tr>
<td>BSBCCM201</td>
<td>Communicate in the Workplace</td>
<td>30</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work Effectively with Others</td>
<td>20</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and Use Spreadsheets</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and Complete Daily Work Activities</td>
<td>15</td>
</tr>
</tbody>
</table>

TOTAL 275

CAREER OPPORTUNITIES
Possible job titles relevant to this qualification include: Administration Assistant, Clerical Worker, Data Entry Operator, Information Desk Clerk, Office Junior, Receptionist.
CERTIFICATE II FINANCIAL SERVICES

The Certificate II in Financial Services is a nationally recognised qualification. It is designed to develop financial literacy and basic financial skills of individuals. It introduces students to the role and function of the financial services industry in Australia. Future pathways include completing a Certificate III in Financial Services in Year 12. This qualification reflects the job role of entry level employees working across the entire financial services industry who perform duties relating to administrative, clerical and customer service roles in banking, credit management, insurance and retail financial services.

PREREQUISITES
There are no prerequisites.

COURSE CONTENT
The following Units of Competency have been chosen, subject to approval of the Registered Training Organisation (RTO).

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency – core units</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>30</td>
</tr>
<tr>
<td>FNSINC301</td>
<td>Work effectively in the financial services industry</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td><strong>Unit of Competency – elective units</strong></td>
<td></td>
</tr>
<tr>
<td>FNSFLT203</td>
<td>Develop knowledge of debt and consumer credit</td>
<td>25</td>
</tr>
<tr>
<td>FNSFLT206</td>
<td>Develop knowledge of taxation</td>
<td>35</td>
</tr>
<tr>
<td>FNSRTS305</td>
<td>Process customer accounts</td>
<td>30</td>
</tr>
<tr>
<td>FNSRTS306</td>
<td>Process customer transactions</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

CAREER OPPORTUNITIES
Possible job titles relevant to this qualification include: Administration Assistant, Clerical Worker, Accounts Payable/Receivable Assistant.
CERTIFICATE II INFORMATION, DIGITAL MEDIA & TECHNOLOGY

Certificate II in Information, Digital Media and Technology is a nationally recognised certificate. This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in that are transferable to other industry areas. Students develop a deeper technical understanding of computer hardware and software. They are also given opportunities to solve technical problems. Completion of a full certificate will provide easier pathways into Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West.

The certificate is completed over Year 11 and 12.

PREREQUISITES
There are no prerequisites.

COURSE CONTENT
Students must complete a total of fourteen Units of Competencies. The following Units of Competency have been chosen, subject to approval of the Registered Training Organisation (RTO).

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency – core units</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>15</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>10</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>60</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>30</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>60</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td>40</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>20</td>
</tr>
</tbody>
</table>

Unit of Competency – elective units

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency – elective units</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICPDMT321</td>
<td>Capture a digital image</td>
<td>30</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
<td>15</td>
</tr>
<tr>
<td>ICTSAS203</td>
<td>Connect hardware peripherals</td>
<td>25</td>
</tr>
<tr>
<td>CUFDIG303A</td>
<td>Produce and prepare photo images</td>
<td>60</td>
</tr>
<tr>
<td>ICTSAS206</td>
<td>Detect and protect from spam and destructive software</td>
<td>10</td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
<td>25</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>40</td>
</tr>
</tbody>
</table>

TOTAL 440

CAREER OPPORTUNITIES
This qualification provides general computing and employment skills that enable participation in an information technology environment in any industry such as an office assistant, records assistant, level 1 technical support, computer sales assistant and junior office support.
CERTIFICATE III LIVE PRODUCTION AND SERVICES
(ACTING & PERFORMING STREAM)

This qualification will enable students to further develop their skills and knowledge of life in the theatre. Students will study:

- Safety in the theatre environment,
- Aspects of costuming
- Development of acting techniques
- Preparation for auditions
- How to work effectively backstage during performances

The qualification will reflect the role of individuals who will provide services to the entertainment industry.

PREREQUISITES
There are no prerequisites.

COURSE CONTENT
The following Units of Competency have been chosen, subject to approval of the Registered Training Organisation (RTO)

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>CUAIND301</td>
<td>Work effectively in the creative arts industry</td>
<td>50</td>
</tr>
<tr>
<td>CUAAPR304</td>
<td>Participate in collaborative creative projects</td>
<td>45</td>
</tr>
<tr>
<td>CPCCWHS1001</td>
<td>Prepare to work safely in the construction industry</td>
<td>6</td>
</tr>
<tr>
<td>CUAWH302</td>
<td>Apply work health and safety practices</td>
<td>20</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td>Provide services to customers</td>
<td>25</td>
</tr>
<tr>
<td>CUAACOS302</td>
<td>Dress Performers</td>
<td>25</td>
</tr>
<tr>
<td>CUAACOS303</td>
<td>Modify, repair and maintain costumes</td>
<td>30</td>
</tr>
<tr>
<td>CUAACOS304</td>
<td>Develop and apply knowledge of costumes</td>
<td>40</td>
</tr>
<tr>
<td>CUAPPM301</td>
<td>Assist with designing performances spaces</td>
<td>20</td>
</tr>
<tr>
<td>CUAASMT301</td>
<td>Work effectively backstage during performances</td>
<td>90</td>
</tr>
<tr>
<td>CUAAMPF301</td>
<td>Develop technical skills in performances</td>
<td>20</td>
</tr>
<tr>
<td>CUAACT301</td>
<td>Develop basic acting techniques</td>
<td>30</td>
</tr>
<tr>
<td>CUAAMUP301</td>
<td>Prepare personal appearance for performances</td>
<td>20</td>
</tr>
<tr>
<td>CUAAPRF304</td>
<td>Develop audition techniques</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>-----------------------------------------------------------------</td>
<td><strong>476</strong></td>
</tr>
</tbody>
</table>

CAREER OPPORTUNITIES
Possible job titles relevant to this qualification include:- Box Office Assistant, Props Assistant, Stage Production Assistant (costumes/dresser).
CERTIFICATE III SCREEN & MEDIA

This qualification reflects the role of a skilled operator in digital video, radio and online content creation, or a skilled assistant in the film and television production services who applies a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge.

This course is production-based and students will create productions in their acquisition of skills and competencies. Students will learn media industry competencies to meet media industry standards. Students will also interact with industry professionals to gain a thorough understanding of the media industry.

PREREQUISITES
There are no prerequisites.

COURSE CONTENT
The Following Units of Competency have been chosen, subject to approval of the Registered Training Organisation (RTO).

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to the health &amp; safety of self and others</td>
<td>15</td>
</tr>
<tr>
<td>CUAWRT301</td>
<td>Write content for a range of media</td>
<td>50</td>
</tr>
<tr>
<td>BSBCRT301</td>
<td>Develop and extend critical and creative thinking skills</td>
<td>40</td>
</tr>
<tr>
<td>CUADIG304</td>
<td>Create visual design components</td>
<td>40</td>
</tr>
<tr>
<td>CUBIND301</td>
<td>Work effectively in the creative arts industry</td>
<td>50</td>
</tr>
<tr>
<td>CUALGT201</td>
<td>Develop basic lighting skills and knowledge</td>
<td>25</td>
</tr>
<tr>
<td>CUAPHI301</td>
<td>Capture photographic images</td>
<td>50</td>
</tr>
<tr>
<td>CUAPIOS201</td>
<td>Perform basic vision and sound editing</td>
<td>50</td>
</tr>
<tr>
<td>CUSOU405</td>
<td>Record sound</td>
<td>60</td>
</tr>
<tr>
<td>CUACAM201</td>
<td>Assist with a basic camera shoot</td>
<td>30</td>
</tr>
<tr>
<td>CUSOU202</td>
<td>Perform basic sound editing</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>470</strong></td>
</tr>
</tbody>
</table>

CAREER OPPORTUNITIES
Possible job titles relevant to this qualification include:— Camera & Lighting Assistant, Community Radio Program Maker & Presenter
CERTIFICATE II SPORT COACHING

RATIONALE
The VET industry specific Sport and Recreation General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the Australian Qualifications Framework (AQF) and to gain School Curriculum and Standards Authority (the Authority) course unit credit towards the Western Australian Certificate of Education (WACE).

The course is based on nationally endorsed training packages. It specifies the range of industry developed units of competency from the relevant training packages that is suitable for the WACE. To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the sport and recreation industry, as well as skills, knowledge and experiences that are transferable to other industry areas.

The course is completed over two years, Year 11 and 12.

PREREQUISITES
The course is suitable for students who have achieved 7 or below in Year 9 NAPLAN Reading, Writing and Numeracy tests and have shown potential in all aspects of Year 10 Physical Education or Physical Education Studies with a minimum B Grade.

SYLLABUS
Students must complete a total of thirteen units of competency. There are eight core units of competency and five electives. Core units of competency cannot be substituted. The five elective units may be selected from the elective units in this qualification or within the SIS10 Training Package.

The units of competency are outlined in the table below:

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td></td>
</tr>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
<td></td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
<td></td>
</tr>
<tr>
<td>SISSSCO202</td>
<td>Coach beginner or novice participants to develop fundamental motor skills</td>
<td></td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
<td></td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
<td></td>
</tr>
<tr>
<td>SISXIND211</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSAI0101A</td>
</tr>
<tr>
<td>SISCAQU002</td>
</tr>
<tr>
<td>SISSSPT201A</td>
</tr>
<tr>
<td>SISSSOF101</td>
</tr>
<tr>
<td>SISSSOF202</td>
</tr>
</tbody>
</table>
PRACTICAL
Students will complete the following activities over the two years.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term I</strong></td>
<td><strong>Term II</strong></td>
</tr>
<tr>
<td>Bronze Medallion</td>
<td>Basketball</td>
</tr>
<tr>
<td>Indoor Cricket</td>
<td>Athletics</td>
</tr>
<tr>
<td><strong>Bronze Medallion</strong></td>
<td><strong>Bike Riding</strong></td>
</tr>
<tr>
<td><strong>Re-Qualification</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Team Handball</strong></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT
To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

A student is judged as either competent or not yet competent. The judgement is made on the basis of evidence, which can be in a variety of forms.

COURSE FEE
A fee is charged for this course.
CERTIFICATE II TOURISM

Certificate II in Tourism is a nationally recognised certificate. This qualification provides a pathway to work in many hospitality, tourism and travel industry sectors and for a diverse range of employers as well as for further education and training.

PREREQUISITES
There are no prerequisites for study of this Certificate.

COURSE CONTENT
At the time of print the following units of competency will be studied.

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency – core units</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
<td>25</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
<td>5</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
<td>20</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
<td>15</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
<td>20</td>
</tr>
<tr>
<td>SITXCCS001</td>
<td>Provide customer information and assistance</td>
<td>20</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
<td>15</td>
</tr>
<tr>
<td>SITHFAB005</td>
<td>Prepare and serve espresso coffee</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>40</td>
</tr>
<tr>
<td>SITHIND001</td>
<td>Use hygienic practices for hospitality service</td>
<td>15</td>
</tr>
<tr>
<td>SITHFAB002</td>
<td>*Provide responsible service of alcohol</td>
<td>20</td>
</tr>
</tbody>
</table>

*This qualification becomes current once the student turns 18 years of age

Please Note: These hours are nominal and do not reflect actual hours of required study by a student. The certificate is attainable over two years of study and is equivalent to one subject selection in Year 11 and one in Year 12.

CAREER OPPORTUNITIES
Possible occupations include those within the hospitality, travel and hospitality industry. The Certificate and/or Statement of Attainment for successfully completed units will be recognised by any Polytechnic College or other Registered Training Organisation nationally.

FEE
A fee is charged for resources, ingredients, online study, excursions and external assessing. The fee for 2019 is set at $150. This fee may be subject to change.
YEAR 11 ATAR
RATIONALE
The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

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

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

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

11 A1REL
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.

11 A2REL
The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

ASSESSMENTS
There are 4 types of Assessment used in the Year 11 ATAR Religion & Life course:

- Investigation 25%
- Explanation 20%
- Source Analysis 25%
- Examination 30%
ACCOUNTING AND FINANCE

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far-reaching consequences for individuals and business.

The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

PREREQUISITES
There are no prerequisites but the following is desirable: A in General Applied Mathematics or C in General Mathematics and 50% in exam.

COURSE CONTENT
UNIT 1 – Double entry accounting for small businesses
This unit examines fundamental accounting principles and systems used to manage financial information in a small business. Students investigate different business structures and their legal requirements, as well as learning how to process financial information using the double entry system with Goods and Services Tax (GST).

UNIT 2 – Accrual accounting
In this unit students learn to manually record and report using balance day adjustments (e.g. depreciation). They conduct data analysis to evaluate a business’s performance and make sound financial decisions. Students learn to use accounting software such as MYOB (Mind Your Own Business) or QuickBooks to electronically record financial data and produce financial reports.

ASSESSMENTS
The course involves both the practical application of accounting information as well as research and response tasks, equipping students with financial literacy skills. Assessment types include case study investigations, in-class exercises, topic tests and examinations.

CAREER OPPORTUNITIES
Accounting & Finance is strongly recommended for students intending to study Commerce, IT, Human Resources, Business Management or Law at University or Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West (previously known as TAFE). A Commerce degree can broaden your career pathway as you explore different areas including accounting, marketing, human resources, banking, finance, economics, law, tax, information systems and management. There are very strong job prospects for young accountants in Australia and many traineeship opportunities exist beyond school. Other career pathways include bookkeepers, account/payroll/bank clerks, financial advisors, business managers. Accounting and Finance is advantageous for self-employed business owners, due to the requirements of the Australian Tax Office and other governing bodies.
APPLIED INFORMATION TECHNOLOGY

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

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks.

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

PREREQUISITES
There are no prerequisites.

COURSE CONTENT
UNIT 1 AIT – Media information & 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.

UNIT 2 AIT – 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.

ASSESSMENTS
Assessment types include a project, short answer, extended answer and examination.

CAREER OPPORTUNITIES
The information technology field represents one of the most exciting areas of employment with forecasters predicting a rate of growth at twice the national average. Numerous career opportunities exist in areas such as web page design, multimedia design, e-commerce, plus a range of technical and programming applications. Applied Information Technology provides an excellent foundation for the study of Information Technology or Computer Science at University or Training WA – The West Coast Institute of Technology, Central Institute of Technology and Polytechnic West level. It will benefit any student regardless of their career pathway as these skills are transferable to other industry areas.
BIOLOGY

Biological Sciences is an essential subject for students who wish to gain some understanding of the living world. Students will explore the major ideas related to scientific method, classification, biodiversity, ecosystem dynamics, the cell and multi-cellular organisms.

ATAR Biology aims both to impart knowledge and to promote a spirit of inquiry. It involves practical work in the laboratory and in the field. This enables students to use methods of investigation that contribute to the growth of knowledge.

PREREQUISITES
Students are expected to have achieved an overall grade of C in Year 10 Advanced Science or B in General Science.

COURSE OUTCOMES
1. Science Inquiry Skills
2. Science as a Human Endeavour
3. Describing Biodiversity
4. Ecosystem Dynamics
5. Cells as the Basis of Life
6. Multicellular Organisms

SKILLS REQUIRED
- A reasonable memory to retain basic facts.
- A good level of reading, comprehension and interpretation ability.
- Ability to do mathematical computations.
- An inquiring mind.

ASSESSMENTS

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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Science Inquiry [Practical work and Investigations]</td>
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<tr>
<td>Extended Response</td>
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<td>Tests</td>
<td>20%</td>
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<tr>
<td>Examinations</td>
<td>40%</td>
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CAREER OPPORTUNITIES

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.
CHEMISTRY

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

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models.

PREREQUISITES
Students are expected to have achieved an overall grade of C in Year 10 Advanced Science or A in General Science with a high score in the Chemistry topic test.

Students are expected to have completed the Year 10 Extended Mathematics courses. Enrolment in either Mathematics: Methods or Mathematics: Applications is highly recommended.

COURSE OUTCOMES
1. Science Inquiry Skills
2. Science as a Human Endeavour
3. Properties and structure of atoms
4. Properties and structure of materials
5. Chemical reactions: energy and change
6. Intermolecular forces and gases.
7. Aqueous solutions and acidity
8. Rates of chemical reactions

ASSESSMENTS

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

This course caters to students seeking career pathways in areas such as sociology, psychology, education, nursing, occupational therapy, community services, childcare and health.

Content focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors that impact on the ability of individuals and families to develop skills and lead healthy lives.

Through the study of developmental theories, students gain an understanding of human growth and development. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect, and influence society as a whole. Students investigate access and availability of support services and the laws and regulations which govern them.

Excursions and guest speakers from a range of support services, for example the family court, state library and local primary schools, enable students to learn through “real –life” situations, thereby enhancing their learning.

Students use a range of skills to make decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways.

PREREQUISITES
B in General English or C in Extended English

COURSE OUTCOMES
1. Exploring human development
2. Applying the technology process
3. Self -management and interpersonal skills
4. Society and support systems

UNIT 1: Building On Relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Students develop effective self -management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

UNIT 2: My Place in the World

In this unit, students examine the effect on an individual’s development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level, and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive, social and emotional development.

Students use effective self -management and interpersonal skills when assessing or developing products, processes, services, systems or environments.

ASSESSMENT TYPES

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Investigation</td>
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<tr>
<td>Production</td>
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<td>Response</td>
<td>25%</td>
</tr>
<tr>
<td>Examination</td>
<td>40%</td>
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DESIGN

The goals of the ATAR Design course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms.

Design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

COURSE OUTCOMES
1. Design Understandings
2. Design Process.
3. Application of Design
4. Design in Society

PREREQUISITES
Students will need to have achieved a B grade or better in Year 10 Design or Visual Arts and 60% in Year 10 Mainstream English.

UNIT 1 – Product Design
Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

UNIT 2 – Cultural Design
Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.

ASSESSMENTS
- Production
- Response
- Examination

All students enrolled in the Design ATAR Year 12 course are required to sit the external ATAR examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. This is comprises of a written and practical (portfolio) examination.
The ATAR Drama course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students’ work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

**COURSE OUTCOMES**

1. Drama Language
2. Drama Processes and The Elements of Drama
3. Drama Forms and Styles
4. Contextual knowledge
5. Performance/Production

Drama students see at least 2 theatre productions, followed by discussion. Careful consideration is always given to content, timing and the cost of tickets.

**PREREQUISITES**

Students must gain a 60% in Mainstream English in Year 10. Although studying Drama in Year 10 is not a prerequisite students must ideally gain a B grade in Extension Drama or a B grade in Drama. Regular attendance is crucial as most assessments rely on group work.

**ASSESSMENTS**

- Performance/Production
- Response
- Written Examination
- Practical Examination (comprises an original solo performance, a scripted monologue, an improvisation and interview.)

The Drama course is highly suitable for students who enjoy performing and have a good level of analysis skills. In the past, ATAR Drama students have gone on to study university courses such as Physiotherapy and Commerce, careers that require excellent communication skills and confidence when speaking to others. This ATAR Drama course is not only for students who want to be actors. It is a course that teaches life skills in speaking and listening and develops empathy for others in our community through placing oneself in the shoes of those who are quite unlike ourselves.

Year 11 & 12 Drama students may be given the opportunity to attend Drama workshops at NIDA, Sydney at the end of Term 1. This tour is subject to approval and optional to attend.
ECONOMICS

The study of economics provides students with an insight into many of the issues covered extensively in the media and debated by public figures at the local, national and international level. Understanding why the government needs to manage the economy and the policy options available empowers students as both citizens and voters. Economic knowledge and skills also apply to many careers and vocational areas.

PREREQUISITES
60% or higher in Year 10 Social Sciences.

COURSE CONTENT
This course investigates the choices which people, groups and societies face as they confront the ongoing problem of increasing their economic welfare.

A1ECO – 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. They also examine examples of market failure along with a range of government policy options that can be applied to achieve more efficient, equitable and sustainable outcomes. Students are introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

A2ECO – Macroeconomics
This unit provides an introduction to macroeconomics and the government’s role in the economy. It explores problems which arise due to cyclical fluctuations in the level of economic activity. An understanding of the macroeconomic problems of economic growth, inflation and unemployment as well as their relationship to the business cycle assists students to identify the implications for individuals and the government. The unit focuses on Australia’s current economic performance in relation to the last decade and provides an excellent insight into the economic issues presented daily in the media.

SKILLS REQUIRED IN THIS COURSE
- Written skills short answers, sectionalised essays, economic inquiry.
- Data interpretation multiple choice, interpretation of graphs, tables and text
- Examination skills multiple choice, data interpretation and sectionalised long answers

CAREER OPPORTUNITIES
Economics provides a sound theoretical basis for students who may wish to undertake an undergraduate degree in Commerce or Arts at university level as well as an understanding of the economic events and issues which impact on small business management. Economic literacy developed in this course enables students to understand economic and financial decision-making at the individual and government level. This knowledge can be applied to the following career areas: Commerce, Economics, Accounting, Banking, Marketing, Financial Planning & Management, Management, Human Resource, Small Business Management, Teaching, Public Service.
The ATAR English course focuses on developing students’ analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The ATAR English course is designed to develop students’ facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

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

ASSESSMENTS
- Responding
- Creating
- Examination

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

UNIT 2
Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. 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.
GEOGRAPHY

Geography is concerned with global connections, people and places, careers and wild spaces and events. It is about exploring our planet and then challenging you, the student, to find better ways to treat others and the earth.

The course aims to study physical and human aspects of the world in which we live. It aims to study the ways in which people have adapted and used this world. The Geography course has both a local and a global perspective.

PREREQUISITES
65% in General Social Sciences or 50% in Extended Social Sciences plus a minimum of 50% in the Semester 1 exam.

COURSE CONTENT
This course introduces you to the science of Geography through the following study units -

A1GEO – Natural and ecological hazards
This unit focuses on understanding these hazards and their associated risks and how they are perceived and managed at local, regional and global levels. Students examine the role of risk management, prevention, mitigation and preparedness of such hazards.

Using their existing geographical knowledge and understandings, students explore two depth studies which will focus on natural hazards (atmospheric, hydrological or geomorphic hazards such as cyclones, floods or earthquakes) and ecological hazards (environmental/diseases/pandemics and plant/animal invasions).

A2GEO – Global networks and interconnections
This unit focuses on the process of international integration (globalisation) and the reality that we live in an increasingly interconnected world. It provides an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes, and political and social consequences of these processes, advances in transport and telecommunications technologies have transformed global patterns of production and consumption and also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have impacted at a local, national and global scale. The two depth studies will focus on the production and consumption of a good or service (mineral resource, food good or service such as tourism) and the diffusion of an element of culture (such as fashion, sport, music, religion, language, architecture or political ideas).

SKILLS REQUIRED IN THIS COURSE INCLUDE:
- Written skills – extended response, short assignments, research work.
- Practical skills - mapping, photo interpretation, graphwork, sketch maps, GPS (global positioning systems).
- Field work & excursions - an opportunity to have first hand experience of the land and our use of the land.
- GIS - (Geographical Information Systems) skills will be developed through this course. Manipulation and mapping of Geographical information are rapidly becoming very sought after skills in the technological age.

CAREER OPPORTUNITIES
Geography provides valuable environmental background for many occupations but particularly in areas such as Meteorology, Cartography, Landscape Architecture, Forestry, Urban and Regional Planning, Tourism, Environmental Law & Science and Teaching.
HUMAN BIOLOGY

Human Biological Science covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. Reproduction is studied to understand the sources of variation that make us unique individuals. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

PREREQUISITES
Students are expected to have achieved an overall grade of C in Year 10 Advanced Science or B in Year 10 General Science.

COURSE OUTCOMES
1. Science Inquiry Skills
2. Science as Human Endeavour
3. Cells and tissues (Body Systems)
4. Reproduction and Inheritance (DNA and Patterns of Inheritance)

ASSESSMENTS

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<tr>
<td>Examinations</td>
<td>40%</td>
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SKILLS REQUIRED
- A good, accurate memory to retain knowledge.
- An organised study timetable that caters for regular learning of new words and concepts which will be expanded further in the next lessons.
- Ability to spell accurately is an asset.
- A sound level of reading and comprehension.
- Ability to draw and interpret simple graphs and diagrams.

CAREER OPPORTUNITIES
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as education, medicine, nursing, physiotherapy, occupational therapy, nutrition science, food and hospitality, childcare, sport and social work.
LANGUAGES LEARNING AREA

Second Language ATAR courses (Chinese, French and Italian)
The Chinese, French and Italian courses progress from the Year 7–10 curriculum, and focus on further developing a student’s knowledge and understanding of the culture and the language of Chinese, French and Italian-speaking communities. Students gain a broader and deeper understanding of the Chinese, French or Italian language and extend and refine their communication skills.

All three Second Language ATAR courses can connect to the world of work, further study and travel. They also offer opportunities for students to participate in a school tour and/or student exchange programs. The Second Language ATAR courses are 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.

These courses are aimed at students for whom Chinese, French or 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 Chinese, French or 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 Chinese, French or 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 study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Information about the process, including an application form, is available from their language teacher.

Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au

Languages Incentive Schemes
All WA universities offer an ATAR bonus to WA Certificate of Education students who undertake study of an ATAR language course to Year 12 level, units 3 & 4. 10% of a student’s final scaled score in a SCSA approved language course will be added to that student’s Tertiary Entrance Aggregate (TEA). The (ATAR) will be calculated based on the improved TEA. (The TEA is the sum of a student’s best four scaled scores in WACE courses.)
CHINESE SECOND LANGUAGE

ATAR COURSE
The Chinese Second Language ATAR course is Modern Standard Chinese, also known as Mandarin. Simplified characters are used in writing.
Organisation: This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

SYLLABUS
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 focuses on 青少年 (Teenagers). Students extend their communication skills in Chinese and gain a broader insight into the language and culture through the three topics:
- Having fun
- Student’s daily life
- Technology and leisure

UNIT 2
This unit focuses on 我们去旅行吧! (Travel – let’s go!). Students extend their communication skills in Chinese and gain a broader insight into the language and culture through the three topics:
- Tales of travel
- Western Australia as a travel destination
- China as a travel destination

LEARNING CONTEXTS AND TOPICS
Each unit is defined with a particular focus, three learning contexts and a set of topics.
The learning contexts are:
- The individual
- The Chinese-speaking communities
- The changing world

PREREQUISITES
B grade in Year 10 Chinese

COURSE OUTCOMES
Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of the following 4 outcomes.

1. Listening and responding
2. Spoken interaction
3. Viewing, reading & responding
4. Writing

ASSESSMENTS (NB: Dictionary allowed in assessments)
- Practical exam
- Written exam
- Class Work Assessments
FRENCH SECOND LANGUAGE

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

SYLLABUS
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 focuses on *C'est la vie ! (That's life!)*. Students further develop their communication skills in French and gain a broader insight into the language and culture through three topics:
- My daily routine
- French sports and leisure
- Leading a healthy lifestyle

UNIT 2
This unit focuses on *Voyages (Travel)*. Students further develop their communication skills in French and gain a broader insight into the language and culture through three topics:
- My travel tales and plans
- Australia as a travel destination
- Travel in a modern world

LEARNING CONTEXTS AND TOPICS
Each unit is defined with a particular focus, three learning contexts and a set of topics. The learning contexts are:
- The individual
- The French-speaking communities
- The changing world.

PREREQUISITES
B grade in Year 10 French.

COURSE OUTCOMES
Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of the following 4 outcomes.
1. Listening and responding
2. Spoken interaction
3. Viewing, reading & responding
4. Writing

ASSESSMENTS (NB: Dictionary allowed in assessments)
- Practical exam
- Written exam
- Class Work Assessments
ITALIAN SECOND LANGUAGE

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

SYLLABUS
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 focuses on Rapporti [Relationships]. Students further develop their communication skills in Italian and gain a broader insight into the language and culture through the three topics:
- Rapporti in famiglia, tra gli amici e a scuola [Family, friend and school relationships]
- Le tradizioni, gli spettacoli e le feste [Traditions, events and celebrations]
- Comunicare nel mondo moderno [Communicating in a modern world]

UNIT 2
This unit focuses on Andiamo! [Travel – let’s go!]. Students further develop their communication skills in Italian and gain a broader insight into the language and culture through the four topics:
- Le vacanze - racconti e progetti [My holiday tales and plans]
- Destinazione Italia [Destination Italy]
- Destinazione Australia [Destination Australia]
- Viaggiare oggi [Travel in a modern world]

LEARNING CONTEXTS AND TOPICS
Each unit is defined with a particular focus, three learning contexts and a set of topics. The learning contexts are:
- The individual
- The Italian-speaking communities
- The changing world.

PREREQUISITES
B grade in Year 10 Italian

COURSE OUTCOMES
Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of the following 4 outcomes.
1. Listening and responding
2. Spoken interaction
3. Viewing, reading & responding
4. Writing

ASSESSMENTS [NB: Dictionary allowed in assessments]
- Practical exam
- Written exam
- Class Work Assessments
LITERATURE

RATIONALE
The ATAR Literature course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

UNIT 1
Unit 1 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.

UNIT 2
Unit 2 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.

Organisation of content
Content descriptions in each unit in the ATAR Literature course are grouped under an organising framework that presents key aspects of learning that underpin the course. The organising framework in the Literature ATAR course is:

- Texts in contexts
- Language and textual analysis
- Creating analytical texts
- Creating imaginative texts

ASSESSMENTS
- Extended Written Response
- Short Written Response
- Creative Written Response
- Oral
- Examination
MEDIA PRODUCTION & ANALYSIS

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

COURSE OUTCOMES
1. Media Idea
2. Media Production
3. Responses to Media
4. Media in Society

PREREQUISITES
Students require 60% in Mainstream English and a B grade in Year 10 Media or Media Extension. It is highly desirable students have studied Media in year 10 before pursuing this course. A high level of literacy and analysis skills are needed to successfully complete this course. Regular attendance is crucial as most productions rely on group work.

UNIT 1 – POPULAR CULTURE
This focus involves identifying what is meant by ‘popular’ culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

The unit provides students an opportunity to explore how audiences consume popular media. Students are able to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions.

Students develop production and analytical skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.

UNIT 2 – JOURNALISM
In this unit students will further their understanding of journalistic media. In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions.

Students extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions.

Media types – students must work within at least one of the following media in any year: film, television, photography, print media, radio and digital media.

ASSESSMENTS
- Examination
- Production
- Response

Students need to be aware that there will be out of class hours required to complete production work. This requires a quite a large time commitment from students.
CAREER OPPORTUNITIES
The course provides a good background for those entering journalism, radio and community television careers. It is highly relevant for those wishing to pursue post school options in these areas at University, Training WA and the Film and Television Institute.

There is an opportunity for year 11 Media students to apply for a position to attend an optional Media tour to Bond University, Gold Coast, QLD, to develop and enhance production skills. This tour is proposed to occur in January, during school holidays.
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.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance.

Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

PREREQUISITES
60% or higher in Year 10 Social Sciences.

COURSE OUTCOMES
• knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
• capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
• application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
• capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

COURSE CONTENT
The Modern History ATAR course continues to develop student learning in history through the two strands of Historical Knowledge and Understanding, and Historical Skills.

Historical Knowledge focuses on knowing about and understanding key events, ideas, movements, developments and people that have shaped the modern world.

Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives, and contestability.

Historical skills include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication. There is an emphasis through this strand on the development of informed and defensible responses to inquiry questions through a critical use of sources.

A1HIM–Understanding the Modern World
The Meiji Restoration 1853 – 1911
• the main causes of the Meiji Restoration, including the changed role of the Samurai during the extended period of peace; the decline of the bakufu; the increased wealth of the merchants; peasant uprisings; the spread of Western ideas from Nagasaki; and the arrival of Commodore Perry and the ‘Black Ships’.
• the role and impact of significant individuals and groups, with particular reference to the Shogun, the Samurai, the bakufu, Commodore Perry, Townsend Harris, the shi-shi, Emperor Meiji, the genro, Saigo Takamori, Kido Takayoshi, Okubo Toshimichi, Ito Hirobumi, Fukuzawa Yukichi, the zaibatsu
• key ideas, including feudalism, constitutional government, militarism, modernisation/westernisation
• the significant events which resulted in the restoration of the emperor and the establishment of
constitutional government, including the Satsuma-Choshu alliance and the unequal treaties

- significant changes that occurred after the Meiji Restoration, including modernisation of the navy, the military and industry; the constitutional and political reforms; legal reforms; education; and social/cultural changes
- consequences of change on international relations, including the various treaties, the Sino-Japanese War, the Anglo-Japanese Alliance, and the Russo-Japanese War
- the significance of the Meiji Restoration, including long-term impact on other Asian nations

A2HIM—Movements for change in the 20th century

Nazism in Germany

- the economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism
- the democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems
- the reasons for the Nazi Party's rise to power; including the Treaty of Versailles, the impact of the Great Depression; the nature of Nazi ideology and hostility to communism; the ability of Hitler and the Nazi Party to utilise popular fears; and the Party's organisational and tactical skills
- the nature and effects of key aspects of the Nazi state, including military mobilisation, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of opposition to the Nazis
- Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust
- the role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, Gustav Stresemann, President von Hindenburg, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Hermann Göring and Albert Speer
- the legacy of Nazism after WWII

ASSESSMENTS

- Historical Inquiry
- Explanation
- Source Analysis
- Examination

CAREER OPPORTUNITIES

Through study of societies, movements and political structures, students are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, media, science, academia, tourism and the arts.
MUSIC

Music ATAR Unit 1 and Unit 2 Western Art Music Context
The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through Western Art Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. Students can choose to perform on an instrument or voice in a choice of four contexts: Western Art Music, Jazz, Musical Theatre or Contemporary Music.

The Music course provides opportunities for creative expression, the development of aesthetic appreciation, understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. The Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

SUBJECT DESIGN
This subject requires students to demonstrate their achievement in four outcomes:
1. Performing
2. Composing & Arranging
3. Listening & Responding
4. Culture & Society

PREREQUISITES
60% in Year 10 Mainstream English. Students will need to show good practical skills on the instrument of their choice (including voice) at a minimum level equivalent to AMEB Grade 5 by the end of Year 10 and participate in an ensemble. It is an expectation that students will be engaged in at least a 1 hour weekly instrument lesson in Year 11/12. Students must be aware that a high level of vocal/instrumental practice is expected outside of class time.

UNIT 1 + UNIT 2 WESTERN ART MUSIC
The course content will have a Western Art Music context involving the study of the European tradition of music and its development over time. The Western Art Music course will focus on a different area of study (genres) for each Unit, selected from:

- Chamber music
- Choral music
- Concerto
- Opera
- Solo works (instrumental/vocal)
- Symphonic music

ASSESSMENTS
Students who choose these units will complete examinations at the end of Unit 1 and 2. The examination has two components, written (20%) and practical (30%).

Each unit is divided into two parts:

PRACTICAL COMPONENT (50%)

WRITTEN COMPONENT (including examination) (50%)
PHYSICAL EDUCATION STUDIES

RATIONALE
The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

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

The Physical Education Studies course will appeal to a broad spectrum of students, with varying backgrounds, physical activity knowledge and dispositions.

PREREQUISITES
The course is suitable for students who have achieved 8 or above in Year 9 NAPLAN Reading, Writing and Numeracy tests along with a B General Science, and have shown potential in all aspects of Year 10 Physical Education or Physical Education Studies with a minimum B Grade.

SYLLABUS
The Year 11 syllabus is divided into two units and taught concurrently over the year.

UNIT 1
The focus of this unit is to explore anatomical and biomechanical concepts; the body's responses to physical activity; stress management processes and to improve the performance of themselves and others in physical activity.

UNIT 2
The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

COURSE CONTENT
The course content is divided into six interrelated content areas:
- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology.

ASSESSMENT
The assessment types and the weightings for each assessment type are listed below in the table.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Students are assessed in nominated sports</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>70%</td>
</tr>
<tr>
<td>Students are assessed on the course by completing assignments, topic tests and exams</td>
<td></td>
</tr>
</tbody>
</table>

COURSE FEE
There is a course fee which will be made available at the time of course selection.
PHYSICS

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

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

PREREQUISITES
Students are expected to have achieved an overall grade of C in Year 10 Advanced Science or A in General Science with a high Physics test score.

Students are expected to have completed Year 10 Extended Mathematics courses. Enrolment in either Mathematics: Methods or Mathematics: Applications is highly recommended.

Enrolment in Mathematics: Specialist is desirable but not essential unless the student wishes to study Engineering at tertiary level.

COURSE OUTCOMES
1. Science Inquiry Skills
2. Science as a Human Endeavour
3. Heating and Cooling Processes
4. Ionising radiation and nuclear reactions
5. Electrical circuits
6. Linear motion and force
7. Waves

ASSESSMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Inquiry (Experiments, Investigations and Evaluation/Analysis)</td>
<td>30%</td>
</tr>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Examinations</td>
<td>40%</td>
</tr>
</tbody>
</table>

CAREER OPPORTUNITIES

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

Politics and Law is a critical study of the way power and decision making in our nation is organised and how disagreements within our society are settled. We all come into contact with our political and legal systems on a daily basis so by studying this course students gain knowledge and understandings that are directly relevant to their lives now and into the future.

The course investigates the different types of governments around the world, examines the style of government we have in Australia as well as the powers of our parliaments and the people. It examines the types of disputes that can arise in our society and the ways that these disputes are settled both in and outside of the courts. The skills and values developed throughout the course allow students to become even more informed, active and effective participants at school, in their career and as citizens at local, state, national and international levels.

The course takes advantage of the unique location of Mercedes College by incorporating numerous excursions to the courts, parliament and other institutions to enhance learning. It also focuses on current events to make the subject relevant to students and uses digital technologies, real life source material, roleplaying, debating and elements of drama and even art to bring this subject to life and make it an enjoyable and relevant learning experience for students.

PREREQUISITES
65% in General Social Sciences or 50% in Extended Social Sciences plus a minimum of 50% in the Semester 1 exam.

COURSE OUTCOMES
1. Political and legal inquiry
2. Political and legal systems
3. Stability and change in political and legal systems
4. Citizenship in political and legal systems

COURSE CONTENT
A1PAL – Democracy and the rule of law
This unit examines how Australia works as a democracy and how its legal system operates and compares these to other nations.

A2PAL – Representation and Justice
Students critically examine the principles of representative democracy and justice. They also examine the concept of representation, electoral systems and alternatives. Students examine the impact of criminal and civil law processes on individuals and also look at contemporary criminal and civil law issues and events.

CAREER OPPORTUNITIES
This course will be useful for all students as everyone interacts with the political and legal system on a daily basis.

The course may be of direct use to those intending on pursuing a career as a Solicitor, Barrister, Legal Clerk, Court Officer, Para-Legal Officer, Marketing Officer, Social Worker, Public Servant, Police Officer, Youth Worker, Politician, Prime Minister, Teacher.
VISUAL ARTS

The ATAR Visual Arts 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 artwork. 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, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

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

COURSE OUTCOMES
1. Visual Arts Ideas
2. Visual Arts Skills, Techniques and Processes
3. Responses to Visual Arts
4. Visual Arts in Society

PREREQUISITES
Students will need to have achieved a B grade or better in Year 10 Visual Arts and 65% in Mainstream English.

UNIT 1 – 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.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

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.

UNIT 2 – 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.

**ASSESSMENTS**
- Production
- Analysis
- Investigation
- Examination

All students enrolled in the Visual Arts ATAR Year 12 course are required to sit the external ATAR examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. This is comprises of a written and practical (resolved artwork) examination.
RATIONALE
The Religion and Life Preliminary course provides students with opportunities to learn about one or more religions. They recognise features of religion and the role religion plays in human affairs.

Through the course, students learn and apply skills that enable them to learn about religion and the role it plays in society and in the lives of people.

Students learn to use information about religion and follow suitable steps that assist with, and help them to, engage with their own learning.

AIMS
The Religion and Life Preliminary course aims to develop students’:
- Understanding the place of religion in the lives of people
- Understanding of the place of religion in society and the role it plays in society
- Use of religious terms and concepts
- Use of skills and processes that enable them to engage with, and participate in, their own learning about religion and life
- Ability to share with others what they have learnt about religion and life.

UNIT 1
- The focus for this unit is experiences of religion. This unit helps students develop a basic understanding of religion and how it is present in society. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion.

UNIT 2
- The focus for this unit is people and religion. This unit helps students further develop a basic understanding of religion. Through drawing on personal experience and examples, they familiarise themselves with some of the main features of religion, including how people express religion in their own lives and ways people participate in religion.
PRELIMINARY ENGLISH

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

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

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

AIMS
The English Preliminary course aims to develop students’:

- understanding of how to use language in a variety of forms and situations, depending on individual needs and capabilities
- receptive skills which can include reading, comprehending, listening and/or viewing
- expressive skills which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts

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

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

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

RATIONALE
The Mathematics Preliminary course recognises some students have significant limitations in basic mathematical understanding and application. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

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

This course develops students’ understanding of how our number system works in order to recognise the magnitude of numbers. Students develop basic number sense in relation to everyday routine, familiar mathematical tasks. They solve simple daily problems involving money and time, which is a particular focus for functional numeracy. Students develop the skills to solve simple everyday problems involving the four arithmetic operations, measurement, and chance and data.

AIMS
The Mathematics Preliminary course aims to develop students’:
- Understanding and application of functional numeracy concepts, with a particular focus on their understanding of whole numbers, money and time
- Use of counting, basic facts, mental calculations or a calculator to solve everyday problems, and using their understanding of the magnitude of numbers to know whether an answer makes sense within the context
- Understanding of the measurement concepts related to length, mass and capacity
- Understanding of spatial concepts so they can follow directions to locate places and positions, and to recognise and use the characteristics of common 2D and 3D shapes
- Understanding of concepts of chance and data so that students can use this to predict common events, and to interpret commonly-used forms of data, such as timetables.
CERTIFICATE IN FOOD PREPARATION

This practically based course is studied for two periods per week over 2 years. Emphasis is placed on:

- Food hygiene and safety
- Safe food storage
- Use of utensils and equipment
- Purchasing of foods
- Measuring ingredients
- The selection of healthy foods and healthy methods of cooking
- Preparation of simple food items using a range of cooking appliances including the stove top, oven, microwave and grill.

The ASDAN Meal Preparation course is embedded within this school based certificate. Included modules are:

- Hygiene
- Food and safety
- Food preparation
- Convenience food
- Planning a menu
- Planning and shopping
CERTIFICATE I IN BUSINESS

RATIONALE
Mercedes College has an auspice agreement with ACTIV Pathways in the delivery and assessment of this certificate, Certificate I in Business.

The Certificate I in Business is an accredited course that provides the ‘basic skills and knowledge’ of the business environment. The course would also be suitable for other jobseekers or employees with a disability. This nationally recognised training will be ‘on-the-job’ with ongoing support from a qualified trainer.

COURSE OUTLINE
This course is made up of units of competency that students must reach in order to complete the whole certificate. Students are provided with an Assessment Book where they will compile their evidence in order to demonstrate they can meet the unit of competency.
An overview of the units of competency, the topics around which the course is organised are outlined below:

- Contribute to health and safety of self and others (BSBWHS201)
  - Topic: Contributing to Working safely
- Apply basic communication skills (BSBCM101)
  - Topic: The workplace
- Work effectively in a business environment (BSBIND201)
  - Topic: The workplace
- Organise and complete daily work activities (BSBWOR202)
  - Topic: The workplace
- Use business equipment and resources (BSBADM101)
  - Topic: Workplace equipment
- Operate a personal computer (BSBITU101)
  - Topic: Workplace equipment

ASSESSMENTS
Students are provided with an Assessment Book where they compile their evidence in order to demonstrate they can meet the unit of competencies.
Further forms of evidence take place in the following formats:
- Oral Questions
- Observation
- Demonstration
- Third Party Report
- Portfolio
ASDAN
(Award Scheme Development and Accreditation Network)

ASDAN is an Award Programme that leads to national accreditation through SCSA. The program promotes personal and social skills development. ASDAN offers a wide range of curriculum award programmes for students with a wide range of disabilities. ASDAN Award programmes blend activity based curriculum enrichment with a framework for the development, assessment and accreditation of key skills and other people and social skills, with emphasis on rewarding achievement.

Mercedes College offers the Towards Independent Course over Year 11 and 12. Students are encouraged to think for themselves and to achieve the practical skills to enable them to live and work as independently as possible. Students have access to many of the facilities available in the College. There is a designated area in the school, The Coolock Centre, that has been refurbished and converted into a fully furnished apartment in the Rostrevor building. There is a fully functioning kitchen, bathroom, laundry, bedroom, dining area and lounge room where the students are able to learn and practice their Independent Living skills.

The key competencies included in the ASDAN modules and the Independent Living Program will be used to assess the objectives throughout the unit and completion of the courses.

This course is made up of units of competency that students must reach in order to complete the whole certificate. Students are provided with a Student Work Book where they will compile their evidence and create a portfolio in order to demonstrate they can meet the unit of competency. These courses are run over two years – Year 11 and Year 12.

An overview of the units of competency, the topics around which the course is organised are outlined below.

**PSHE**
The PSHE Award – Challenges in Personal and Economic Wellbeing, Social, Health and Ethical Skills encourages students to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. They will also learn the knowledge, skills and attributes to make the most of changing opportunities in learning and work.

An overview of the modules include:
- Healthy and safe food
- Conflict resolution
- Drugs and alcohol
- Personal wellbeing
- Sex and relationships
- Becoming a parent
- Economic wellbeing

**WorkRight**
WorkRight offers students the opportunity to develop a range of basic transferable employability skills. The course has been developed to be followed alongside a Work Place Learning program where students attend a work placement one day a week. The course caters to a wide range of abilities in order to develop students into employable people who are punctual and reliable, can work with other people and can complete tasks safely to the required standard.

- Health and Safety in the Workplace
  - Topic: Health and Safety Rules
  - Topic: Emergencies
  - Topic: Your Workspace
• **Being Responsible in the Workplace**
  ▪ Topic: Attendance
  ▪ Topic: Time Keeping
  ▪ Topic: Keeping Tidy

• **Working with Others in the Workplace**
  ▪ Topic: Respecting Others
  ▪ Topic: Getting On with Others
  ▪ Topic: Working in a Team

• **You at Work**
  ▪ Topic: Doing Jobs at Work
  ▪ Topic: The Things You Use at Work
  ▪ Topic: Getting Help with Problems at Work
FURTHER CAREERS INFORMATION

Career development is about actively creating the life one wants to live and the work one wants to do. It is a continuous process that acknowledges the notion of lifelong learning. An integral component of this process is self management through the ever changing contexts and circumstances of an individual’s life and work journeys.

School students need to develop knowledge and understanding of themselves in relation to the changing world of work before making and implementing decisions about careers. In Years 11 and 12, students need to be pro-active in seeking information and are strongly encouraged to research appropriate web sites.

The following websites are useful starting points for researching careers information:

<table>
<thead>
<tr>
<th>University</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtin University</td>
<td><a href="http://www.curtin.edu.au">www.curtin.edu.au</a></td>
</tr>
<tr>
<td>Edith Cowan University</td>
<td><a href="http://www.ecu.edu.au">www.ecu.edu.au</a></td>
</tr>
<tr>
<td>Murdoch University</td>
<td><a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a></td>
</tr>
<tr>
<td>University of Western Australia</td>
<td><a href="http://www.uwa.edu.au">www.uwa.edu.au</a></td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td><a href="http://www.nd.edu.au">www.nd.edu.au</a></td>
</tr>
<tr>
<td>WA Academy of Performing Arts</td>
<td><a href="http://www.waapa.ecu.edu.au">www.waapa.ecu.edu.au</a></td>
</tr>
<tr>
<td>TAFE</td>
<td></td>
</tr>
<tr>
<td>North Metropolitan TAFE</td>
<td><a href="http://www.northmetrotafe.wa.edu.au">www.northmetrotafe.wa.edu.au</a></td>
</tr>
<tr>
<td>South Metropolitan TAFE</td>
<td><a href="http://www.southmetrotafe.wa.edu.au">www.southmetrotafe.wa.edu.au</a></td>
</tr>
<tr>
<td>Central Regional TAFE</td>
<td><a href="http://www.centralregionaltafe.wa.edu.au">www.centralregionaltafe.wa.edu.au</a></td>
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</tbody>
</table>

CAREER PLANNING

<table>
<thead>
<tr>
<th>Service</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Future</td>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
</tr>
<tr>
<td>Job Guide</td>
<td><a href="http://www.jobguide.deewr.gov.au">www.jobguide.deewr.gov.au</a></td>
</tr>
</tbody>
</table>

| Further information about training at State Training Providers can be found at… | http://www.trainingwa.wa.gov.au/trainingcourses/detcms/portal/ |
| Admissions Skills Calculator (STP)               | http://tasonline.tafe.wa.edu.au/Reckoner/               |
| Tertiary Institutions Service Centre (TISCOnline) | http://www.tisc.edu.au/static/home.tisc |