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All students at Holy Cross College are encouraged to be challenged, engaged and progressing. This is pivotal in the process of subject selection as it is important that students choose subjects suitable to their ability level. The College aims to develop visionary young people who embrace their changing world with confidence and optimism.

Holy Cross College strives to provide a holistic education and as students progress through Years Eleven and Twelve, they will continue to engage in the LIFE Curriculum. The College will continue to encourage our students to be life-long learners who are curious and critical thinkers. Students will continue to engage in a range of faith experiences and will participate in ‘Giving Life’, the College’s Christian Service Learning programme. As Senior School students, they will have the opportunity to participate in a variety of Enrichment activities and to take on a range of leadership roles within the College community.

In Spring Term 2019 (Term Four), Year Ten students commence their journey through WACE and are now at an important decision time in their educational journey. During Semester One, students attend a careers expo in the city, enabling them to explore different career options with industry representatives.

In selecting their Year Eleven subjects, it is important that students have some idea of the pathway they wish to pursue when they complete Year Twelve. It is equally important that students consider their current ability level when selecting subjects, as there are a number of different pathways to enter tertiary institutions. They do not need to know the exact career they wish to follow, but they need to have some broad educational goals.

Senior School courses commence in the Spring Term, giving students eight full terms to complete the requirements of their final two years of schooling. Each Thursday, the College runs an enrichment programme for all Year Eleven and Twelve students. For ATAR students, the programme includes dedicated assessment classes, the Keeping Safe programme, Academic Task Force revision classes and personal study time. General students will be at TAFE, on a work placement or completing a vocational course.

All students in Senior School are expected to maintain Academic Good Standing. This will be achieved by completing all tasks, maintaining a minimum C grade in all courses and fulfilling the College’s Enrolment Agreement. Whichever pathway students choose in Years Eleven and Twelve, they need to realise there is no substitute for hard work. At the end of Year Twelve, they want to have choices; what they do with that choice is up to them and what they do in Years Eleven and Twelve will determine the choices available.

We look forward to working with students and parents in helping the students achieve their goals.

Mr Paul Murphy
Deputy Principal: Enrichment

Mr Ryan Shelton
Deputy Principal: Learning
The WACE indicates a student’s achievement over Years Ten, Eleven and Twelve.

**WACE Requirements**

Achievement of the WACE acknowledges that at the end of your child’s compulsory schooling, they have achieved or exceeded the required minimum standards in an educational programme that has suitable breadth and depth.

To achieve a WACE, a student must satisfy the following:

**General Requirements**

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a contemporary society
- complete a minimum of 20 units or equivalents as described below
- complete at least five Year Twelve ATAR courses or complete at least five Year Twelve General courses

**Breadth and Depth**

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

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

**Achievement Standard**

Students will be required to achieve 14 C grades (or equivalents, see below) in Year Eleven and Year Twelve units, including at least six C grades in Year Twelve units (or equivalents). Unit equivalence can be obtained through Vocational Education and Training (VET) programmes and/or endorsed programmes. The maximum unit equivalence available through these programmes is eight units – four Year Eleven units and four Year Twelve units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programmes, or
- up to four unit equivalents through completion of endorsed programmes, or
- up to eight unit equivalents through a combination of VET and endorsed programmes, but with endorsed programmes contributing no more than four unit equivalents
The amount of unit equivalence allocated to VET and endorsed programmes is as follows:

**VET QUALIFICATIONS**
- Certificate II is equivalent to two Year Eleven and two Year Twelve units
- Certificate III or higher is equivalent to two Year Eleven and four Year Twelve units
- Endorsed programmes – Christian Service Learning in Years Ten, Eleven and Twelve. Students are awarded one unit towards their WACE for every 55 hours of service.

There are five types of courses available at the College for student selection:

1. **ATAR course units** for students who are aiming to enrol in a university course direct from school. These courses will be externally examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be externally examined by SCSA, but will have one task that is set by SCSA as a moderation task.
3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. **Preliminary course units** for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.
5. **VET courses** for tertiary bound and non-tertiary bound students.

The College’s Christian Service Learning programme also contributes to the WACE.

**Achievement of WACE**

The course types listed above contribute to the achievement of a WACE, with the exception of Preliminary course units that do not contribute to the achievement of a WACE. WACE courses are grouped into List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology). Students studying for a WACE are required to select at least one Year Twelve course from each of List A and List B.

If you think you will be heading to university once you finish Year Twelve, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at [http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862](http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862)

Each course has four units – Unit One and Two (Year Eleven units) and Unit Three and Four (Year Twelve units). Unit One and Two can be studied as a pair. Unit Three and Four must be studied as a pair, i.e. a course change made midway through Year Twelve means that students will need to complete ALL the assessment requirements of the course. SCSA will set a cut-off date for student course changes.
**Literacy and Numeracy**

There are two parts to demonstrating competence in literacy and numeracy. First, you are required to complete two Year Eleven English units and a pair of Year Twelve English units. Second, you must demonstrate that you 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. You can demonstrate the minimum standard through the Online Literacy Numeracy Assessment (OLNA), or if you demonstrate Band Eight or higher in your Year Nine NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year Nine NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year Ten and Year Twelve to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:
- one 50-minute, 45-item multiple-choice of Reading
- one 50-minute, 45-item multiple-choice of Numeracy
- one 60-minute, extended response in Writing up to 600 words

Disability provisions are available for students with significant conditions that may severely limit their capacity to participate in the OLNA.
**Pathways to Achieve WACE**

The WACE breadth and depth of study requirement previously outlined specifies that students must complete a minimum of 20 units (ten courses) during Years Eleven and Twelve, including a minimum of ten Year Twelve units or equivalents. Students may use ATAR courses, General courses, Foundation courses (but not Preliminary courses), VET programmes or endorsed programmes to meet this requirement.

There are limits to the number of VET programmes and endorsed programmes that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year Eleven units and four Year Twelve units on the basis of completed VET programmes and endorsed programmes, but a maximum of four units from endorsed programmes.

The following are examples of some study options for students. They do not represent all of the minimum requirements to achieve a WACE which were previously described. The table below provides examples of study options.

<table>
<thead>
<tr>
<th>Courses studied (with minimum C grade achievement)</th>
<th>Eligibility for WACE certification</th>
<th>Eligibility for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Six Year Eleven ATAR courses</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Five Year Twelve ATAR courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  Four Year Eleven ATAR courses (excluding Preliminary)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Two Year Eleven General courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Year Twelve ATAR courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Year Twelve General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3  Year Eleven ATAR courses</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Two Year Eleven General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Year Twelve ATAR course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Year Twelve General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Cert II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endorsed programme: Workplace Learning (two units, 110 hours) – attributed to Year Twelve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4  Four Year Eleven General courses (excluding Preliminary)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>VET Cert I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Year Twelve General courses (excluding Preliminary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Cert II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)**

A WASSA is issued to all Year Twelve students who complete any study that contributes towards a WACE. It lists all courses and programmes students have completed in Years Eleven and Twelve. This is separate to the WACE certificate.
**Entry Considerations**

**Achievement of Prerequisites**

Achieving the prerequisite for a course is the first of three steps required for entry into a Year Eleven course. In order to achieve success in many Year Eleven and Twelve school courses, students need to have demonstrated a high degree of academic ability and achievement in Year Ten subjects. Without this background, students invariably have difficulty with the Year Eleven course content. It is essential to take careful note of Year Eleven prerequisites. Each prerequisite indicates the minimum level of achievement required for success in a particular course and is determined on the basis of the professional opinion of the College staff. A student’s achievement of a prerequisite is based on the result achieved in his or her Year Ten Semester One report. Please note that university prerequisites are different to the College prerequisites for entering Year Eleven courses. University prerequisites can be found on the TISC website.

If the student has not met the prerequisite by the end of Semester One, then that student will, for now, need to choose another course for which the prerequisite has been met. Alternatively, should the student’s grade improve in Semester Two to such an extent that the prerequisite is met, the student may then request to change to that course. Students who change courses or do not meet the prerequisite in Semester One cannot be guaranteed their course choice.

Students who have met prerequisites in Semester One, but do not meet prerequisites in Semester Two, may be required to choose other courses in October. This is particularly relevant in the Mathematics area, where the final examination plays a key role in determining the prerequisite.

**Interests**

The Course of Study choice system gives students the opportunity to pursue their particular interests at whatever level they are able to perform.

**Future Intentions**

Whether planning to seek an apprenticeship or traineeship, employment or to continue with further studies (TAFE, tertiary or other), students should choose courses that will maximise their options for the future. Students should also be aware that many TAFE qualifications can lead to university entry with advanced standing (an ATAR is not the only avenue to university entrance).

**Important**

Students are not to select courses for which they have not met the prerequisites. Results from the Year Ten Semester One report will be used as an indicator. Students commencing Year Eleven are beginning a journey that will take them beyond school to work or to one of a range of post-school tertiary destinations. The courses that students choose during Years Eleven and Twelve will help to direct them toward one of these destinations, but more importantly, their commitment to these courses will be paramount in determining their success.
COURSES
All courses offered in Years Eleven and Twelve are developed or endorsed by the School Curriculum and Standards Authority (SCSA) or are a VET course endorsed by the Federal Government.

YEAR ELEVEN COURSES OF STUDY
Students selecting Courses of Study (COS) are able to access all forms of post-schooling destinations using the results from these courses. Year Eleven is treated as a separate year to Year Twelve.

• Each Course of Study consists of paired units.
• Generally, each unit represents a semester’s work. The units are recorded concurrently, meaning that one result for both units will be given at the end of the year. These units could be considered as a year-long course for the purpose of assessment.

Students wishing to gain entry to university are required to sit external examinations at the completion of Year Twelve. The result of the external examination (50%), together with the school assessment (50%), will contribute toward the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admission Rank (ATAR).

ASSESSMENT OF STUDENTS
The final assessment of students is recorded by the School Curriculum and Standards Authority (SCSA). In Years Eleven and Twelve, students will receive a grade and numeric score.

USI – UNIQUE STUDENT IDENTIFIER
All students need to apply for a USI. The USI is used to enrol students in VET courses and is a government requirement. Even if you are not expecting to enrol in VET or certificate courses in Spring Term 2019, you are still expected to apply and receive a USI number. Subject selection forms need to have a student’s USI number listed, in order for the form to be processed.

HOW TO CHOOSE YEAR ELEVEN COURSES
Students in Year Eleven must study the Religion and Life course, a Mathematics course and an English course. They can then select a further three courses. Students must also select two reserve courses, in case the combination of courses one to six does not fit the timetable.

STEP ONE  Research what you would like to do when you leave school.
STEP TWO  Identify if a TAFE or university is the required pathway.
STEP THREE  Ensure you have met prerequisites for the courses you are choosing for Year Eleven.
STEP FOUR  Determine if any prerequisite courses are required to gain entry to university.
STEP FIVE  Choose the subjects for Year Eleven that lead to the Year Twelve courses that you require.
STEP SIX   Meet with your Subject Selection Advisor to gain further advice.
STEP SEVEN  Subject selection forms to be submitted at the meeting with your Course Advisor.

PATHWAYS AT HOLY CROSS COLLEGE

**ATAR**
- University
- TAFE
- Employment
- 4 or more ATAR subjects. Compulsory external exams

**My Uni Pathway**
- University
- TAFE
- Employment
- Cert IV
- Portfolio
- Uni-Prep

**General**
- TAFE
- Employment
- Minimum 4 General courses, plus at least one Certificate II course

**VET**
- Apprenticeship
- TAFE
- Employment
- Minimum 4 General courses, plus two Certificates II courses and ONSITE
ONLINE STUDY - ViSN

ViSN is a network of Catholic schools working together to deliver a number of Year Eleven and Twelve ATAR courses through online digital technology. Courses are provided by designated schools with the overall governance undertaken by Catholic Education WA. Students are allocated a normal subject timetable that includes one online face-to-face lesson and other lessons for students to work independently and collaboratively at their school. The College will provide an eMentor to support ViSN students, whose role it is to monitor progress and support students.

While working independently, students have access to online curriculum through the Office 365 suite of tools, forums and access to their online teacher through email. The normal turn-around time for student-teacher communication is 24 hours.

ViSN Online Learning Tools:

Holy Cross College students may select Economics or Biology within the ViSN programme in 2020.

SAMPLE PATHWAYS

EXAMPLE ONE – UNIVERSITY ENTRY (ATAR)

Holy Cross College recommends students study five ATAR courses as a safety net, with their sixth subject selection choice possibly being a General or VET course.
### EXAMPLE TWO – MY UNI PATHWAY

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6</th>
<th>My Uni</th>
<th>Student Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion &amp; Life</td>
<td>English</td>
<td>Mathematics</td>
<td>Student Choice</td>
<td>Student Choice</td>
<td>Student Choice</td>
<td>My Uni</td>
<td>Student Choice</td>
</tr>
<tr>
<td>List A General</td>
<td>2 Units</td>
<td>List B General</td>
<td>2 Units</td>
<td>List A or B General</td>
<td>2 Units</td>
<td>List A or B General</td>
<td>2 Units</td>
</tr>
<tr>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2/4 Units</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

### EXAMPLE THREE – GENERAL

*(for students not completing the VET pathway)*

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6</th>
<th>Subject 7</th>
<th>Student Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion &amp; Life</td>
<td>English</td>
<td>Mathematics</td>
<td>Student Choice</td>
<td>Student Choice</td>
<td>Student Choice</td>
<td>Student Choice</td>
<td>Student Choice</td>
</tr>
<tr>
<td>List A General</td>
<td>2 Units</td>
<td>List B General</td>
<td>2 Units</td>
<td>List A or B General</td>
<td>2 Units</td>
<td>List A or B General</td>
<td>2 Units</td>
</tr>
<tr>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2 Units</td>
<td>2/4 Units</td>
<td>Cert II Or General</td>
</tr>
</tbody>
</table>

*Cert IV
Uni-Prep
Portfolio*
One of the important considerations in choosing courses for Year Eleven and Year Twelve is maximising students’ chances of entry to universities, TAFE or employment. It is, therefore, important for students to carefully consider their background and capacity to undertake their chosen units. Year Eleven and Twelve units vary considerably in content and skills, their level of complexity and the learning styles they suit.

The College specifies minimum standards of achievement at Year Ten level for entry into Year Eleven and Twelve courses. This is done as it has been proven that the best indicator of future success in a course is past achievement in a related course (i.e. one that develops relevant concepts and skills).

**Subject Selection Interview**

Every student will have a subject selection interview with a member of staff and their parent/guardian. Students should have already selected their courses before attending this interview. Students should have also researched any prerequisite courses that are necessary for tertiary courses they wish to enter after Year Twelve. Students may only choose courses where they have met the prerequisites.
A small number of Year Ten students will have a good idea about the career path they wish to follow. The majority of students, however, will not have made up their mind about a career path. If this applies to you, you should select courses in Year Eleven and Twelve that enable you to keep your options open.

To discover how to identify possible career goals students can visit:

All students should be aware that some university studies specify preferred courses or prerequisites, and that some TAFE courses are highly competitive, so completing certain courses in Year Eleven and Twelve can be an advantage.

WHAT ARE YOUR OPTIONS AFTER YEAR TWELVE?

Students leaving school after Year Twelve typically pursue one of three broad options. Typically, your options are influenced by the courses you have completed at school and the results you have attained.

UNIVERSITY ENTRY — ATAR

About 40% of Year Twelve school leavers enter university directly from school. Universities offer a wide range of courses, some of which can only be studied at a university.

As mentioned above, if you intend to enrol in university study after school, you should study at least five ATAR courses in order to be eligible for an Australian Tertiary Admission Rank, used by universities around Australia as a selection device.

UNIVERSITY ADMISSION

Perth has five universities. They are:

- Curtin University, Bentley
- Edith Cowan University, Joondalup and Mount Lawley
- Murdoch University, Bateman
- University of Notre Dame Australia (Catholic), Fremantle or Broome
- University of Western Australia, Nedlands

University admission to all universities except Notre Dame

Admission to university is competitive, with most courses having more applicants than places. To process applicants fairly, they will be ranked using the Australian Tertiary Admission Rank (ATAR).

To be considered for university admission as a school leaver applicant, normally you must:
(a) demonstrate competence in English
(b) obtain a sufficiently high ATAR for entry to a particular university and/or course
(c) satisfy any prerequisites or special requirements for entry to particular courses
(d) achieve the WACE

(A) ENGLISH COMPETENCE
For entry into all universities, except the University of Notre Dame Australia, students must achieve a scaled mark of 50 in their English course (this is different to the school mark). These universities offer concessions for students who do not meet the English competence requirement. Please go to http://tisc.edu.au/ for more information.

(B) AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The ATAR ranges between zero and 99.95. It reports the student’s rank relative to all other WA students of Year Twelve school leaving age and considers the number of students with a Tertiary Entrance Aggregate (TEA), as well as the number of people of Year Twelve school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year Twelve school leaving age population in Western Australia.

(C) PREREQUISITES
Some university courses will require students to have studied particular courses at school. These are prerequisites and MUST be studied at the ATAR level prior to the end of Year Twelve and a scaled mark of at least 50 must be achieved. Desirable courses will assist students once they are in university, but do not impact on a student’s eligibility in a course. Bridging courses are available in many courses.


(D) WACE
All universities require students to have obtained their WACE as an entry requirement.

How is the Tertiary Entrance Aggregate (TEA) calculated?
The TEA will be calculated by adding the best four scaled scores for ATAR courses. No course can be counted more than once. In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses are taken on a private basis. For all universities, students may accumulate scaled scores that contribute to their ATAR over five consecutive years.

TEA to ATAR
Tertiary Institutions Service Centre (TISC) annually constructs a table to convert a student’s TEA to an ATAR. http://www.tisc.edu.au/calculator/atar-calculator.tisc?printable=true

The table considers the number of students with a TEA and the number of people of Year Twelve school leaving age in the state. The average course mark needed is the student’s moderated school mark and standardised examination mark combined, with scaling applied; e.g. a school mark of 60% equates to an 80 ATAR. The table below can be used as a guide.
### Course Cut-offs


**Please note**
The cut-off ATAR score represents the minimum score that was required to enter the chosen university course in that year. These cut-offs may change every year and therefore should only be used as a guide.

**Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia**

Students wishing to apply for courses at any of these four universities must do so through TISC.

**University of Notre Dame Australia**

Students wishing to apply for entry to the University of Notre Dame Australia apply directly to the university by sending in an application form. The University of Notre Dame Australia considers a student’s ATAR and will also request an interview and a personal statement as part of the application process. For further information, go to [www.nd.edu.au](http://www.nd.edu.au)

<table>
<thead>
<tr>
<th>ATAR</th>
<th>TEA</th>
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<tr>
<td>70</td>
<td>218.0</td>
</tr>
<tr>
<td>75</td>
<td>229.0</td>
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<td>80</td>
<td>241.8</td>
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<td>95</td>
<td>303.0</td>
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<tr>
<td>99</td>
<td>350.3</td>
</tr>
<tr>
<td>99.95</td>
<td>407.1</td>
</tr>
</tbody>
</table>
HOLY CROSS COLLEGE AND CURTIN UNIVERSITY PARTNERSHIP

UniReady in Schools Programme
The UniReady programme is available to selected students as an alternative entry programme to many Curtin undergraduate courses. Students need to be self-motivated and highly engaged to succeed in the programme. Each unit will have an examination as part of its assessment. The programme runs over two years, starting in the Year Eleven academic year. Students need to complete four units (each unit counts as an endorsed programme for WACE graduation) over two years and are then granted automatic entry to most Curtin courses without having to meet any other entry requirements.

Students in this programme will select courses as per below (two of the three electives are required). The College offerings on electives will be determined at the start of each academic period.

- Fundamentals of Academic Writing (Compulsory)
- Foundations of Communications (Compulsory)
- Introduction to Commerce (Elective)
- Introduction to Humanities (Elective)
- Introduction to Health Sciences (Elective)

The programme is not available to all students and is best suited to students who are on the borderline of entry into a direct ATAR pathway at the College. All subject counselling for this pathway will be completed by Mr Murphy (Deputy Principal – Enrichment).

See the link below for courses that UniReady grants entry:

NOTRE DAME

Notre Dame offer the Tertiary Pathway Program (TPP). TPP is one-week bridging course held during orientation week that builds the confidence and skills required to successfully undertake university study.
https://www.notredame.edu.au/study/pathways/tertiary-pathway-program

CURTIN

Curtin offers the options below for alternative entry:

- Portfolio entry is available to students who can display equivalence to ATAR entry through the submission of a portfolio that demonstrates evidence of academic achievements, qualifications and ability.
• **StepUp** – StepUp is available to students who achieve an ATAR between 60 and 69.95 and meet the qualifying criteria. The programme allows successful applicants to be considered for admission into courses at Curtin University by adding an additional 5 points to the applicants’ ATAR.

• **Enabling Programmes** – Curtin offer a number of enabling programmes that range from six months to one year in duration, depending on the programme.

• **Curtin College** – Students may apply to undertake a pre-university or diploma qualification at Curtin College. Completion of one of these qualifications will guarantee students direct entry into the second year of an undergraduate degree.


**MURDOCH**

OnTrack and OnTrack Sprint are fee-free university preparation courses that provide alternative entry pathways into Murdoch University. Upon successful completion of the OnTrack or OnTrack Sprint programme, you will be eligible for an offer to study any course at Murdoch University that has an indicative ATAR of 70 or less. Each of the courses has a set of pre-requisites; for details, please see the Murdoch University website.

http://www.murdoch.edu.au/OnTrack/

**EDITH COWAN UNIVERSITY**

Edith Cowan University offers the alternative entry pathways below:

• **UniPrep** – The ECU UniPrep Course prepares students for university-level study by teaching them the required skills for academic success, with an emphasis on the student becoming an independent learner. There are no defined requirements for entry into this course and each applicant should discuss their circumstances with the ECU student recruitment team.

  http://www.ecu.edu.au/degrees/uniprep

• **Portfolio** – Students may apply by portfolio entry direct to ECU if their ATAR is less than the entry requirement for their desired qualification.

  http://www.ecu.edu.au/future-students/course-entry/experience-based-entry-scheme

• **Edith Cowan College** – Students may apply directly to ECC to undertake a diploma qualification. Following the completion of the qualification, students will be granted admission into the second year of an undergraduate degree.

  https://www.edithcowancollege.edu.au/

• **Certificate IV entry with A Grade in English**

**UNIVERSITY OF WESTERN AUSTRALIA**

AccessUWA provides students with an opportunity to enrol in units at UWA without being formally admitted to a degree course. Upon successful completion of a minimum number of units, students can apply for undergraduate admission based on their results. HECS-HELP and FEE-HELP cannot be accessed whilst studying units through AccessUWA.

TAFE ENTRY

BASIC ENTRY
The below table sets out the basic entry requirement for each course type available at TAFE.

<table>
<thead>
<tr>
<th>Entry into Course</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II</td>
<td>OLNA or Certificate I or II</td>
</tr>
<tr>
<td>Certificate III</td>
<td>OLNA or Certificate I or II</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>C Grade in Year Eleven General English and OLNA or Certificate II or III</td>
</tr>
<tr>
<td>Diploma</td>
<td>Completion of WACE with C Grades or Certificate III</td>
</tr>
</tbody>
</table>

COMPETITIVE ENTRY
Competitive entry into TAFE is determined on a points criteria; 90 points are achievable across two categories. Students who wish to enter via the competitive entry pathway must also meet the basic entry requirements.

Academic achievement constitutes up to 60 points in the entry process and points can be achieved in this category as below.
- 6-20 points can be awarded for each grade received in Year Ten, General and ATAR subjects.
- 20-60 points can be given for each certificate achieved.

Work History can amass up to 30 points for competitive entry. Points are awarded at 0.003 points per hour for any of the below:
- Employment
- Work experience
- Community service/ volunteer work

Example:

<table>
<thead>
<tr>
<th>Entry Components</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Twelve General Points Based on Grades</td>
<td>A 16 / B 15 / C 14</td>
</tr>
<tr>
<td>Certificate II Points</td>
<td>Certificate II earns you:</td>
</tr>
<tr>
<td></td>
<td>30 points for Cert II and III applications</td>
</tr>
</tbody>
</table>
Based on Completion

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert IV applications</td>
<td>25</td>
</tr>
<tr>
<td>Diploma applications</td>
<td>20</td>
</tr>
</tbody>
</table>

Example

Applying for Cert IV

Top 3 Course Scores

Basic Entry Met

<table>
<thead>
<tr>
<th>Course Score</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Grade</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Two C Grades</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>43 (60 max)</td>
</tr>
</tbody>
</table>

Work Experience/Volunteering 1000 Hours - 3 (max 30)

Grand Total = 46 points out of 90

In recent years, it has become easier to transfer between TAFE courses and some university courses. In general terms, transfers are possible after completion of Diploma-level TAFE courses.

Further information about training can be found at:


TAFE Campuses

The two metropolitan TAFEs are North Metropolitan TAFE and South Metropolitan TAFE.

Qualifications Explained

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I and II - job ready</td>
<td>Commonly six months</td>
</tr>
<tr>
<td>Certificates I and II are entry level qualifications giving you basic employability skills. You learn the skills required by the industry area as a worker with limited responsibilities.</td>
<td></td>
</tr>
<tr>
<td>Certificate III - trade and intermediate service workers</td>
<td>Commonly six months</td>
</tr>
<tr>
<td>With a Certificate III, you may find employment at junior to intermediate levels in clerical, sales and service work. It is usually required for recognition as a tradesperson. Most apprenticeships and traineeships lead to a trade qualification at this level.</td>
<td></td>
</tr>
<tr>
<td>Certificate IV - associate professionals and supervisors</td>
<td>Commonly six to twelve months</td>
</tr>
<tr>
<td>A Certificate IV gives you broad knowledge in your chosen industry and substantial depth in some areas. The qualification prepares you to take limited responsibility for others, usually in a supervisory role.</td>
<td></td>
</tr>
<tr>
<td>Diploma and advanced diploma - professionals and managers</td>
<td>Commonly one to two years after Certificate IV</td>
</tr>
<tr>
<td>Diplomas and advanced diplomas prepare you to work autonomously and be involved in solving technical issues.</td>
<td></td>
</tr>
</tbody>
</table>

Range of Qualifications

Arts and Entertainment
Automotive
Banking, Finance, Insurance and Property Services
Many TAFE qualifications lead straight into university qualifications. In some cases, by successfully completing a TAFE qualification, students can reduce the time it takes to get a degree. For example, students can start their studies at a TAFE, complete a Certificate IV or Diploma and apply for university entrance.

It is important to remember a TAFE qualification is not a guarantee that you will gain university admission. You will need to meet the minimum entrance requirements for your chosen field.

TAFE qualifications are designed in a sequence so students can move from one qualification to the next, such as a Certificate II to a Certificate III, to a Certificate IV to and a Diploma. Generally, successfully completing one level provides you with the minimum entrance requirements for the next level. Start at the qualification level that suits your current knowledge and education level (not always the lowest level). You can progress through to higher level qualifications as your needs, skills and interests develop.

Differences between TAFE and University Qualifications

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

Universities offer degree qualifications, which take three or more years and usually contain more theory than TAFE qualifications.
**Career Information**

At different times throughout life, a career journey will have different focuses. For students about to start Year Eleven, the focus is on occupations, post-school education and training options, and the school courses needed to get into these. Students are encouraged to have several different possibilities in mind and should obtain information about all of them.

The student who looks ahead and thinks about which courses would best suit their ability, interests and potential career goals will be happier and more content. Knowing where to access the relevant information is also important.

Please visit Mrs Wilson (Careers and Transition Co-ordinator) in Huasahuasi for specific careers information and a display with prospectuses for university and TAFE entry.

**Career Centre**

The Career Centre (located at Level 7, GPO Building 3 Forrest Place, Perth) is a modern, self-help library providing in-depth information about a broad range of occupations. Using their print resources and career computer programmes, the staff can help you with career pathway planning and related queries. The Centre is open Monday – Friday from 8:30 am – 4:30 pm (Ph. 13 64 64 or 9224 6500)
Service Learning is a response to the Gospel message to care for our neighbour. Each of us has a responsibility to give hope to others and, in doing so, contribute to making the world a better place. Through ‘Giving Life’, the College’s Christian Service Learning programme, students will be challenged to enhance the opportunities of others to have ‘life to the full’. Awareness of social justice issues and the principles of Christian Service will be developed through the College curriculum.

The College patron, Saint Oscar Romero, stood up for the poor and justice in the world. This teaching plays an integral part of the philosophy of Holy Cross College. Along with Romero, the House patrons of the four pillars of the LIFE Curriculum – Mother Ursula Frayne, Blessed Frédéric Ozanam, Irene McCormack rsj and Bishop Rosendo Salvado - served those who were suffering and strived for justice for all. In the words of Frédéric Ozanam, ‘become better to do a little good’. The community of Holy Cross College is responsible for carrying on the legacy of our patrons and sharing our gifts from God with others, freely and without reward.

Christian Service Learning is an educational activity that provides opportunities for students to integrate the principles of Catholic social teaching into practical experiences of service to others in society.

Students MUST complete ‘Giving Life’ in Years Ten to Twelve in order to graduate from the College. Students are expected to complete 50 hours of service and five hours of reflection in total, to make up one unit equivalent towards WACE.

In Christian Service Learning, students are active participants in their own learning. As they perform their service, they produce evidence of learning. Observation and anecdotal record keeping is an important source of evidence of learning in this course. Journal entries, peer evaluations and group discussions also help document this learning.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Type of Service</th>
<th>WACE unit</th>
<th>Minimum hours to complete Christian Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Ten, Eleven and Twelve</td>
<td>Christian Service Learning</td>
<td>One</td>
<td>55 hours</td>
</tr>
</tbody>
</table>

Please see Mrs Bateman (Christian Service Learning Co-ordinator) for further information.
Religious Education
All students enrolled in Year Eleven and Twelve in Catholic schools in Western Australia must study a Religion and Life course.

Religion and Life (General)

Course Outline
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.

Course Structure

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

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

Skills Outline
• Terms and concepts
• Research
• Analysis and use of sources
• Explanation and communication
Course Outline
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.

Course Structure

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

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

Skills Outline
- Terms and concepts
- Research
- Analysis and use of sources
- Explanation and communication

Prerequisite
C Grade (57%) in English
English (General)

Course Outline
The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

UNIT ONE
Unit One 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

UNIT TWO
Unit Two 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

Content Covered
- Use strategies and skills for comprehending texts.
- Consider the ways in which texts communicate ideas, attitudes and values.
- Use information for specific purposes and contexts.
- Create a range of texts.

Skills Outline
- Reading
- Writing
- Viewing
- Listening and speaking
- Creating
**ENGLISH (ATAR)**

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

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

**Course Structure**

**UNIT ONE**
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.

**UNIT TWO**
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, persuasive and analytical elements in a range of texts and present their own analyses.

**Skills Outline**
- Reading
- Writing
- Viewing
- Speaking
- Listening
- Creating

**Prerequisite**
C Grade (57%) in English and OLNA Reading and Writing qualification
**Mathematics**

**Mathematics Essential (General)**

**Course Outline**
The Mathematics Essential General course focuses on enabling students to use Mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course offers students the opportunity to prepare for post-school options of employment and further training.

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

**UNIT ONE**
This unit includes the following four topics:
- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

**UNIT TWO**
This unit includes the following four topics:
- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

**Skills Outline**
Throughout each unit, students apply the mathematical thinking process to real-world problems:
- interpret the task and gather the key information
- identify the Mathematics that could help to complete the task
- analyse information and data from a variety of sources
- apply their existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution
- communicate findings in a systematic and concise manner.

**Note:** Students that have not passed OLNA (Numeracy) will be provided with additional support.
MATHEMATICS APPLICATIONS (ATAR)

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

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

UNIT ONE
- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

UNIT TWO
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

Skills Outline
The Mathematics Applications ATAR course aims to develop students’:
- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner, using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

Prerequisite
OLNA Qualification and D Grade (40%) in 10A Mathematics or B Grade (65%) in General Mathematics, with a minimum 50% in the Semester One examination.
MATHEMATICS METHODS (ATAR)

Course Outline
Mathematics Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematics Methods provides a basis for an understanding of the physical world involving rates of change and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematics Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Content Covered
The Year Eleven Mathematics Methods syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

UNIT ONE
- Functions and graphs
- Trigonometric functions
- Counting and probability

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

Skills Outline
The Mathematics Methods ATAR course aims to develop students’:
- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

Prerequisite
OLNA Qualification, A Grade (75%) in 10A Mathematics and a minimum 60% in the Semester One examination.
**Mathematics Specialist (ATAR)**

**Course Outline**
Mathematics Specialist provides opportunities, beyond those presented in Mathematics Methods, 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 Mathematics Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices.

**Content Covered**
The Year Eleven Mathematics Specialist syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

**UNIT ONE**
- Combinatorics
- Vectors in the plane
- Geometry

**UNIT TWO**
- Trigonometry
- Matrices
- Real and complex numbers

**Skills Outline**
The Mathematics Specialist ATAR course aims to develop students':

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs

**Prerequisites**
OLNA Qualification, 80% in 10A Mathematics and a minimum 75% in the Semester One examination.
Chemistry (ATAR)

Course Outline
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.

Content Covered
Chemistry will be studied over two units:

Unit One – Chemical fundamentals: structure, properties and reactions
Unit Two – Molecular interactions and reactions

The Chemistry ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions: reactants, products and energy change
- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

Skills Outline
- Identifying and posing questions.
- Planning, conducting and reflecting on investigations.
- Processing, analysing and interpreting data.
- Communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and developing evidence-based arguments.

Prerequisites
B Grade (65%) in Science
**Human Biological Science (ATAR)**

**Course Outline**

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

**Content Covered**

Human Biology will be studied over two units, the functioning human body and reproduction and inheritance. The course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. Throughout the course students will study:

- Metabolism
- Transport
- Mitosis
- Respiratory system
- Circulatory system
- Musculoskeletal system
- Digestive system
- Excretory system
- Variation and evolution
- Variation from meiosis
- Variation from fertilisation
- DNA
- Cell reproduction
- Human reproduction
- Inheritance

**Skills Outline**

- Plan and conduct investigations.
- Analyse data, draw conclusions, evaluate investigation design and findings.
- Evaluate the impact of advancements in human biology on individuals and society.
- Communicate understandings of human biology.

**Prerequisite**

C Grade (60%) in Science
**Physics (ATAR)**

**Course Outline**
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.

**Content Covered**
Physics will be studied over two units.

Unit One – Thermal, nuclear and electrical physics

Unit Two – Linear motion and waves

The Physics ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Ionising radiation and Nuclear reactions
- Heating, cooling and Kinetic Theory
- Electrical circuits
- Current electricity
- Linear and motion force
- Waves

**Skills Outline**

- Observe the physical world to prepare an investigation plan.
- Conduct experiments and investigations.
- Analyse data and draw conclusions based on evidence.
- Evaluate the accuracy and precision of experimental data and the effectiveness of their experimental design.
- Communicate and apply physics skills and understandings in a range of contexts.

**Prerequisite:**
B Grade (65%) in Science and a minimum 60% in 10A Mathematics
Biology extends our knowledge of the living world through the study of a wide range of related subjects from plants, animals and microbiology to genetics, biochemistry, ecology and physiology. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Content Covered
Biology is studied over two units; students analyse abiotic and biotic ecosystem components and their interactions, and the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

The Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding. By the end of the course, students will have studied:

- Biodiversity and its description
- Ecosystem dynamics
- Conservation strategies
- Models of ecosystems interaction
- Cells as the basis of life
- Multicellular organisms

Skills Outline
- Ability to plan and carry out fieldwork, laboratory and other research investigations.
- Ability to use sound, evidence-based arguments creatively and analytically.
- Ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Prerequisite
C Grade (60%) in Science
GEOGRAPHY (ATAR)

Course Outline
The Year Eleven syllabus is divided into two units, each of one semester duration that are delivered as a pair.

Unit One is titled ‘Natural and ecological hazards’ and in this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention. Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards; e.g. storms, cyclones, tornadoes, droughts and bushfire.

Unit 2 is titled ‘Global networks and interconnections’ and in this unit, students explore the economic and cultural transformations taking place in the world that will enable them to better understand the dynamic nature of the world in which they live. This is a world in which advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales.

Content Covered

UNIT ONE – NATURAL AND ECOLOGICAL HAZARDS
- The nature of natural and ecological hazards
- The concepts of risk and hazard management as applied to natural and ecological hazards
- The spatial and temporal distribution, magnitude, duration, frequency and scale of spatial impact of natural and ecological hazards at a global scale

UNIT TWO – GLOBAL NETWORKS AND INTERCONNECTIONS
- The application of the concept of sustainability when considering the outcomes of increased globalisation
- The process of international integrations, especially as it relates to the transformations taking place in the spatial distribution of the production and consumption of commodities.
- Advances in transport and telecommunications technologies as a facilitator of international integration

Skills Outline
- Observing, questioning and planning
- Interpreting, analysing and concluding
- Communicating using geographical information and language
- Reflecting and responding

Prerequisite
C Grade (57%) in Humanities and Social Sciences and C Grade in English (57%)
MODERN HISTORY (ATAR)

Course Outline
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 twentieth century, the course refers back to formative changes from the late eighteenth century onwards and encourages students to make connections with the changing world of the twenty-first century.

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

Content Covered
UNIT ONE – UNDERSTANDING THE MODERN WORLD: CAPITALISM – THE AMERICAN EXPERIENCE (1907-1941)
- Causes of the rise of capitalism in the USA
- Impact of WWI, 1920s and WWII until 1941 on American capitalism
- Great Depression
- Impact of capitalism on different groups within American society
- Significance of capitalism in this period

UNIT TWO – MOVEMENTS FOR CHANGE IN THE 20TH CENTURY – NAZISM IN GERMANY
- Economic, political and military circumstances in Germany at the end of WWI
- Weimar Republic
- Reasons for the rise of Hitler and the Nazi Party
- Nature and effects of key aspects of the Nazi state
- Nazi policies of anti-Semitism and the promotion of the Aryan race
- Legacy of Nazism after WWII

Skills Outline
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Prerequisite
C Grade (57%) in Humanities and Social Sciences and C Grade in English (57%)
POLITICS AND LAW (ATAR)

Course Outline
Politics and law is a critical study of the processes of decision making concerning society’s collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

The skills and values developed in Politics and Law aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society.

Content Covered

UNIT ONE – DEMOCRACY AND THE RULE OF LAW
- Operating principles of a liberal democracy
- Structure of the political and legal system in Australia
- Roles of the legislative, executive and judicial branches of government
- Key influences on the structure of the political and legal system in Australia
- Types of laws made by parliaments, courts and subordinate authorities
- Legislative processes at the State or Commonwealth levels
- The court hierarchy, methods of statutory interpretation and the doctrine of precedent
- Key processes or civil and criminal trials in Western Australia
- Key processes of at least one non-common law system

UNIT TWO – REPRESENTATION AND JUSTICE
- Political representation with reference to the role of political parties and pressure groups
- The Western Australian and Commonwealth electoral and voting systems since Federation
- Advantages and disadvantages of the electoral and voting systems in Australia with reference to at least one recent election
- A recently implemented or proposed reform to the electoral and voting systems in Australia
- The electoral and voting systems of another country
- Ways individuals, political parties and pressure groups can participate in the electoral processes in Australia
- Strengths and weaknesses of Western Australia’s adversarial civil and criminal law processes
- A recently implemented or proposed reform to the civil or criminal law process in Western Australia
- Strengths and weaknesses of the processes and procedures of at least one non-common law system

Prerequisite
C Grade (57%) in Humanities and Social Sciences and C Grade in English (57%)
ECONOMICS (ATAR) – VISN Online

Course Outline
Economics investigates the choices that all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and well-being. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and well-being.

Content Covered
UNIT ONE - MICROECONOMICS
The first part of the course introduces microeconomic theory by studying markets as an efficient way to allocate scarce resources, using real-world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied.

UNIT TWO - MACROECONOMICS
The second part of the course introduces macroeconomic theory by exploring the government’s role in a modified market economy and Australia’s macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

Prerequisite
C Grade (65%) in Humanities and Social Sciences and C Grade in English (57%)
Health and Physical Education

Physical Education Studies (ATAR)

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

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

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

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

Skills Outline
• Skills for physical activity
• Self-management and interpersonal skills for physical activity
• Knowledge and understanding of movement and conditioning concepts for physical activity
• Knowledge and understanding of sport psychology concepts for physical activity

Prerequisite
C Grade (57%) in English
PHYSICAL EDUCATION STUDIES (GENERAL)

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

Two periods per week will be spent on the practical component of the course and two periods per week will be spend on the theory component.

Content Covered
• Developing physical skills and tactics
• Motor learning and coaching
• Functional anatomy
• Biomechanics
• Exercise physiology
• Sport psychology.
APPLIED INFORMATION TECHNOLOGY (GENERAL)

Course Outline
This course is split into two units:

UNIT ONE – PERSONAL COMMUNICATION
The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

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

Knowledge
- The elements of design
- The principles of design
- Typography
- Compositional rules
- Types of computer systems
- Purpose of the central processing unit, memory, input and output devices
- Types of peripheral devices
- Troubleshooting techniques to resolve common computer system faults

Skills Outline
- Design concepts
- Hardware
- Impacts of technology
- Application skills
- Project management
BUSINESS MANAGEMENT AND ENTERPRISE (GENERAL)

Course Outline
The focus in this course is to give students the opportunity to understand how vital business is to individuals and society and how it impacts on many aspects of our working and personal lives. Business requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively and adapt to an ever changing world. Business requires people with strategic vision who are enterprising, innovative and creative and this course develops these skills. Exposure to a wide range of business activities, management strategies and an understanding of enterprise helps students to appreciate the significance of their role as both participants and consumers in the business world, making decisions that are ethically sound and based on critical thinking.

Students will:
• Explore business start-ups and to recognise the factors that contribute to business success
• Generate ideas and proposals for suitable business ventures
• Develop business ideas into a business plan
• Run a small business in the school or local environment
• Use business simulations
• Explain and apply the concepts of innovation, marketing and competitive advantage to influence consumer decision making
• Explain the legal aspects of running a small business, including the rights and responsibilities of the employer and employee

Skills Outline
• Literacy, numeracy and information, communication technology capability
• Critical and creative thinking
• Personal and social capability
• Ethical understanding
• Intercultural understanding
CERTIFICATE II BUSINESS (VET)

Course Content
This course will provide a broad coverage of business knowledge and understanding and develop business skills that employers are seeking. Students complete twelve units that incorporate a range of theory-based written tasks and questions to performance-based tasks, which will involve undertaking real business work for both the many school-based enterprises and events and within the local community.

Content Covered
- Contribute to health and safety of self and others
- Communicate in the workplace
- Deliver a service to customers
- Work effectively in a business environment
- Process and maintain workplace information
- Produce simple word processed documents
- Create and use spreadsheets
- Communicate electronically
- Organise and complete daily work activities
- Work effectively with others
- Contribute to workplace innovation
- Identify suitability for micro business

Skills Outline
- Using and producing word processing documents
- Using and producing spreadsheets
- Anticipating customer needs and delivering customer service
- Identifying and developing ideas for a microbusiness
- Time management, prioritisation and organisation of daily work activities
- Teamwork and working with others to achieve shared goals
- Communicate electronically using accepted standards
- Self-management will be vital to achieving competency

NOTE: Completed as an option in the Enrichment programme.
**Children Family and Community (General)**

**Course Content**
The Children, Family and the Community General 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 that have an impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

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

This course caters for students seeking career pathways in areas such as education, nursing, community services, childcare and health.

**Content Covered**
- Nature of growth and development
- Factors effecting growth and development
- Community services
- Communicating and advocating
- Self-management skills
- Social systems
- Ethical and legal awareness with children

**Skills Outline**
- Caring for children
- Self-awareness
**Design Photography (General)**

**Course Outline**
The focus for this course is personal design and social design. Students understand that they visually communicate aspects of their personality, values and beliefs, and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments.

Students are introduced to communication principles, design elements and principles, and design process and practice. They are introduced to basic drawing skills and a range of techniques to determine communication objectives or goals; communication situation or context, problem identification and problem-solving strategies, and concept development. They are introduced to basic production skills and processes, materials and technologies.

**Content Covered**
The course content is divided into three content areas:

- Design principles and process
- Communication principles and visual literacies
- Production knowledge and skills

**Skills Outline**
- Management of production processes, methods and techniques
- History/evolution of production processes relevant to design discipline
- Appropriate terminology and formats of presentation of design solutions relevant to design disciplines
- Planning and time management.
- Properties of various types of materials and their application to design
- Development of solutions through experimentation with materials.
- Evolution of production processes relevant to design discipline
- Experimentation and exploration with tools
- Storage, use and care of tools
- Application of OSH principles to production processes relevant to the design context
Certificate II Visual Arts – Technical Drawing (VET)

Course Outline:

Digital Imaging is the art of making digitally-produced images – photographs, printed texts, artwork, and Interior Design/Architecture using a digital device.

Attention to the details of how an image is created, how it is stored, who will be using or accessing it and how, is crucial to successful digital imaging.

This course will look at creating advertising products, and retail environments. It will draw upon traditional skills and develop the students’ digital capabilities through the use of Computer-Aided Design and Computer-Aided Manufacture. They will learn to use laptops as an interface for the laser cutter and three-dimensional (3D) printer to create scale models that showcase their designs.

Content Covered

• Follow a design process
• Use basic drawing techniques
• Make scale models
• Create visual design components
• Make simple creative work
• Produce creative work
• Source and use information relevant to own arts practice
• Operate a digital media technology package

Skills Outline:

• Freehand sketching and presentation techniques to include rendering skills, tone and line work.
• CAD and instrument drawing skills.
• 2D/3D introduction, study tools and equipment.
• Drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing.

Projects include simple to more complex 2D and 3D designs.
FOOD SCIENCE AND TECHNOLOGY (GENERAL)

COURSE OUTLINE
Food Science and Technology is a theory and practical-based course that provides opportunities for students to explore and develop food-related knowledge and skills. Food impacts every aspect of daily life and is essential for maintaining overall health and well-being.

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

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

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. 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.

Content Covered
- Food as a commodity
- Properties of food
- Nutrition
- Food products and processing systems
- Food issues
- Laws and regulatory codes

Skills Outline
- Knife skills
- Industry skill standards
MATERIALS DESIGN AND TECHNOLOGY - METALWORK (GENERAL)

Course Outline
Students are given the opportunity to design and produce a number of projects, including a water feature and personal projects. The main focus of this course is how to work with and fabricate different types of metal.

Students will have the opportunity to use specialised machines such as the CNC Plasma Cutter and 3D printer to aid in the design and production of their projects.

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

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

Content Covered
- Nature and properties of materials
- Elements of design
- Safe workshop practices

Skills Outline
- MIG welding
- Fabrication techniques
- Brazing
- Finishing techniques
- Creating a design folio – research and drawing skills
- Use of different hand and power tools
MATERIALS DESIGN AND TECHNOLOGY - TEXTILES (GENERAL)

Course Outline
Contemporary textiles feature in all aspects of life from the everyday garments we wear without a second thought to the high-end fashion pieces that grace the catwalks of capital cities and the magazine covers of Vogue and Elle.

Students will work with materials, techniques, and practical skills that lead to the design and manufacture of a number of unique garments. They will begin to appreciate the ways in which fabrics and fashion trends reflect broader cultural shifts in society, and appreciate the capacity of a garment to 'say something' important about the 'designer' and the 'consumer'.

Working with a variety of materials, students develop a range of aesthetic, design, materials manipulation, processing, manufacturing and organisational skills. They develop creative strategies to go beyond the obvious and to pursue creative tangents, which lead to exciting innovative original designs. The course will prepare students for a future in a complex, fast changing, technological and material world, by providing a solid foundation for lifelong learning about how products are designed and how materials are developed and used.

Content Covered
- Design fundamentals and skills
- Skills and techniques
- Production management
- Nature and properties of materials
- Materials in context
- Safety

Skills Outline
- Sewing machine
- Overlocker
- Construction techniques
- Pattern use
- Fashion sketching
Course Outline
In this course, students are given the opportunity to design and produce a number of projects, including a bedside lamp, desktop drawers, hall table and a project of their own design. The main focus of this course is how to work with different types of timbers to produce your design. Students will have the opportunity to use specialised machines, such as the laser cutter and 3D printer, to aid in the design and production of their projects.

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

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

Content Covered
- Nature and properties of materials
- Elements of design
- Safe workshop practices in relation to certain machine use

Skills Outline
- Types of joining methods – hand and machine
- Timber finishing techniques
- Furniture construction techniques
- Creating a design folio – research and drawing skills
- Use of different hand and power tools
- Laser cutter
- 3D printer
BUILDING AND CONSTRUCTION (GENERAL)

Course Outline
In this course, students will work with three types of material: timber, steel, and bricks. In each case, students will learn about the properties of the materials, how to safely operate machinery associated with these materials, and how to successfully join these materials to construct building projects.

Students will have the opportunity to learn to safely operate specialised machines such as drills, saws, welders, plate compactor, cement mixer, brick saw and laser levelling equipment.

Students will learn to appreciate the considerations required in building design, such as developments are in line with community expectations and take account of sustainable building practices. Students will learn how to read and interpret plans. Students will also learn basic drafting techniques and how to draft a set of production plans to scale.

Content Covered
- Nature and properties of materials
- Roles and interconnected nature of the construction industry
- Safe workshop practices in relation to certain machine use

Skills Outline
- Joining timber
- MIG welding steel
- ARC welding steel
- Braze welding steel
- Levelling and screeding substrate
- Laying paving bricks
- Mixing cement mortar
- Laying house bricks
- Applying cement render
- Laying tiles and applying grout finish

NOTE: Completed as an option in the Enrichment programme.
MEDIA PRODUCTION AND ANALYSIS (GENERAL)

Course Outline
The focus for this unit is on a range of different elements, including entertainment, mass media, representation and reality. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. They will also analyse media work and construct a point of view in their own productions.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. This will often be produced as short film productions in the form of genre pieces, documentaries and reality television.

Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Content Covered
- Media language
- Representation
- Audience
- Production
- Skills, techniques and processes

Skills Outline
- Management of production processes, methods and techniques
- History and evolution of production processes relevant to Media production
- Appropriate terminology and formats of presentation of Media production
- Planning and time management
- Development of solutions through experimentation with materials
- Evolution of production processes relevant to the audience
- Experimentation and exploration with media devices
- Storage, use and care of media devices
- Application of OSH principles to production processes relevant to the media production
MEDIA PRODUCTION AND ANALYSIS (ATAR)

Course Outline
The focus for this course is popular culture, film art, press and broadcasting. There will be a focus on fiction and non-fiction media, allowing students to consider the types of media, ideas and audiences from which popular culture, film art, press and broadcasting evolves. Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Students will develop production, analytical and information technology skills, and apply their understanding of media language and audiences while learning about and working in specific production contexts.

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

Content Covered
- Media language
- Audiences
- Production context
- Skills and processes

Skills Outline
- Investigating and analysing media
- Production skills; i.e. independent management of time and technologies, management of team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions
- Fulfilling defined production roles
- Implementing production processes based on proposals, scripts and plans
- Using conventional genres, styles and conventions
- Reflecting on the production process
- Evaluating own and others’ productions; i.e. peer and/or professional

Prerequisite
C (57%) in English
Course Outline
This qualification will provide students with entry-level digital literacy and employability skills with a focus on ICT units.

Students will learn how to carry out routine tasks and respond to different situations using appropriate communication methods. Throughout the course, students will demonstrate a variety of ICT skills that will be recognised by future employers and will learn how to become an efficient employee who is able to review their own progress and work independently.

Content Covered
Students will undertake the following units of competence over the duration of the qualification.

- Use digital technology for routine workplace tasks
- Use strategies to respond to routine workplace problems
- Use routine strategies for work-related learning
- Calculate with whole numbers and familiar fractions, decimals and percentages for work
- Estimate, measure and calculate routine metric measurements for work
- Interact effectively with others at work
- Write routine workplace texts
- Contribute to health and safety of others
- Organise and complete daily work activities
- Recognise highly familiar workplace signs and symbols
- Write personal details on basic workplace forms
- Operate a digital media technology package
- Work place learning

NOTE: Completed as an option in the Enrichment programme.
Dance (General)

Course Outline
The focus for this course is exploring the components of dance and dance as entertainment. Within the broad focus of exploring the components of dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired.

The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making, which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

An introduction to dance genres enables students to place it in its time and place and then begin to understand its functions within this context.

Within the broad focus of dance as entertainment, teachers select learning contexts that relate to the interests of students and build upon the understandings that they have already acquired.

Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.

Students identify and select technologies and design concepts that enhance the entertainment value of the dance and place it in its social, historical and economic context.

Content Covered
- Choreography
- Performance
- Contextual knowledge

Skills Outline
- Choreographic processes
- Dance language
- Design concepts and technologies
- Skills and technique
- Safe and healthy dance
- Experiential anatomy
- Performance qualities and preparation responsibilities
- Functions and contexts of dance
Dance (ATAR)

Course Outline
The Dance ATAR course acknowledges the inter-relationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer’s intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others, to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Prescribed Genre
In this course, students must work in the contemporary genre. This requirement is preparation for Year Twelve studies where performance two in the ATAR course practical (performance) examination for Dance is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.

Suggested Genres
Examples of other genres that may be studied in addition to contemporary include, but are not limited to: ballet, jazz, hip-hop, tap, ballroom and/or cultural dance; e.g. Spanish, Indian.

Content Covered
This course is divided in to three content areas:

- Choreography
- Performance
- Contextual knowledge.

Prerequisite:
C Grade (57%) in English and recommended completion of Year Nine and/or Year Ten Dance
Drama (General)

Course Outline
This course will focus on drama and aesthetic understanding in practice as students integrate their knowledge and skills. They will use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They will engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy, which allows them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects and sound and lighting using technologies such as digital sound and multimedia. They will present drama to a range of audiences and work in different performance settings.

Students will work independently and collaboratively, learning time-management skills, showing initiative and demonstrating leadership and interpersonal skills. The course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They will develop their capacity to respond to, reflect on, and make informed judgements, using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

Content Covered
- Australian and world drama
- Play building and storytelling
- Drama narrative and playwriting

Skills Outline
- Voice and movement
- Drama technologies
- Audience/performance relationships
- Improvisation
**Drama (ATAR)**

**Course Outline**
This 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.

**Content Covered**
- Representational and/or realistic drama forms
- Stanislavski method of acting
- Australian and world drama
- Presentational/non-realist drama

**Skills Outline**
- Characterisation and text interpretation
- Drama technologies
- Audience/performance relationships
- Safe drama practices and staging a production

**Prerequisite**
Grade C (57%) in English
MUSIC (GENERAL)

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

Performing on a chosen instrument is worth 50% of the marks for this course. Students may perform in a style of their choice; e.g. classical, contemporary, jazz, etc.

Content Covered

WRITTEN COMPONENT:
- Aural and theory,
- Composing and arranging
- Investigation and analysis

PRACTICAL COMPONENT:
- Performance on an instrument or voice
- Composition portfolio, production or practical task/project

Skills Outline
- Pitch (including harmony and tonality)
- Rhythm and duration
- Tempo
- Dynamics and expressive techniques
- Texture
- Form/structure
- Timbre
VISUAL ARTS (GENERAL)

Course Outline
The focus for this course will be ‘inspirations’ and ‘investigations’. Students will gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

Semester One will focus on the printmaking discipline and will consist of two parts. In response to their excursion to Cottesloe beach, students will firstly create a three-colour reduction lino print based on an object of their choosing (e.g. drift wood, shells, jelly fish, etc.). Building upon this work, students will then expand their object focus to a broader environmental focus. This will be expressed as a multiple colour silkscreen printing process focused on the environment from which the student’s chosen object derived.

In Semester Two, students explore and develop their ideas through the ‘investigation’ of different art forms, processes and technologies. Students will be given the opportunity to create a ‘fantasy textiles garment’ inspired by the theme ‘from the future or the past’. Throughout the unit, students will incorporate a number of textiles methods into their garment creation or construction, including silk fusing, tie dyeing, molle, lace making and embroidery.

Content Covered
ART MAKING
- Explore drawing and visual language in directed tasks and activities
- Examine artists and artworks for inspiration; and explore techniques they use
- Test, experiment and explore specific media and techniques
- Explore a range of stimulus materials, and drawing approaches
- Use visual language in the development of artwork
- Display and evaluate finished artwork

ART INTERPRETATION
- Use critical analysis frameworks
- Share opinions about artworks and accept the views of others
- Use guided questions and critical analysis frameworks
- Explain and give reasons for personal opinions about artworks

Skills Outline
- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Artwork design and production
- Display of resolved artworks
- Evaluation and refining of production processes
- Analysis and evaluation of artworks
VISUAL ARTS (ATAR)

Course Outline
The focus for this course will be ‘differences’ and ‘identities’. Students will be given the opportunity to create artworks based on differences arising from cultural diversity, place, gender, class and historical period. Students also explore concepts and issues related to personal, social and cultural identity.

Content Covered

ART MAKING
• Explore drawing and visual language in directed tasks and activities
• Examine artists and artworks for inspiration
• Test, experiment and explore specific media and techniques
• Explore a range of stimulus materials and drawing approaches
• Use visual language in the development of artwork
• Explore techniques used by different artists
• Display and evaluate finished artwork

ART INTERPRETATION
• Use guided questions and critical analysis frameworks
• Share opinions about artworks and accept the views of others
• Explain and give reasons for personal opinions about artworks

Skills Outline
• Observational and interpretive drawing
• Effective use of the elements and principles
• Artistic research
• Design and production of artwork
• Display of resolved artworks
• Evaluation and refining of production processes
• Analysis and evaluation of artworks

Prerequisite
Grade C (57%) in English
ITALIAN – SECOND LANGUAGE (ATAR)

Course Outline
The focus for the first unit is Rapporti (Relationships). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

The focus for the second unit is Andiamo! (Travel – let’s go!). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture.

Content Covered
- **Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)** - Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.
- **Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)** - Students explore Italian traditions, events and celebrations and how these promote a sense of community and an awareness of culture.
- **Le vacanze - racconti e progetti (My holiday tales and plans)** - Students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.
- **Destinazione Italia (Destination Italy)** - Students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.
- **Destinazione Australia (Destination Australia)** - Students explore Australia as a destination for Italian-speaking travellers and discuss how they would prepare an Italian speaker for a trip to Australia.

Prerequisite
C (57%) in English and a history of studying Italian previously. SCSA also requires students to apply for permission to enrol in this course.
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<td>Mathematics Applications</td>
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<tr>
<td>Physics</td>
<td>ATAR</td>
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<td>Biology (ViSN Online Only)</td>
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<td>Media Production and Analysis</td>
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<td>Visual Arts</td>
<td>ATAR</td>
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<td><strong>LANGUAGES OTHER THAN ENGLISH</strong></td>
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<td>Italian – Second Language</td>
<td>ATAR</td>
<td>C Grade (57%) in English and a history of studying Italian previously</td>
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</table>
The College gives students the opportunity to participate in three types of vocational programmes.

**ONSITE**

ONSITE is the College Workplace Learning Programme. Students spend one day per week in an industry of their choice. With the benefit of an ONSITE programme behind them, students can be better prepared to find their niche in industry.

Students, once accepted into a Specialist ONSITE programme, have access to specialised training in numerous areas. In these specialised courses, ONSITE manages the work place training while TAFE deliver the qualification.

**Aims**

- To provide the knowledge, workplace skills and attitudes valued within work environments, as a preparation for employment.
- To develop a range of employability skills.
- To develop personal and broader communication skills.
- To assist with career planning by experiencing a variety of work placements.
- To develop a positive attitude to schooling by establishing its relevance to real work requirements
- To enable students to complete Year Twelve, attain their WACE and have the benefit of ongoing work experience and training.
- To assist in obtaining a place at TAFE and/or employment in the future as Workplace Learning attracts points for entry.

**Which students might benefit from ONSITE?**

- Year Twelve students who are not aiming for university entrance upon leaving school.
- Year Twelve students who are interested in attending TAFE or gaining a job after the completion of Year Twelve.
- Successful completion of ONSITE gives the student points towards WACE as completion of an endorsed programme (Workplace Learning).
- Successful completion of ONSITE gains points towards entrance to certain TAFE courses.

**Procedure**

- Students apply at school for a position as an ONSITE candidate.
- Attend an interview with the ONSITE staff.
There are two work placements during the year. Students are allocated to a business for one day per week. A business employee trains the student in a variety of skills and tasks.

During each placement, students are provided with an employability skills logbook, which indicates the skills attained and hours spent in the workplace.

Students must complete a skills journal for each of the placements.

**Personal Work Placement**

There is an opportunity for students to arrange their own work placement. This involves students spending one day a week in a placement of their choosing. The placement is NOT to be a paid position, as for part-time employment.

The aim and benefits of this programme are the same as the ONSITE programme; however, this allows for a broader range of placements.

**Procedure**

- Students apply at school to the ONSITE Co-ordinator for a personal work placement.
- A form must be completed by the employer and returned to the school before a placement can be granted.
- An employability skills logbook must be completed, noting hours spent in the workplace, the skills learned and two evaluations from supervisors.
- Two skills journals must be completed, one each semester of the placement.

**The Dream Factory - Specialist ONSITE Programme**

**Certificate II Trades Pathways – Building and Construction**

The Trades Pathways course provides students with a focus on various trades in the building and construction industry.

Within the course, students undertake a Certificate II Trades Pathways. Here, students will develop a cross section of skills, including levelling, brick laying, plastering, rendering and tiling. Students work with a wide variety of tools and equipment, including spirit levels, tape measures, squares, trowels, cement mixers. The skills learned in this course will be valuable for general use over a lifetime and can be applied in up to nine construction trade areas. Students will have the opportunity to try different work experience placements within the construction industry.

This is a one-year course open to students starting Year Eleven or Year Twelve.

**Certificate II Voice and Data Communications - Electrical**

This certificate forms a part of an electrical apprenticeship and can contribute to reduced apprenticeship training time. The qualification provides competencies to select, assemble, set up and maintain simple equipment and systems to certification standard for cabling in buildings and premises.
The course is aimed at students wanting to become an electrical apprentice. Students will receive work placements in the electrical industry to provide practical experience.

This is a one-year course open to a Year Eleven or Year Twelve student. Entry to the course is via an aptitude test and interview.

**CERTIFICATE II PLUMBING AND GAS FITTING**
This course is designed for students seeking an apprenticeship in plumbing. Within the plumbing and gas field, there are many pathways and skills students can develop. Students taking this course will develop practical skills in areas such as plan interpretation, plumbing measurements and calculations, basic levelling procedures, pipe fabrication, basic welding, and workplace safety. These skills will add to any plumbing apprentice’s array of valuable skills. Students will receive work placements in the plumbing industry to provide practical experience.

This is a one-year course open to a Year Eleven or Year Twelve student.

**CERTIFICATE II HAIRDRESSING – SALON ASSISTANT**
This course is designed for those students who want to become hairdressers. The course combines both on and off-the-job training, with successful students hoping to impress and gain an apprenticeship in hairdressing.

A great deal of practical work is involved in the course, and parents can go in and participate in the training as models at various times.

This is a one-year course open to Year Eleven or Year Twelve students.

**CERTIFICATE II FURNITURE MAKING**
This course is suitable for students who enjoy working with timber and would like to learn all aspects of furniture and cabinet making.

In this one-year course, students will learn how to work from plans and drawings, about safety in the workplace and the use of hand tools, power tools and static machines.

This course is available to Year Eleven and Year Twelve students.

**CERTIFICATE III EARLY CHILDHOOD AND EDUCATION**
This course is suitable for students considering a career in childcare, community services or education. It provides students with the opportunity to gain employment in the field of childcare, or go on to further study in community services or education.

This is a one-year course available to students in Year Eleven and Year Twelve.

**CERTIFICATE II ENGINEERING – FABRICATION PRE APPRENTICESHIP**
Students who complete this qualification will ideally be seeking a career or apprenticeship in metal fabrication and welding.

This trade is diverse with skills developed applicable to many industries, such as mechanical and civil engineering, mining and resources, heavy haulage and road transport, agriculture machinery, construction and defence.

Students will be exposed to the latest technological developments in fabrication and welding, including a computer-controlled metal cutting plate.
This is a one-year course that may be undertaken by students in Year Eleven and Year Twelve.

**CERTIFICATE II ELECTRONICS**
This course will create a foundation for students wishing to enter the electrotechnology industry. Upon completion, students may specialise in electronics, computer assembly and servicing, refrigeration and air conditioning, security and fire alarms, or telecommunications.

This is a one-year course available to students in Year Eleven and Year Twelve.

**CERTIFICATE II AUTOMOTIVE SERVICE TECHNOLOGY**
This course will suit those students with a demonstrated interest in and aptitude for automotive technology (i.e. you need to know a little bit about cars).

The programme is a partnership between ONSITE, South Metropolitan TAFE and a major industry partner. Entry will be by written and practical aptitude testing. This is a two-year course commencing at Year Eleven.

**CERTIFICATE II AUTOMOTIVE ELECTRICAL TECHNOLOGY**
This course is designed for students who wish to pursue an apprenticeship in the auto electrical trade. The course runs over two years, with students beginning in Year Eleven.

Within the course, students will develop skills and knowledge to work effectively in the automotive industry, installing, testing and repairing wiring and lighting systems, security systems, electrical components and circuits, read wiring diagrams, and workplace safety and health. The aim is to find a suitable apprenticeship pathway.

**How to Apply**
To apply for ONSITE or one of the ONSITE Specialist programmes, please obtain an application form from your Subject Selection Advisor. Please also indicate your interest in ONSITE on the course selection form.

**Cost**
$520 for the ONSITE programme.

Students and parents/guardians interested in one of the specialist programmes should attend an Information Night held 6:30pm on Tuesday 25 June at Aranmore Catholic College.

**SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS**
Students who secure a school-based apprenticeship or traineeship also complete school subjects. It is the responsibility of the student to secure these placements. Please see Mrs Wilson to secure these placements or for further details.

**School-Based Traineeships (SBT)**
A school-based traineeship provides an opportunity for full-time secondary school students to begin preparing themselves for a career in the industry of their choice. School-based traineeships are generally available in non-trade industry areas. They are a great way to develop skills
and be paid at the same time. With a school-based traineeship, students can work towards achieving their WACE and an industry-recognised qualification. School-based traineeships can open up new career and employment opportunities and enhance students’ employability skills. Students are usually out of school one day (sometimes two days) a week.

There are many traineeships, generally at Certificate II level, from which students may choose. Benefits of a school-based traineeship include the opportunity to:

- participate in school and work concurrently
- graduate and achieve the West Australian Certificate of Secondary Education (WACE)
- achieve a nationally recognised industry qualification
- practise hands-on learning in the workplace, which makes the transition from school to work much easier
- open up different ways of getting into university or other training, should students wish to continue studies once leaving high school, either full-time or part-time
- make an early start on a career

Students are usually assessed in the workplace. Occasionally, some traineeships require students to attend TAFE. This information is not available to the school until the start of Summer Term 2020.

The College is not responsible for finding an employer who will take the student on as a school-based trainee. Students must find their own placement. It is recommended that students interested in this option see the Careers Advisor with a confirmed offer of a school-based traineeship before the end of this year.

**School-Based Apprenticeships (SBA)**

A school-based apprenticeship allows students to commence an apprenticeship while still at school. Students start their apprenticeship on a part-time basis at school and continue on a full-time or part-time basis after leaving school.

An apprenticeship leads to a trade qualification and combines employment and training at work with complementary off-the-job training.

School-based apprentices enter into a legally binding apprenticeship agreement between the employer, student and parent or guardian to complete the apprenticeship.

School-based apprentices generally attend school three days a week, work one day a week and go to a training organisation, such as TAFE, for one day a week. Occasionally, TAFE will change its schedule from a weekly time slot to a block time slot. Please be aware that Holy Cross College has no control over these decisions and is often not informed of such changes until early Summer Term.
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**Academic Achievement**
As a means of recognising academic endeavour and encouraging students to pursue excellence, Year Eleven students will be awarded an Academic Achievement Certificate at the end of the year. Depending on a student’s performance, this certificate may be issued with the addition of a Credit, Distinction or High Distinction notation.

**Academic Good Standing (AGS)**
An academic goal for which all Year Ten, Eleven and Twelve students aim. This is achieved by completing all tasks, maintaining a C grade average and fulfilling the student's enrolment agreement.

**Apprenticeship**
Apprenticeships are practical, hands-on training programmes in which students are paid while they learn. Apprenticeships generally apply to trades, are three to four years in duration and involve learning both on-the-job and at TAFE.

**Australian Tertiary Admission Rank (ATAR)**
A number out of 100 that indicates a student’s relative position compared with all other students who graduated from Year Twelve in WA. It is used to determine entrance into university courses.

**Community Service**
Students are required to complete a minimum of 55 hours of community service over Years Eleven and Twelve. This is defined as ‘activities undertaken for the benefit of individuals and/or community for no financial reward’. The hours are recorded on the WACE certificate.

**Course Cut-offs**
The minimum ATAR required for entry into a particular university course; it is only a guide as it changes from year to year.

**Course of Study**
A term used to describe the new courses that have been introduced recently by the School Curriculum and Standards Authority and will replace the name for all courses formerly referred to as TEE and Non-TEE subjects.

**School Curriculum and Standards Authority (SCSA)**
The School Curriculum and Standards Authority is an independent statutory authority that is responsible to the Minister for Education and Training. It determines curriculum directions for Kindergarten to Year Twelve education in Western Australia and provides direction for the development, accreditation and assessment of senior secondary school courses.

**Desirable Prerequisite**
Courses that are not compulsory to have been studied previously, but would be beneficial to the student if they have.

**Dream Factory**
A VET programme in which students do Workplace Learning and work towards a pre-determined certificate.

**English Language Competence**
One of the requirements for achieving the WACE. Students should attain a C grade at least by the end of Year Twelve to be eligible for English Language Competence.

**Internal assessment**
Assessment set and marked by teachers of Holy Cross College.

**Minimum Entrance Requirements (MER)**
The level of achievement necessary to gain entry to any TAFE course.

**Online Literacy and Numeracy Assessment (OLNA)**
Students will need to demonstrate a minimum standard of literacy and numeracy to achieve their Western Australian Certificate of Education.

**ONSITE**
The name given to a cluster of schools that are involved in the same Workplace Learning programme of which Holy Cross College is a member. Holy Cross College’s Workplace Learning programme is often referred to as ONSITE.

**Prerequisite**
A level of achievement that a student must reach in order to be successful in a particular course he/she wishes to study in the following year.

**Scaling**
Scaling adjusts for differences between courses and aims to ensure that students are not disadvantaged if they choose a difficult course.

**School Apprenticeship Link (SAL)**
A programme for students in Years Eleven and Twelve considering an apprenticeship after finishing school. It allows students to try different jobs in the same industry and is ideal if students think they know the industry they would like to work in but are not sure of which job.

**School Based Apprenticeships (SBA)**
School-based apprenticeships allow students in Years Eleven and Twelve to start an apprenticeship while still at school. The employer, student and parent/care giver enter into a legally binding training contract to complete the apprenticeship.

**School Based Traineeships (SBT)**
School-based traineeships allow students in Years Eleven and Twelve to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

**Secondary Graduation**
This is also referred to as WACE.

**Selection Criteria**
Selection criteria are academic and other criteria that are used to score eligible applicants competing for entry into a TAFE course where there are more applications than places available for a course.

**Tertiary Entrance Aggregate (TEA)**
Used as the basis for the calculation of the ATAR. It is calculated using scores in the four best courses. Some rules apply to the calculation of this aggregate.

**Tertiary Institutions Service Centre (TISC)**
TISC is an incorporated body established by Curtin University of Technology, Edith Cowan University, Murdoch University and The University of Western Australia. Its main role is to process applications for admission to undergraduate courses at the above universities.

**Traineeship**
Traineeships are practical, hands-on training programmes in which students are paid while they learn. Traineeships generally apply to non-trade areas and usually take a year to complete. Most traineeships are assessed in the workplace and do not require time at TAFE.

**Western Australian Certificate of Education (WACE)**
A certificate awarded to students who successfully complete the two years (Eleven and Twelve) of senior secondary schooling.

**WACE Examinations**
External examinations sat at the end of Year Twelve that are set and marked by a panel of professionals from the education industry. The results are used for university entrance.

**Workplace Learning**
A course of study programme that allows students to work in a workplace of their choice, one day a week. Students are awarded a grade through successful completion of assessments and hours required.