2021 CURRICULUM HANDBOOK

YEAR 11 & 12

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Dear Parents

Emmanuel Christian Community School provides quality education within a Christian worldview.

The school provides an environment that teaches that God is the Creator and Sustainer of the Universe and that all knowledge comes from Him, that Jesus is His Son and that Salvation comes only from accepting Jesus as Saviour and Lord.

We provide a high standard of education that fosters self-discipline while teaching children to accept the discipline of those in a higher authority, to be obedient and respectful to parents and to obey the laws of the government. We also train children in the moral and ethical standards of the Bible as interpreted in the Scriptures.

The Western Australia Curriculum and Assessment Outline is adhered to at Emmanuel with the objectives of developing the spiritual, moral, physical and educational gifts of the child to the best of their ability.

We are excited about the future of Emmanuel as we introduce some excellent programs and pathways to prepare students to succeed in this world, become upright and trustworthy citizens prepared to glorify God and to dedicate their life to service.

Yours in Christ

Gary Harris

Principal

BSc (UWA), DipEd (UWA)

INTRODUCTION

This is an exciting time for Year 10s!

To students and parents / guardians of Emmanuel Christian Community School, this handbook provides you with information that will assist and guide you with decision - making regarding subject choices of Year 11 courses offered by Emmanuel Christian Community School in 2021, school pathways and some options post-school.

Included is information about:

- WACE requirements
- Subject selection and Year 11 and 12 pathways and courses
- Post–school destinations

It is also a reference point for Western Australian Certificate of Education (WACE) requirements, University and TAFE requirements and other vital information.

To get further current information about WACE and University/TAFE entrance, you are advised to visit the websites from relevant organisations, including:

- Curriculum and Standards Authority (SCSA) - provides additional information about assessment and certification scsa.wa.edu.au
- Tertiary Institutions Service Centre (TISC) - regularly updates its website with information relevant to students who plan to attend a university in 2021 www.tisc.edu.au
- Technical and Further Education (TAFE) institutions provide a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System/Australian Qualifications Framework/Australian Quality Training Framework. Technical and Further Education (TAFE) www.tafecourses.com.au

TAFE Admissions Full time studies guide - provides information on full time courses offered each semester by all WA TAFE colleges. www.fulltimecourses.tafe.wa.edu.au

Advice and information about school pathways and courses are also available from the Curriculum Team which includes the Deputy Principal Curriculum, Heads of Learning Area and the Vocational Education and Training (VET) Coordinator.

It is essential that if you are returning to undertake Senior Secondary studies at Emmanuel Christian Community School you select a program that provides you with:

- A reasonable likelihood of success;
- Clearly defined opportunities to enter employment, training or higher education

Before selecting courses of study for next year, students, in association with their parents, should consider a number of factors when selecting an educational pathway and career options:

1. Interests in and out of school.
2. Progress in current studies
3. Ability to study at higher levels
4. Seek advice from their teachers and seriously consider their recommendations.
5. Be aware of requirements for entry into post-secondary courses.
6. Check the Tertiary Information Service Centre (TISC) tisc.edu.au Summary of Undergraduate Admission Requirements to identify prerequisites for certain courses at universities.
7. Study Australian Tertiary Admission Rank (ATAR) cut-offs for entry into courses at the various Western Australian universities.
8. Carefully consider the degree of personal satisfaction and enjoyment you obtain from the various subjects. You are more likely to have success in subjects you enjoy!
9. Be realistically aware of your capabilities since the study of a subject beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it.

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

THE CURRICULUM TEAM

Deputy Principal Curriculum	Mrs Bronwyn Carruthers
Vocational Education and Training (VET) Coordinator	Mrs Leanne Brown
Head of English Learning Area	Mrs Surette Britz
Head of Mathematics Learning Area	Mrs Beulah Lombard
Head of Science Learning Area	Mrs Helen Williamson

Please keep this Handbook for the duration of Year 11 and 12 at Emmanuel Christian Community School and refer to it for clarification and assistance as needed.

Do you require assistance understanding this handbook? Interpreters are provided to assist parent and carers who may not read or speak English well.

COURSES OFFERED AT EMMANUEL CHRISTIAN COMMUNITY SCHOOL

ATAR COURSES

ATAR courses are for students who are aiming to go to university. These courses are examined by the School Curriculum and Standards Authority (SCASA). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website).

An ATAR course is offered at two year levels, each of which has a specified syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4.

Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

GENERAL COURSES

These courses are not externally examined. Each general course, however, has an externally set task (EST) which is set by SCASA. General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school.

General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

FOUNDATION COURSES

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy (OLNA) before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

These courses include a full VET qualification and mandatory workplace learning. VET courses contribute towards the WACE as course units. The workplace learning component of the course contributes as unit equivalents towards the WACE. Students who intend to enrol in a TAFE or the workforce straight from school will choose the VET pathway. Some VET Qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

ALTERNATIVE UNIVERSITY ENTRY COURSES

Emmanuel Christian Community School offers students a number of different pathways towards future study at University including completing a Certificate in the VET Program. The school also has a partnership with Edith Cowan University that allow students to complete 'UniPrep Program' which gives them direct entry to a range of courses at several Universities (conditions apply).

ENDORSED PROGRAMS

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

AUTHORITY-DEVELOPED ENDORSED PROGRAMS

These endorsed programs are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued.

PROVIDER -DEVELOPED ENDORSED PROGRAMS

These endorsed programs are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in the attainment of a quality-assured certificate or award.

SCHOOL- DEVELOPED ENDORSED PROGRAMS

These endorsed programs are developed by individual schools in response to a particular need which cannot be met through a WACE course, a VET qualification or another endorsed program. Emmanuel Christian Community School has a School – Developed Endorsed Program.

SCHOOL ENDORSED CHRISTIAN STUDIES

This program celebrates the cultural diversity of Emmanuel Christian Community college, as well deeply explores the core beliefs that unite people as Christians. This Christian Studies course seeks to genuinely engage with Christianity as a truly multicultural faith. It gives opportunity to explore "shared faith", building an understanding and valuing of cultural differences and diversity as well as providing students with the skills, knowledge and ability to make informed choices regarding their own faith. This course provides both ATAR and VET students with the skills to be critical thinkers, to make informed choices and appreciate the choices of others, which enhance employability skills that are valued in the workplace, wider community and globally.

This program when successfully completed will contribute 3 unit equivalent points to the WACE.

Other examples of endorsed programs at ECCS include Cadets, UniPrep program, Authority Developed Workplace Learning.

CADETS WA | EMERGENCY SERVICES CADET CORPS

The Cadets WA program presents secondary school students with the opportunity to follow the training service ideas of the following emergency service groups.

- Bush Fire Brigade
- Fire and Rescue Service

- State Emergency Service
- Volunteer Marine Rescue Service

Emergency Service Cadets participate in interesting and challenging training that:

- Provides practical life skills
- Develops leadership, teamwork and initiative talents
- Fosters qualities of community responsibility and service

CORE MODULES:

- First-Aid
- Radio Communications
- Fire safety and basic fire lighting
- Rescue techniques
- Navigation and bush craft
- Drill and ceremonial

ELECTIVE MODULES:

- Abseiling
- Boat and water safety
- Rescue techniques
- Camping
- Counter disaster training
- Sea, search and rescue techniques

WORKPLACE LEARNING (ADWPL)

Workplace Learning is an Authority-developed endorsed program. To complete this endorsed program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook.

The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace.

All Career and Enterprise students in the General pathway will have the opportunity to complete two blocks of work placements in Year 11 and two blocks of work placements in Year 12.

For WACE purposes a student can count a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12.

EDITH COWAN UNIVERSITY UNIPREP COURSE | JOONDALUP CAMPUS

Emmanuel Christian Community School is in partnership with Edith Cowan University, to provide students the opportunity to complete 'UniPrep Enabling Course' which gives them direct entry to a range of courses at University (conditions apply).

The UniPrep program will provide academic skills development, university experiences, and pathways to tertiary study, it is designed to complement, not replace students' current WACE and ATAR academic endeavours.

To successfully complete the program, students will undertake four units

- Employability and Learning Skills – exposes students to the learning skills required by tertiary students.
- Academic Writing – focuses on the writing skills required for academic essays and reports.

- Humanities – introduces key concepts and frameworks explored in humanities subjects.
- Mathematics – teaches mathematical concepts and techniques required for university.

WHAT HAPPENS ON SUCCESSFUL COMPLETION?

School students who successfully complete the program and achieve their WACE certificate will receive a notional ATAR of 70. This will provide entry into some ECU or other university courses.

VET TRANSITION PROGRAM

The 3 Day VET Program (3 days at school/1or 2 days at TAFE and 1 day in the workplace) includes workplace learning and attendance at TAFE. The VET Coordinator will provide students and parents with the latest additions to this program.

This course includes a full VET qualification and mandatory workplace learning. VET courses contribute towards the WACE as course units. Qualifications undertaken through VET courses can be used to meet the Certificate II or higher requirement of the WACE. The workplace learning component of the course contributes as unit equivalents towards the WACE. Students who intend to enrol in a TAFE or the workforce straight from school will choose the VET pathway. Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

UNIVERSITY OF WESTERN AUSTRALIA (UWA)

Emmanuel Christian Community School has been recognised as a BROADWAY school for the University of Western Australia. This allows eligible students from a Broadway-identified Western Australian school to receive an automated ATAR adjustment if the school at which they completed their final WACE examinations:

BROADWAY PROGRAM

Any student from a Broadway UWA school who submits an application through the Tertiary Institutions Service Centre (TISC) for admission to UWA will be automatically identified and assessed against Broadway UWA criteria; there is no need to submit a separate application for Broadway UWA.

Eligible students will be notified through their Universities' Admissions Advice Letter (UAAL), on the TISC website, when they receive and view their WA Certificate of Education (WACE) results in late December.

It is important to note that eligibility for UWA undergraduate scholarships will continue to be based on original ATARs and not on adjusted selection ranks.

UWA HACKETT SCHOLARSHIP

Metropolitan Broadway schools – if you rank in your school's top 10 per cent and make UWA your first preference, they will give you $1,500 per year to help you with your studies.

FAIRWAY PROGRAM

Fairway UWA is an admission entry pathway and comprehensive support program for students completing Year 12 under challenging circumstances. The program provides academic, financial and personal support, and it is responsive to individual student needs, throughout their final year of secondary school and during their university studies.

WACE |KEY TERMS

Senior secondary schooling in Western Australia covers students in Year 11 and Year 12.

WASSA

The Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia.

WACE

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers.

GENERAL REQUIREMENTS

General requirements for students in Year 11 completing the WACE in 2021
Students must:

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy
- Complete a minimum of 20 units, or equivalents as described below complete:
- At least four Year 12 ATAR courses,* or
- At least five Year 12 General courses** (or a combination of General and up to three Year 12 ATAR courses) or equivalent,*** or
- A Certificate II**** (or higher*****) VET qualification in combination with ATAR, General or
- Foundation courses.

*In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved Sickness/Misadventure Application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

**Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Where students are not undertaking a program of study of either at least four Year 12 ATAR courses or at least five Year 12 General courses and/or ATAR courses (i.e. their program of study includes one or more Foundation course/s in Year 12), then these students must also complete a Certificate II or higher to achieve the WACE. 12 11 Section 1: Senior secondary schooling in Western Australia WACE Manual 2020 5

***Up to two units from endorsed programs can be used to meet this requirement.

****In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

*****The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria

LITERACY AND NUMERACY STANDARD REQUIREMENT

Students must demonstrate minimum standards of literacy and numeracy by either:

- demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA); or

- pre-qualifying for a particular component by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN and being exempted from that component in the OLNA.

BREADTH AND DEPTH REQUIREMENT

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technologies).

LIST A AND LIST B SUBJECTS AT EMMANUEL CHRISTIAN COMMUNITY SCHOOL 2021

LIST A	LIST B
Career and Enterprise General	Chemistry ATAR
Design Photography ATAR	Human Biology ATAR
English ATAR	Human Biology General
English General & Foundations	Mathematics Applications ATAR
Modern History ATAR	Mathematics Methods ATAR
Media Production and Analysis ATAR	Mathematics Essential & Foundation
Politics & Law ATAR	Physical Education Studies ATAR
Visual Arts ATAR	Physical Education Studies General
Health Studies General POTENTIALLY BEING OFFERED	Physics ATAR
	Materials Design and Technology - Wood General POTENTIALLY BEING OFFERED
	Applied Information Technology ATAR POTENTIALLY BEING OFFERED
	Psychology ATAR POTENTIALLY BEING OFFERED

CERTIFICATE COURSES AT EMMANUEL CHRISTIAN COMMUNITY SCHOOL 2021

Certificate II in Hospitality POTENTIALLY BEING OFFERED	Certificate II in Health Support Services POTENTIALLY BEING OFFERED

ACHIEVEMENT STANDARD REQUIREMENT

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.

UNIT EQUIVALENTS

The WACE requirement for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course. You can obtain unit equivalents through VET qualifications and/or endorsed programs. The

maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units. You may obtain:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met). (See the WACE Manual for further information).

You can find unit equivalents for endorsed programs on the Authority's approved list of endorsed programs see (http://seniorsecondary.scsa.wa.edu.au/syllabus-andsupportmaterials/endorsedprograms).

EXAMPLES OF STUDY OPTIONS

Study Option	Courses studied (with minimum 'C' grade achievement	Eligibility for WACE certification	Eligibility for ATAR
1	6 Year 11 ATAR courses 5 Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes
2	5 Year 11 ATAR courses 1 Year 11 General course 5 year 12 ATAR courses	Yes (22 Units, 10 Year 12)	Yes
3	5 Year 11 ATAR courses + Uniprep (Endorsed program) 4 Year 12 ATAR courses + Uniprep (Endorsed program)	Yes (22 Units, 10 Year 12)	Yes
4	3 General Year 11 & Year 12 courses VET Cert II Endorsed Program Workplace Learning	Yes (20 Units)	No
5	4 General Year 11 & 12 courses VET Cert II	Yes (20 Units)	No
6	5 General Year 11 & 12 courses	Yes (20 Units)	No

ATAR

An Australian Tertiary Admission Rank (ATAR) is calculated using the school assessment and ATAR course examination results combined. Student results from ATAR course examinations are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR. The ATAR reports a student's rank position relative to all other students for a particular year. It ranges from 99.95 to zero and is derived from a student's Tertiary Entrance Aggregate (TEA). The TEA is calculated by adding the student's best four scaled scores, plus bonuses where applicable. The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see TISC website at www.tisc.edu.au for information about Undergraduate Admission Requirements for School Leavers).

ATAR COURSE

An ATAR course is offered at two year levels, each of which has a specified syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. Year 12 ATAR courses are examined by SCSA. These examinations are referred to as ATAR course examinations, and are conducted at the end of Year 12. ATAR courses are designed for students who are aiming to go to university. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

EXAMINATIONS

All students who are enrolled in ATAR courses are required to sit the external exam in year 12, which may include both a written and a practical exam in some courses. If they do not sit, or do not make a genuine attempt in the ATAR course, that pair of units will not contribute towards any of the WACE requirements, nor will their marks or grades be recorded on their WASSA.

- TEA

Tertiary Entrance Aggregate – from 4 best ATAR courses

Relating Year 11 to likely Year 12 Performance

Marks in Year 11 best four courses	Approximate grade average	Likely ATAR
Averaging about 80	A	97
Averaging about 75	A	94
Averaging about 70	B	90
Averaging about 65	B	85
Averaging about 60	C	79
Averaging about 55	C	70
Averaging about 50	C	60
Averaging about 45	D	51

ATAR Examples

ATAR	TEA (average mark)
55	188.3 (47%)
70	223.6 (56%)
75	235.4 (59%)
80	247.9 (62%)
85	263.1 (66%)
90	280.3 (70%)
95	305.2 (76%)
99.95	392.9 (98%)

General and Foundation Courses

EXTERNALLY SET TASK

The externally set tasks (EST) are assessment tasks for each Year 12 General and Foundation course which are set by SCASA and distributed to schools for administering to students. All students enrolled in a Year 12 General or Foundation course are required to complete the EST. The EST is part of the assessment program for each General and Foundation Year 12 course and the same rules, procedures and penalties used for other assessment tasks will be applied.

TERTIARY ENTRANCE

Students wishing to enter university in 2023 will usually need to:

1. Qualify for the WACE

2. Attain competence in English

3. Satisfy course prerequisites

4. Obtain a sufficiently high ATAR

5. Bonuses

All universities offer alternative entry pathways. See later section: 'Further Information from Individual Universities' and go to each university's web site for full details. The Tertiary Institutions Service Centre (TISC) also regularly updates their website with useful university information.

WACE

Universities require students to demonstrate breadth of study. Students are able to address this requirement by qualifying for the WACE.

COMPETENCE IN ENGLISH

Students must achieve the selected university's requirements for English Language Competence:

- Scaled mark of at least 50 in ATAR English, Literature or EALD, or
- Meet university specific concessions where a scaled mark of 50 has not been achieved.
- Demonstrate competence through the Special Tertiary Admissions Test (STAT)

Students can find out more information about university concessions and alternative admission pathways by visiting the websites of each university. Further information is available from the following websites:

- Tertiary Institutions Service Centre (TISC) www.tisc.edu.au
- School Curriculum and Standards Authority (SCSA) www.scsa.wa.edu.au

PREREQUISITES

Many university courses specify that certain subjects must be undertaken by students in Year 12 as background knowledge needed to be able to apply to enter their particular course. Refer to course information from individual universities for details.

SUFFICIENTLY HIGH ATAR

TISC is responsible for the ranking of students for university entrance. An ATAR is calculated using school assessment and WACE examination results.

BONUSES

A Mathematics bonus of 10% of the scaled score also applies for Mathematics Methods.

TAFE ENTRANCE

TAFE offers various levels of courses to accommodate the needs of students from Certificate I to Diploma and Advanced-Diploma qualifications.

The length of these courses varies according to the study area selected. TAFE will provide students with details.

Entry requirements are designed to ensure all those who gain entry to a course have the competencies or skills and abilities to effectively participate in the program. These competencies cover communication (reading, writing, speaking and listening) and mathematical skills.

All applicants must meet entry requirements. Courses are split into competitive and non-competitive entry. Competitive entry means there are more applicants than places available. To enter the 20% of courses that have competitive entry (30% in the case of metropolitan campuses), students need to meet specific selection criteria.

See the TAFE "Full Time Studies Guide" that maps evidence of achievement to entry requirements on the TAFE website: www.fulltimecourses.tafe.wa.edu.au

VOCATIONAL EDUCATION AND TRAINING

In the VET area, students have the opportunity to explore possible career pathways and investigate the training required at university, TAFE or in apprenticeships or traineeships. There are opportunities to commence studies with TAFE, apprenticeships or traineeships while still in Year 11, increasing eligibility for further skills training and future employment. Certificates and units of competency are nationally recognised and also give students the opportunity to gain entry to university in a number of courses.

THE VET TRANSITION PROGRAM INCLUDES:

- 3 Day in-school VET Program, including Certificates and General Courses completed.
- 2 Day out of school program including, Certificates completed at TAFE and Workplace Learning (ADWPL)

3 Day VET Program (in-school)
This Program has been developed for students who intend gaining entry to TAFE, or university via TAFE or work. These students will have the opportunity of gaining dual certification: WACE and TAFE certification at the completion of the course.

Students may be enrolled in the following courses in-school:
Career and Enterprise: General
English: General (ATAR English may be available)
Human Biology: General
Health studies: General
Mathematics: Essentials

Students will also be enrolled in the following 2 courses out-of-school:
- A Certificate from a TAFE
- Endorsed Program - Workplace Learning (ADWPL)

A limited number of places will be available for some TAFE profile funded courses.

SCHOOL BASED APPRENTICESHIPS

This program is normally for Year 12 students after they have successfully completed the VET Transition Program in Year 11. The student is contracted to an employer, to start their apprenticeship while still at school. Limited availability.

SCHOOL BASED TRAINEESHIPS

Students complete two days training in the workplace gaining a Certificate II. This is a pathway to an apprenticeship. Limited availability.

WORKPLACE LEARNING (ADWPL)

Authority-Developed Workplace Learning (ADWPL) provides an invaluable opportunity for students to develop the many skills they need for employment. Students will receive meaningful training for the transition from school to work, the opportunity to acquire 'hands-on' experience and practical training in the workplace and SCSA recognition towards a WACE. To enroll in Workplace Learning students must be enrolled in Career and Enterprise.

Success in these studies will be shown on the student's WASSA from SCSA and contribute to the student achieving a WACE. Success in ADWPL may contribute significantly to a student's successful entry to a TAFE.

For those students enrolled in Career and Enterprise the in-class requirements of ADWPL are done as part of this course.

COMPETENCY-BASED ASSESSMENT

All certificate courses provided at school or through the VET Transition Program are competency based.

The Australian National Training Authority (ANTA) defines a 'competency' as: 'The specification of knowledge and skill, and the application of that knowledge and skill within an occupation or industry level to the standard or performance required in employment.' That is, the ability to perform a job to the level of performance required in the workplace.

Competency-based assessment (CBA) is the process of collecting evidence and making judgments on whether a learner is able to demonstrate the competencies identified by industry as essential for satisfactory performance in the workplace.

The learner demonstrates that she/he has achieved all the required competencies. A learner is assessed as either not yet having achieved the competencies or as competent.

RECOGNITION OF PRIOR LEARNING

Emmanuel Christian Community School recognises that knowledge and skills may have been obtained in other environments and these may contribute to the attainment of units of competency within the school's scope. Students wishing to claim recognition of prior learning should obtain an application form from the VET Coordinator.

3 DAY VET PROGRAM

The following certificates ***may*** be offered in 2021 as part of our program with various external providers (NM TAFE/ SM TAFE). Other certificates may become available. If the certificate you are interested in is not in the following list please contact the VET Coordinator.

POTENTIAL COURSES:

Aero Mechanic Cert II
Automotive Light & Heavy Cert II
Business Cert II, Cert III
Business Legal Cert III
Community Services Cert II, Cert III
Computer Repair Cert II
Logisitics Cert II
Construction Cert II (Various trades)
Make Up Cert II, Cert III
Electrotech Cert II
Medical Services First Response Cert II
Engineering - Technical Cert III
Panel and Paint Cert II
Population Health Cert III (Nursing)
Plant Processing Cert II
Plumbing Cert II
Preparation for Nursing & Health Science Cert IV
Retail Cert II
Sampling and Measurement Cert II
Sound Production Cert II, Cert III
Teacher Assistant Cert III
Dental Assistant Cert III, IV
Interactive Media Cert III
Tourism Cert III
Design Cert IV
Kitchen Operations (Chef) Cert II

Auto Electrical Cert II
Baking Cert II
Aviation (Cabin Crew) Cert III
Child Care Cert II
Carpentry Cert II
Civil Construction Cert II
Ed Support Cert II, Cert III
Media Cert 11, Cert III
Digital Games Cert III
Engineering - Trade Cert II
Early Childhood Education Cert III
Music Cert III, Cert IV
Events Cert III
Fashion Cert II
Fitting and Machining Cert II
Floristry Cert II
Hairdressing Cert II
Health Care Assistance Cert II
Horticulture Cert II
Hospitality Cert II (Chef)

Check the following link for the 2021 Course Guide

www.northmetrotafe.wa.edu.au/courses/study-types/VETDSS

ENROLLING IN YEAR 11 IN 2021

Students wishing to enrol at Emmanuel Christian Community School must be enrolled in and studying six (6) courses, or the equivalent, in each semester.

All students must study one of the following: English ATAR, English General, or English Foundation

All students must choose at least one course from List A and at least one from List B.

Students wishing to compete for special SCSA awards at the end of Year 12 should study at least two from each list.

Students wishing to gain an ATAR must study a minimum of four (4) ATAR courses in which they intend sitting the external assessment/exam at the end of 2022.

PREREQUISITES

Many Year 11 courses have a specific prerequisite. For 2021, this is expressed as the grade awarded in Year 10. The prerequisite is based on the degree of difficulty of the Year 11 course and the kind of background students need to be successful. Students should check the following pages carefully to ensure they have met the prerequisite for a course they wish to study. If a student has not met the prerequisite for a course, they are not eligible to enrol in that course. Students who do not meet prerequisites and still wish to be considered for entry into a course must gain approval from the Head of Learning Area (HOLA) of that course.

ELIGIBILITY FOR FOUNDATION COURSES

The only students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have not yet demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10. This will be negotiated with eligible students at the end of 2020.

ENROLMENT PROCESS FOR COURSE SELECTION

The enrolment process will be conducted online via the student portal. Each student will be given a webcode to log on to complete the online subject selection form, students will only be able to enrol in those courses for which they have met the prerequisites.

- Students who do not meet pre-requisites and still wish to be considered for entry into a course must gain approval from the Head of Learning Area (HOLA) of that course.
- Students who wish to enroll in the VET program must make an appointment with the VET Coordinator.
- Not all courses that are offered are likely to run. Timetabling constraints may affect the availability of courses. This means that students may need to reselect. Classes will only run where there are viable numbers.
- Students who wish to make changes to their course selections must make an appointment to see the Deputy of Curriculum. All requests must be accompanied by a letter or change of selection form from the parent

COURSE SELECTIONS AT EMMANUEL CHRISTIAN COMMUNITY SCHOOL

THE ARTS

YEAR 11 VISUAL ARTS | AEVAR

Recommendation

'C' grade in Year 10 English or 'B' grade in Year 10 EALD or 'C' grade in Year 10 Visual Arts with possible interview

In the Visual Arts ATAR course, students will engage in traditional, modern and contemporary media and techniques within the broad areas of art forms i.e. drawing, painting, sculptor, textiles, printmaking etc. Students will explore and present their ideas and final art works in a public setting, and in the process, gain an understanding of the role artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts course is divided into two content areas: Art Making and Art Interpretation and aims to prepare students to think creatively and develop their visual literacy and problem-solving skills.

UNIT 1 - Differences

Students will be exposed to different forms of visual arts from past and present contexts as sources of inspiration and stimulus for developing ideas and producing original artworks. Students will explore different materials, media and techniques when investigating and expressing their ideas.

UNIT 2 - Identities

Students will explore concepts or issues related to personal, social, cultural or gender identity. Students will gain an awareness how art gives form to ideas and issues that concern the wider community. They will develop an understanding of how the visual arts may be both socially affirming and challenging.

Possible Excursions/Events

As students, will be involved in a number of exhibition and excursions, there is a requirement for outside of class time commitment. i.e Community events and Arts MADD Festival (Term 4).

ASSESSMENTS

- Production 50%
- Response 30%
- Written Exam 20%

CAREER POSSIBILITIES

Students with a keen interest in Visual Arts may pursue a career in all areas of Arts; public art, fine art, graphic design, architecture and arts management. Other career possibilities include; art instructor, exhibition designer, teaching, art therapist, game designer, art preservation, illustration, film/ TV set/ prop design and animator.

YEAR 12 VISUAL ARTS | ATVAR

Recommendation

'C' grade with course mark of 58 or higher in Year 11 Visual Arts.

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3 – Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries.

UNIT 4 – Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

ASSESSMENTS

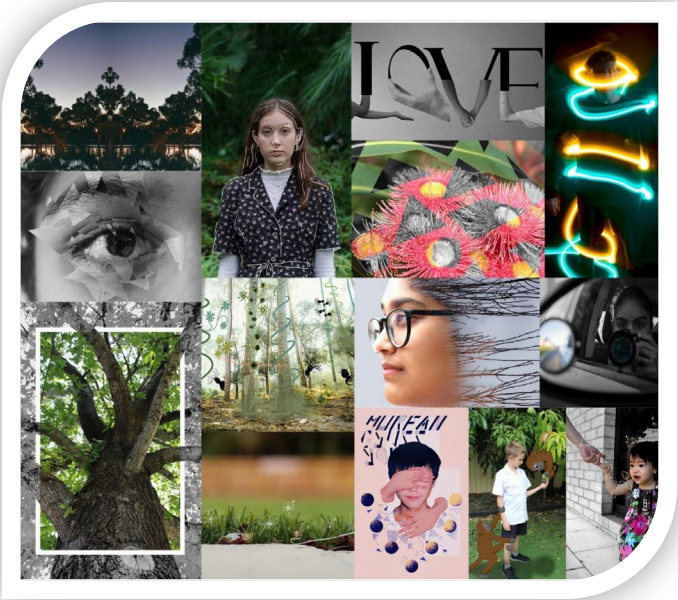
- Analysis 35%
- Investigation 35%
- Written Exam 30%

CAREER POSSIBILITIES

Students with a keen interest in Visual Arts may pursue a career in all areas of art instructor, exhibition designer, teaching, art therapist, game designer, art preservation, illustration, film/ TV set/ prop design and animator.
Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, IT skills, collaboration, critical thinking, research and analytical skills.

YEAR 11 DESIGN PHOTOGRAPHY | AEDES

Recommendation



'C' grade in Year 10 English with possible interview.

Design is strongly recommended for any student interested in a pathway where creativity, innovation and practical problem solving are the main focus.

Students in the Design: Photography ATAR course will gain a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to a given audience with specific intentions and/ or purpose.

Students will be exposed to a variety of communication forms in both photography and design. Design Photography projects will allow students to demonstrate their skills and understandings of visual literacy in design principles and processes, and to devise innovative strategies within a design brief.

UNIT 1 - Product Design

Students will have the opportunity to explore a range of Photography and Design styles including magazine design, fashion photography, billboards, still life, product advertisements, as well as landscape, food and lifestyle photography.

UNIT 2 - Cultural Design

Through the design process students will develop an understanding how society is made up of different cultural groups who share diverse values, attitudes, beliefs, behaviour and needs, and use different forms of visual communication to convey this.

ASSESSMENTS

Assessment tasks will include portfolio work, research and evaluation based tasks specific to the theme or style of photography being studied.

- Production 50%
- Response 30%
- Written Exam 20%

CAREER POSSIBILITIES

Students with a keen interest in Design may pursue a career in all areas of photography, freelance, commercial, industry, studio and portraiture. Photojournalism, social media, graphic design, animation, digital game design, media studies.

YEAR 12 DESIGN PHOTOGRAPHY| ATDES

Students in the Design: Photography ATAR course will gain a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to an given audience with specific intentions and/ or purpose.

Students will be exposed to a variety of communication forms in both photography and design. Design Photography projects will allow students to demonstrate their skills and understandings of visual literacy in design principles and processes, and to devise innovative strategies within a design brief.

UNIT 3 – Commercial design

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.

Photography: book cover and magazine design; outdoor advertising design; print advertising campaign; calendar design; still life, portrait; fashion; landscape photography; narrative photography; anti-advertisements; services; organisations and non-profit organisations; formal portrait; environmental portrait; landscape; architectural; reportage; event; macro; corporate portraiture

UNIT 4 – Influential design

Students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.

Photography: print design; poster design; surrealism; photo montage and joiners; creative portrait and fashion; urban landscape photography; creative advertising; advertising campaign; third world issues created by first world consumers; gender politics; mental health issues; health related; counter culture; persuasive advertising

ASSESSMENTS

Assessment tasks will include portfolio work, research and evaluation based tasks specific to the theme or style of photography being studied.

- Production Practical (Portfolio) 100%
- Written Response 40%
- Written Exam 60%

CAREER POSSIBILITIES

Students with a keen interest in Design may pursue a career in all areas of photography, freelance, commercial, industry, studio and portraiture. Other career possibilities include Photojournalism, social media, graphic design, animation, digital game design, media studies.

YEAR 11 MEDIA PRODUCTION AND ANALYSIS |AEMPA

In the Media Production and Analysis ATAR course students will be prepared for a future in a digital and interconnected world by providing the 21st Century Media skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students will learn the languages of media communication and how a story is constructed using representations. Students will explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding how this is done under social, cultural and institutional constraints. As users and creators of media products, students will consider the important role of audiences and their context. Students will extend their media understanding through a number of individual and group production practices and responsibilities.

Unit 1 – Popular Culture

Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Unit 2 – Journalism

In this unit students will further their understanding of journalistic media. Students will analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work.

ASSESSMENTS

- Production 50%
- Response 30%
- Written 20%

CAREER POSSIBILITIES

Students with a keen interest in Media may pursue a career in Film Making, Communication and Media Studies, journalism, IT, events management.

YEAR 12 MEDIA PRODUCTION AND ANALYSIS |ATMPA

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3 – Media Art

In this unit students will analyse, view, listen to and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences' interpretations. They consider the representation of values and technological developments that influence perceptions of art within media work.

UNIT 4 – Power and Persuasion

The focus for this unit is power and persuasion. Through this broad focus, students extend their understanding of persuasive media, examining the way the media is able to reflect, challenge and shape values and attitudes. They critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences.

Practical (production)

Extended production project which can be completed as either a single task or as separate tasks.

Students explore ideas, control and manage the processes required to achieve/manage the aesthetic quality of production.

Independently, and in teams, manage a range of production processes, evaluating and modifying them as necessary.

Demonstrate an understanding of styles, structures, codes and conventions and demonstrate the development of confidence and competence in the use of technologies, skills and processes in a range of contexts.

Reflect on and evaluate own and peer production work.

ASSESSMENTS

- Practical Production 100%
- Written Response 40%
- Written Exam 60%

CAREER POSSIBILITIES

Students with a keen interest in Media may pursue a career in Film Making, Communication and Media Studies, journalism, IT, events management, Social media Manager, Producer, program researcher, broadcasting/film, editor, and animator.
Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisational skills and time management.

ENGLISH

To cater for all students' needs and abilities, Emmanuel Christian Community School offers two English courses – General and ATAR. Each course is organised into 4 units, with Unit 1 and Unit 2 delivered in Year 11 and Unit 3 and Unit 4 in Year 12.

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

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.

ENGLISH ATAR | AEENG

Recommendation

A 'C' grade in Year 10 English with a course mark of 60 or higher.

The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.
Students refine their skills across all language modes by engaging critically and creatively with texts.
They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations. All students enrolled in the English ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4.

UNIT 1

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

UNIT 2

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

ASSESSMENTS

- 2 Examinations
- Assessment Tasks which include Composing, Responding and comprehending (both written and oral tasks)
- Comparability tasks

Source: https://senior-secondary.scsa.wa.edu.au

ENGLISH GENERAL | GEENG

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. The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

UNIT 1

This unit focuses on comprehending and responding to the ideas and information presented in texts.

- Employ a variety of strategies to assist comprehension
- Read, view and listen to texts to connect, interpret and visualise ideas
- Learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- Consider how organisational features of texts help the audience to understand the text
- Learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts
- Communicate ideas and information clearly and correctly in a range of contexts
- Apply their understanding of language through the creation of texts for different purposes

UNIT 2

This unit focuses on interpreting ideas and arguments in a range of texts and contexts.

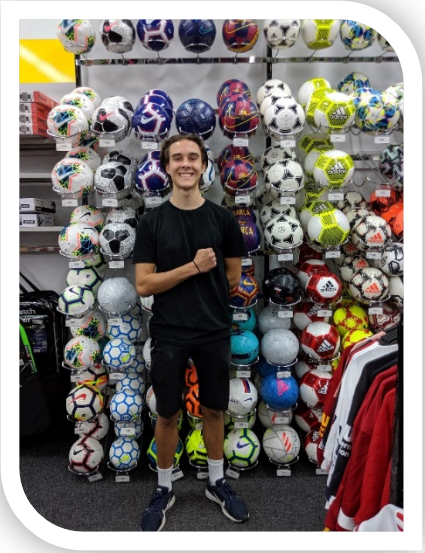
- Analyse text structures and language features and identify the ideas, arguments and values expressed
- Consider the purposes and possible audiences of texts
- Examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- Integrate relevant information and ideas from texts to develop their own interpretations
- Learn to interact effectively in a range of contexts
- Create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

ASSESSMENTS

- Portfolio or Journal Tasks, including homework, comprehension etc.
- 2-4 Comparability Tests
- Assessment Tasks which include Speaking and Listening Tasks

HEALTH & PHYSICAL EDUCATION

YEAR 11 PHYSICAL EDUCATION STUDIES ATAR | AEPES



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

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

UNIT 1 - Skills for physical activity

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

UNIT 2 - Self-management and interpersonal skills for physical activity

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

ASSESSMENTS

- Response 15%
- Investigation 15%
- Examination 40%
- Practical 30%

CAREER POSSIBILITIES

Sports Science, sports medicine, coaching, elite sports management, athlete participation, psychology and allied health services like nutritionists, physiotherapists, etc.

YEAR 12 PHYSICAL EDUCATION STUDIES ATAR | ATPES

Recommendation

'C' grade with course mark of 58 or higher in Year 11 Physical Education Studies.

Physical Education Studies ATAR Year 12 syllabus, it is recommended the focus of study be one or two sports from the prescribed list for the practical (performance) ATAR course examination. This will provide a greater level of comparability between school and examination marks and inform future moderation processes for Physical Education Studies.

PRESCRIBED LIST OF SPORTS FOR PRACTICAL ATAR EXAMINATION

• AFL	• Badminton
• Basketball	• Cricket
• Hockey	• Netball
• Soccer	• Tennis
• Touch	• Volleyball

Unit 3 - Knowledge and understanding of movement and conditioning concepts for physical activity

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

Unit 4 - – Knowledge and understanding of sport psychology concepts for physical activity

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

Practical (performance) 70%

Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course. Evidence can include: direct observation, checklists, use of video and/or oral presentation*[1].

*[1] Oral presentation is recommended for assessment of students who, at the time of assessment, are unable to participate due to illness or injury. The format of this assessment should reflect the alternative examination.

Practical (performance) examination 30%

Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in a sport*[2] studied at school while performing within a competitive situation.

*[2] If a class is studying one sport for the whole year, the examination will be on that sport at different times of the year. If a class is studying two sports, each examination will cover one of the sports studied.

ASSESSMENTS

• Response	25%	• Written Examination	55%
• Investigation	20%	• Practical	30%

YEAR 11 PHYSICAL EDUCATION STUDIES GENERAL | GEPES

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

UNIT 1

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

UNIT 2

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

ASSESSMENTS

- Practical (performance) 50%
  Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. Evidence can include direct observation, checklists, and the use of video.
- Investigation 25%
- Response 25%

YEAR 11 HEALTH STUDIES GENERAL | GEHEA

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

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

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

Unit 1

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

Unit 2

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

ASSESSMENTS

- Inquiry 20%
- Project 50%
- Response 30%

CAREER POSSIBILITIES

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

YEAR 12 HEALTH STUDIES GENERAL | GTHEA

Unit 3

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

Unit 4

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

ASSESSMENTS

- Inquiry 20%
- Project 40%
- Response 25%
- Externally set task 15%

CAREER POSSIBILITIES

Health Studies is designed for those students interested in pursuing a pathway to Health, Social and Community Services and related TAFE courses and fields of employment. Health Studies facilitates the development of knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

HUMANITIES AND SOCIAL SCIENCES

CAREER AND ENTERPRISE | GECAE

CAREER AND ENTERPRISE GENERAL AND WORKPLACE LEARNING (ADWPL)

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

This course includes enrolment in ADWPL. Students will undertake work experience.

Students explore the changing world of work, and are equipped with the knowledge, skills and attitude to enable them to be enterprising and proactive managers of their career development regardless of the pathway they choose. Every student will need to research their career, know how to prepare a resume, be successful at an interview and develop an understanding of the skills needed to be successful in the ever-changing world of work.

ASSESSMENTS

- Investigation 30%
- Production 30%
- Individual pathway plan 20%
- Response 20%

CAREER POSSIBILITIES

Career and Enterprise is the only course that will prepare students for any employment pathway post-secondary schooling. Students will investigate the diverse and rapidly changing world of work, explore and develop their personal attributes, have opportunities to enhance communication skills and work collaboratively with their classmates. Having the skills to research a career, apply for a position, win and hold that job and recognise promotional opportunities are integral to Career and Enterprise and gives students an edge for entering the world of work.

YEAR 11 MODERN HISTORY ATAR | AEHIM

Recommendation

Recommended to do ATAR English.

Modern History has a strong vocational value and the skills acquired are applicable to many forms of employment. “In today’s fast changing workforce, the person who has broad based skills in acquiring and analysing information, in comprehension and communication has the best foundation for a career” (Melbourne University). Learning the skill of critical inquiry is essential for people working in business, government, law, science, industry, tourism, media, medicine and teaching. All these transferable skills are developed through the study of history. 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. It enhances students’ curiosity and imagination and their appreciation of larger themes, individuals, historical movements, events and ideas that have shaped the contemporary world.

This course develops a number of essential skills and historical concepts including:

- Research
- Evaluation of sources for example their usefulness, perspective and contestability
- Synthesis and use of evidence
- Analysis of different interpretations and representations
- Analytical and critical thinking
- Cause and effect
- Effective written and aural communication

UNIT 1

Understanding the Modern World: Capitalism the American Experience 1907-1941 This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. These ideas have inspired many and have had far-reaching consequences. The course includes the social, economic and political aspects associated with the development of capitalism in America and some of the individuals who shaped the modern world.

UNIT 2

Movements for change in the 20th Century: Nazism in Germany This unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. The course begins at the end of World War I and identifies the reasons for the rise of Nazism and individuals such as Adolf Hitler. The circumstances and techniques that permitted their rise to power and the effects of the Nazi movement had on society are examined.

ASSESSMENTS

- Historical Inquiry 20%
- Explanation 20%
- Source analysis 30%
- Exams 30%

CAREER POSSIBILITIES

Tour guide, librarian, archaeologist, criminologist, journalist, author, and archivist.

YEAR 12 MODERN HISTORY ATAR | ATHIM

Recommendation

'C' grade with course mark of 58 or higher in Year 11 Modern History.

The Modern History ATAR course continues to develop student learning in history through the two strands of Historical Knowledge and Understanding, and Historical Skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

UNIT 3 – Modern nations in the 20th century

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

UNIT 4 – The modern world since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students' understanding of the contemporary world – that is, why we are here at this point in time.

ASSESSMENTS

- Historical inquiry 20%
- Explanation 20%
- Source analysis 20%
- Examination 40%

CAREER POSSIBILITIES

Tour guide, librarian, archaeologist, criminologist, journalist, author, and archivist

YEAR 11 POLITICS AND LAW ATAR | AEPAL

Recommendation

Recommended to do ATAR English.

The Politics and Law ATAR course provides a study of the processes of decision making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practiced in Australia and makes comparisons with other political and legal systems.

Democracy is not a spectator sport. It asks each of us to become involved by participating in the direction we want our country to take. So it follows that we need an understanding of the principles, structures and processes of institutions such as parliament and the courts, elections, political parties and the way our political and legal system works. The content, coupled with the development of analytical skills and examination of values as outlined in this course, will empower students to become active participants in the political and legal decisions that impact on their lives and the future of their communities.

UNIT 1 – Democracy and the rule of law

This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system.

UNIT 2 – Representation and justice

This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

ASSESSMENTS

- Investigation 10%
- Source Analysis 20%
- Short Answer 20%
- Essay 20%
- Examinations 30%

CAREER POSSIBILITIES

Politics & Law will be of interest to those students who are considering a career in law, foreign affairs, industrial relations, politics, government (i.e. at local, state or federal levels), public administration, journalism, business management and commerce.

YEAR 12 POLITICS AND LAW ATAR | ATPAL

Recommendation

'C' grade with course mark of 58 or higher in Year 11 Politics & Law.

The Year 12 syllabus is divided into two units which are delivered as a pair.

The Politics and Law ATAR course develops student learning through three content areas:

- Political and legal systems
- Political and legal issues
- Political and legal research skills.

UNIT 3 – Political and legal power

This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

UNIT 4 – Accountability and rights

This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

ASSESSMENTS

• Investigation	10%
• Source Analysis	20%
• Short Answer	15%
• Essay	15%
• Examinations	40%

CAREER POSSIBILITIES

Politics & Law will be of interest to those students who are considering a career in law, foreign affairs, industrial relations, politics, government (i.e. at local, state or federal levels), public administration.

MATHEMATICS

MATHEMATICS METHODS: AEMAM

MATHEMATICS APPLICATIONS: AEMAA

MATHEMATICS ESSENTIAL: GEMAE

The three mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Recommendations

Please see Mrs Beulah Lombard, Head of Mathematics to determine eligibility for each of these courses.

ATAR COURSE: TEA BONUS

Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia have a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course option, Mathematics Methods. The bonus applies to the calculation of the Tertiary Entrance Aggregate (TEA). Ten percent of the final scaled score in Mathematics Methods ATAR will be added to the TEA, from which the ATAR is derived. The bonus from this course may be counted and will apply even if the scaled score from the course is not one of the student's best four scores. The brochure of University Admission has been updated to reflect the bonus and is available from the TISC website.

YEAR 11 MATHEMATICS METHODS |AEMAM

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.

UNIT 1

Contains the three topics:

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

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the

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

UNIT 2

Contains the three topics:

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

In Unit 2, exponential functions are introduced, and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced, and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

YEAR 12 MATHEMATICS METHODS |ATMAM

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3

Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

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

UNIT 4

Contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

The logarithmic function and its derivative are studied. Continuous random variables are introduced, and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

YEAR 11 MATHEMATICS APPLICATIONS | AEMAA

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences.

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.

UNIT 1

Contains the three topics:

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

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spread sheets. 'Algebra and matrices' continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. 'Shape and measurement' extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

UNIT 2

Contains the three topics:

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

'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. 'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

12 MATHEMATICS APPLICATIONS |ATMAA

The Year 12 syllabus is divided into two units which are delivered as a pair.

UNIT 3

Contains the three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. 'Graphs and networks' introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

UNIT 4

Contains the three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. 'Loans, investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision-making in practical situations.

ASSESSMENTS

- Response (Tests) 40%
- Investigations 20%
- Exams 40%

YEAR 11 MATHEMATICS ESSENTIAL GENERAL | GEMAE

The Mathematics Essential General course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

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

UNIT 1

This unit includes the following four topics:

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

UNIT 2

This unit includes the following four topics:

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

ASSESSMENTS

- Response 50%
- Practical 50%

Practical applications (included in both Unit 1 and Unit 2)
Students are required to practically apply mathematics understandings and skills using the mathematical thinking process to develop solutions or arrive at conclusions, to real-world tasks.
Statistical investigation process (included in Unit 2 only.)
A minimum of two tasks must be included for each unit with at least one statistical investigation process task for Unit 2.

YEAR 12 MATHEMATICS ESSENTIAL GENERAL | GEMAE

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3

This unit includes the following four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

UNIT 4

This unit includes the following three topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

ASSESSMENTS

• Response	40%
• Practical applications (included in both Unit 3 and Unit 4)	45%
• Externally set task	15%

SCIENCE

CHEMISTRY: AECHE
HUMAN BIOLOGY: AEHBY
HUMAN BIOLOGY: GEHBY
PHYSICS: AEPHY
PSYCHOLOGY: AEPSY

YEAR 11 CHEMISTRY | AECHE

Recommendation

A 'B' grade or higher in Science Extension.

Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us. The significant achievements of chemistry stretch across every facet of our lives. The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them. The Chemistry course provides opportunities for students to investigate properties and reactions of matter within a developing theoretical framework, enabling them to recommend applications and possible future uses, and hazards, of materials.

Students learn how to solve problems, both qualitative and quantitative, apply concepts and theories to new situations and communicate their understandings through equations, essays and short answers. The course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application in biological, environmental and industrial processes.

UNIT 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

UNIT 2 – Molecular interactions and reactions

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

ASSESSMENTS

- Semester Examinations 50%
- Science Inquiry 25%
- Tests 15%
- Extended Response Tasks 10%

YEAR 12 CHEMISTRY | ATCHE

Recommendation

'C' grade with course mark 58 or higher in Year 11 Chemistry.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

UNIT 3 – Equilibrium, acids and bases, and redox reactions

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

UNIT 4 – Organic chemistry and chemical synthesis

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

ASSESSMENTS

- Semester Examinations 50%
- Science Inquiry 20%
- Tests 20%
- Extended Response 10%

CAREER POSSIBILITIES

The study of Chemistry can lead to courses such as Pharmacy, Medicine, Biomedical Science, Chemical Engineering, Metallurgy

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YEAR 11 HUMAN BIOLOGY |AEHBY

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

Recommendation

High 'C' grade in Year 10 Science with an ability to memorize facts.

Human Biology covers a wide range of ideas relating to many aspects of the functioning human. In this course students will learn about the structure and functions the body can perform. Students will learn how the regulation of the body systems allows survival in a changing environment.

Students will learn of new discoveries that are increasing the understanding of human variations. Students will also learn of the causes of dysfunction, and of new treatments and preventative measures. Students will revisit genetics and learn of molecular genetics to allow evaluation of the impact of new biotechnological processes on individuals and society. Population genetics will be explored to highlight the longer-term changes leading to natural selection within and evolution of the human species. There is a strong emphasis on practical investigations that will encourage critical thinking, the evaluation of evidence, problem-solving and communication of understandings in scientific ways.

UNIT 1 – The functioning human body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

UNIT 2 – Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

ASSESSMENTS

- Tests 25%
- Extended Response 15%
- Science Inquiry 20%
- Semester Examinations 40%

CAREER POSSIBILITIES

An understanding of Human Biology will assist students to make lifestyle decisions for everyday life and will be valuable for a variety of possible career paths including medicine, biomedical science, pharmacy, paramedics, nursing and sports medicine.

YEAR 12 HUMAN BIOLOGY |ATHBY

Recommendation

'C' grade with course mark 58 or higher in Year 11 Human Biology.

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.

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

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

UNIT 3 – Homeostasis and disease

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

UNIT 4 – Human variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

ASSESSMENTS

- Tests 25%
- Extended Response 15%
- Science Inquiry 10%
- Semester Examinations 50%

CAREER POSSIBILITIES The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

YEAR 11 HUMAN BIOLOGY GENERAL |GEHBY

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

This course would complement Psychology, Health Studies and/or Certificate 11 Sport and Recreation.

UNIT 1 – Healthy body

This unit explores how the human body systems are interrelated to sustain life.

UNIT 2 – Reproduction

This unit explores the role of males and females in the process of reproduction.

ASSESSMENTS

- Tests 40%
- Extended Response 20%
- Science Inquiry 40%

CAREER POSSIBILITIES

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

YEAR 12 HUMAN BIOLOGY GENERAL |GTHBY

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

The Human Biology General course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7–10 Science curriculum. The three strands of this course should be taught in an integrated way. The content descriptions for Science Inquiry Skills, Science as a Human Endeavour and Science Understanding have been written so that this integration is possible in each unit.

UNIT 3 – Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

UNIT 4 – Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens.

ASSESSMENTS

- Tests 35%
- Extended Response 20%
- Science Inquiry 30%
- Externally Set Task 15%

CAREER POSSIBILITIES

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

YEAR 11 PHYSICS | AEPHY

Recommendation

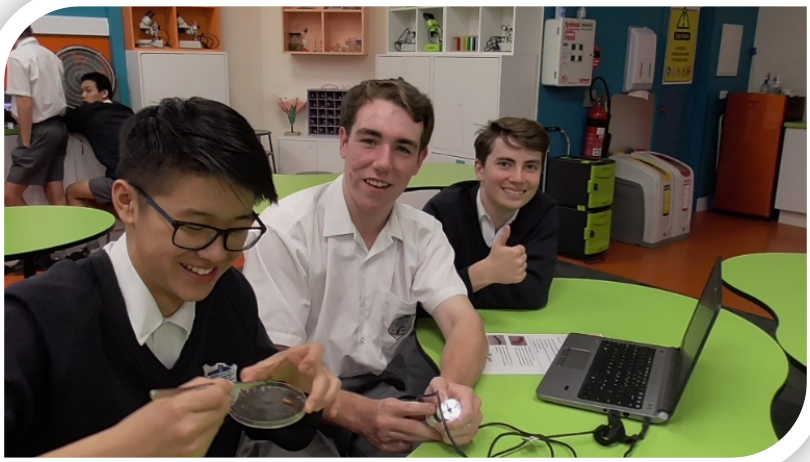
'B' grade or higher in Extension Science

Albert Einstein described a certain physics experiment as like looking at a watch and imagining what was going on inside it without opening the back. Physics is the science of physical phenomena, from the sub-atomic particles from which all matter is made to the universe as a whole.

In this course students investigate the natural and built world around them in a wide and interesting range of contexts. They explore the different forms of energy and energy transformations, and study how mechanical forces can shape the environment. They learn how electric and magnetic fields can be used in machines and electronic devices, why different materials are used in heating and cooling systems and how radioactivity is used in industrial situations.

UNIT 1 – Thermal, nuclear and electrical physics

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



UNIT 2 – Linear motion and waves

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

ASSESSMENTS

- Tests 30%
- Science Inquiry 30%
- Semester Examinations 40%

CAREER POSSIBILITIES

This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science related courses such as medical imaging, physiotherapy and aviation at tertiary institutions.

YEAR 12 PHYSICS | ATPHY

Recommendation

'C' grade with course mark of 58 or higher in Year 11 Physics.

The Physics ATAR course aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and skepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

UNIT 3 – Gravity and electromagnetism

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

UNIT 4 – Revolutions in modern physics

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

ASSESSMENTS

- Tests 30%
- Science Inquiry 20%
- Semester Examinations 50%

CAREER POSSIBILITIES

Physics is a prerequisite or a highly desirable course for many university sciences, medical and engineering related courses.

YEAR 11 PSYCHOLOGY ATAR | AEPSY

Recommendation

Recommended to study ATAR English and Mathematics Applications

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals.

Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way.

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

UNIT 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

UNIT 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

ASSESSMENTS

- Investigation 20%
- Response 30%
- Project 20%
- Examination 30%

CAREER POSSIBILITIES

Psychologist, criminologist, human relations officer, education.

YEAR 12 PSYCHOLOGY ATAR | ATPSY

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.

UNIT 3

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

UNIT 4

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

ASSESSMENTS

- Investigation 15%
- Response 30%
- Project 15%
- Examination 40%

CAREER POSSIBILITIES

Welfare worker, counsellor, registered nurse, psychologist

TECHNOLOGIES

YEAR 11 APPLIED INFORMATION TECHNOLOGY |AEAIT

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

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

UNIT 1 – Media information and communication technologies

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

UNIT 2 – Digital technologies in business

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

ASSESSMENTS

- Short Answer 15%
- Project 40%
- Extended Response 15%
- Examination 30%

CAREER POSSIBILITIES

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

YEAR 12 APPLIED INFORMATION TECHNOLOGY |ATAIT

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

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

UNIT 3 – Evolving digital technologies

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

UNIT 4 – Digital technologies within a global society

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

ASSESSMENTS

- Project 40%
- Short answer 10%
- Extended answer 10%
- Externally set task 40%

CAREER POSSIBILITIES

The Applied Technology course provides a sound theoretical and practical foundation, offering pathways to a wide range of technology based careers through university or TAFE.

YEAR 11 MATERIAL DESIGN AND TECHNOLOGY | GEMDTW

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

The Materials Design and Technology General course in wood is fundamentally a practical course of study. Using woods as a medium, the students will be required to design and make their own projects. Students will have the opportunity to use a variety of hand and power tools and the chance to use different types of wood and techniques to produce products that they have designed and manufactured.

UNIT 1

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.

UNIT 2

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

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

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

ASSESSMENTS

- Design 25%
- Response 15%
- Production 60%

CAREER POSSIBILITIES

It is a course intended to enhance student's hand –skills and expose them to an industry type environment.

YEAR 12 MATERIAL DESIGN AND TECHNOLOGY | GTMDTW

UNIT 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

UNIT 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

ASSESSMENTS

- Production Practical 50%
- Practical Portfolio 25%
- Written Response 10%
- Externally set task 15%

CAREER POSSIBILITIES

The course outcomes are relevant to a number of learning areas, including but not limited to, Technology and Enterprise, Society and Environment, The Arts, Science and Mathematics. This course also connects to the world of work, further vocational education and training and university pathways. Students may achieve vocational education and training (VET) competencies as they complete their design projects, while at the same time developing cognitive skills fundamental to designing in a practical context. This process enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

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

CERTIFICATE COURSES: TECHNOLOGIES

CERTIFICATE II IN HOSPITALITY |SIT20316

2-year duration

The focus of this certificate course is to develop skills in the hospitality industry. This two-year course enables students to gain a nationally recognised industry qualification whilst completing their school graduation. Students are provided with a range of unique opportunities like customer service, basic barista training, precision knife skills and general *mise en place* kitchen skills; including sandwich making. The emphasis is on preparation of dishes from a variety of cuisines that could be served at social functions.

Students enrolling in these courses will be expected to work out of hours when catering for special school functions.

This course also offers opportunities for students to access both long and short-term employment. Students will develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

Work practice

In addition to attending classes you will be required to undertake 163 hours of work placement. The work placement will be arranged by NMTAFE staff in partnership with the school.

https://training.gov.au/training/details/sit20316

ASSESSMENTS

This qualification assesses student's skills and knowledge to become competent in a variety of context, for example; hygiene, food safety, service of food and beverages, working effectively with others, interaction with customers. As a certificate course, a number of competencies are assessed. These include 6 core and 6 elective units of competency as shown in the table.

CAREER POSSIBILITIES

The Hospitality Industry is one of the fastest growing industries in Australia offering a wide range of employment opportunities. Certificate 11 in Hospitality SIT20316, is a nationally recognised 9ualification enabling a choice of careers in the Food and Beverage Industry, including preparing and serving espresso coffee in cafes, working as cooks, service attendants and apprentice chefs. Further study could see opportunities in Small Business Management, Environmental Health, Ethical and Sustainable marketing. Further information:

CERTIFICATE II IN HEALTH SUPPORT SERVICES | HLT23215

2-year duration

Open the door to a career in caring

The Certificate II in Health Support Services will enable you to work in the health, disability or aged care sector in a variety of different environments such as a hospital assistant, patient services assistant, catering staff, cleaner, gardener, stores person and ward assistant.

Throughout the course you will gain the knowledge and hands-on practical skills to work effectively with others in a team environment, communicate in the workplace and apply workplace health and safety and infection control practices. In addition, you will gain a range of skills that will enable you to work as a member of a team that provides support for the effective functioning of health services.

The Certificate II in Health Support Services can also provide you with a range of different study pathways to other courses in health including:

Pathology collection

Sterilisation services

Health Services Assistance

Individual Support

Dental laboratory assisting

Population Health

CAREER POSSIBILITIES

Hospital Orderly, Wards person, Patient Services Assistant, nursing Support Worker, Personal Care Assistant.

Other job titles may include: Health Services Assistant, Health Support Services Worker, Kitchen Attendant, Food Services Deliverer, Housekeeping Attendant, Hospital Maintenance Worker

UNIQUE STUDENT IDENTIFIER (USI)

The USI is a reference number made up of ten numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with
- will give you access to your training records and transcripts
- can be accessed online, anytime and anywhere
- is free and easy to create and
- stays with you for life

What does my USI do?

Your USI links to an online account which contains all your training records which you have completed from 1 January 2015 onwards.

Why does the school need your USI?

If you are going to be undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. Any student taking a Certificate course will need to apply for a USI. You will also need it if you are doing a short course like getting a First Aid Certificate.

How to apply for a USI Creating a Unique Student Identifier (USI) will only take a few minutes and it is free. You only need to create a USI once and it will stay with you for life. After you create your USI, you then need to give it to each training provider you train with when you enrol.

If you already have a USI you can retrieve your USI or password on the website. www.usi.gov.au/students

SUGGESTED READING

WACE MANUAL

Published by the School Curriculum and Standards Authority (SCSA) and updated annually, this document provides a detailed breakdown of course requirements, graduations requirements and all other information related to studying for the Western Australian Certificate of Education (WACE).
(http://www.scsa.wa.edu.au/publications/wace-manual)

YEAR 10 HANDBOOK 2021

Contains information for students currently enrolled in Year 10, designed to provide a reference point for studies in Year 11 and Year 12 and, in particular, for the Western Australian Certificate of Education (WACE)
https://scsa.wa.edu.au/publications/year-10-information

APPRENTICESHIPS AND TRAINEESHIPS

Apprenticeships and traineeships are a great way to start a career. They combine practical experience at work with structured training. As an apprentice or trainee, a young person enters into a formal training contract with an employer that leads to a nationally recognised qualification. In traditional technical trades like bricklaying or cabinet making, an **apprenticeship** would be the usual option.

Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health. Most of the time is spent in paid employment, learning practical skills on the job and putting them into practice. The rest of the time is spent in structured training at TAFE (RTO) or in the workplace. The training requirements are part of the training plan which is negotiated between employee and employer, employee and TAFE (RTO).

Apprenticeships and traineeships are **competency based**. This means that training can be completed earlier if the skill levels required for the Industry have been reached. Apprenticeships and traineeships are available to people of all ages. Most can be undertaken on a full-time or part-time basis – and **some can be started at school** (School Based Apprenticeship/Traineeship).

As an apprentice/trainee you: earn wages while you're learning, can complete your training sooner if you have the skills, gain qualifications recognised Australia wide and may be able to start training while still at school. When qualified you can look forward to higher pay, improved job prospects, qualifications and skills for further education and training and choices to advance your career.

Apprenticeships and traineeships are available in over 300 occupations and their availability varies from State to State. In addition to the traditional apprenticeship trades, opportunities are to be found in the fields of:

- **Administration**
- **Arts and the media**
- **Banking, insurance and financial services**
- **Building** including bricklaying, cabinet making, carpentry and joinery, glass cutting and glazing, masonry, painting, plastering, plumbing and gas fitting, roof tiling, sprinkler fitting.
- **Child care**
- **Communications and information technology**
- **Community services and health**
- **Electrical** including electrical fitter, electrical mechanic, electrical trades person
- **Food** including baking, bread making, chef, http://www.training.com.au general butcher, pastry working and patisserie
- **Hairdressing**
- **Horticultural** including flower and vegetable seed propagation, gardening, green keeping, nursery work, fruit tree cultivation
- **Metal** including blacksmithing, boiler making, fitting and turning, machining, moulding, sheet metal working, tool making, welding.
- **Tourism and hospitality**
- **Transport, warehousing and furniture removals**
- **Vehicle** including automotive electrics, fitting, body builder, coach painting, motor mechanic, panel beater

SCHOOL BASED TRAINEESHIP (SBT)

Students will be placed in a range of industries. Students complete a Certificate II in a chosen area, are placed in a work environment two days per week and are paid for their work for one day.

Students complete 4 courses at school with their Certificate and Workplace Learning (WPL) counting towards their WACE. As students are paid employees, these positions are more difficult to source and hence fewer areas are available.

Some SBT students do not attend a Training College/Registered Training Office (RTO). Instead, they complete their Certificate II through their employer's trainer. Students need to commit to completing Year 12 although they can be offered full time employment earlier. This is usually offered to Year 12's who have completed VET in Year 11 and places are very limited.

These are also exempt of course fees. They involve a day out of school including 7.6 hours in a workplace. Course resource fee approx. $100

ABORIGINAL SCHOOL BASED TRAINEESHIPS

Aboriginal School Based Traineeships (ASBT's) provide the opportunity for students to start a traineeship whilst also completing the Western Australian Certificate of Education (WACE). Under these arrangements students are both a full-time student and a part-time employee, with the same employment and training responsibilities as other trainees. In order to be a school-based trainee, you must:

- be a full-time senior secondary school student in Years 11 or 12;
- enter into a Training Contract with an employer to complete a traineeship;
- have the school's agreement to undertake a school-based traineeship;
- have the competencies achieved in the traineeship included in your WACE; and
- be 15 years of age at the date of commencement of the training contract.

Aboriginal School Based Traineeships undertake a Certificate II in a chosen industry. Training on-the-job will be equivalent to a full day/shift in the workplace. Off-the-job training may also be taken at a Trade Training Centre of a State Training Provider. There must be an average of eight hours of paid work per week integrated over the period of the Training Contract, including school holidays. Students need to find an employer to offer a School Based Traineeship. SBT training will generally take one day per week in Year 11, and two days per week in Year 12. For the remaining three days' students must attend school to complete School Curriculum and Standards Authority courses.

VET FEES DISCLAIMER

VET courses will currently be delivered in partnership with TAFE or Registered Training Organisations and will only be undertaken with the agreement of parents, school and students.
The fee structure is determined by the course selected, there are currently three pathways in relation to fees:

TAFE PROFILE FUNDED COURSES.

These courses don't incur any course fees. However, they are limited to certain qualifications and students have to apply and aren't always guaranteed a place. Students will need to be out of school 1 day a week. Course resource fee approx. $100

AUSPICING

School run courses in partnership with RTOs. Extra fees will apply.

APPENDIX I — APPRENTICESHIPS AND TRAINEESHIPS

Assistance in relation to TAFE, Apprenticeship & Traineeship opportunities may be obtained from:

CAREER CENTRE

Location: 2nd Floor, City Central Building, 166 Murray Street. PERTH. WA 6000
Ph. 132398
Email: career.centre@dtwd.wa.gov.au
Web site http://www.careercentre.dtwd.wa.gov.au/Pages/CareerCentre.aspx
Hours: 8.30 a.m. – 5.00 p.m. (Monday – Friday)

APPRENTICENTRE

http://dtwd.wa.gov.au/employeesandstudents/apprenticentre/
Optima Centre – Building B, 16 Parkland Road, Osborne Park
Phone: 13 19 54

APPRENTICENTRE JOBS BOARD

http://apprenticentre.dtwd.wa.gov.au/vacancies/

TAFE WA

General TAFE website address: http://training com.au and http://TafeCourses.com.au

Training WA: http://dtwd.wa.gov.au/employeesandstudents/training/

APPENDIX II — POST-SECONDARY INFORMATION

All Tertiary Institutions produce University Guides which offer descriptions and prerequisites for specific courses. These are all distributed to students in Year 12 and are also available from the Careers office.

Details of course prerequisites can also be accessed via the websites listed below.

Tertiary Institutions Service Centre (TISC) TISC has information about eligibility and criteria for University entrance.

A list of prerequisites to University Courses is also available. www.tisc.edu.au

UNIVERSITY OF WESTERN AUSTRALIA

Admission to the University of Western Australia (UWA) is very competitive. There are always more applicants than there are places available. As a result, the minimum academic standards required for entry are high.
WA school leavers must:

- Meet the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Demonstrate academic performance by obtaining a sufficiently high enough Australian Tertiary Admission Rank (ATAR) for entry into UWA; and
- Satisfy any course prerequisites. www.studyat.uwa.edu.au

CURTIN UNIVERSITY

To be eligible to study at Curtin, school leavers should:

- Meet the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Obtained a sufficiently high Australian Tertiary Admission Rank (ATAR); and
- Satisfied any prerequisites or special requirements for entry into particular courses. www.futurestudents.curtin.edu.au

EDITH COWAN UNIVERSITY

The minimum admission requirements for school leavers to enter ECU include:

- Meeting the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Obtaining the minimum Australian Tertiary Admission Rank (ATAR) for entry into the selected course; and
- Satisfying any prerequisites that the course may have (such as an interview, audition or portfolio submission).. http://www.ecu.edu.au/future-students/overview

MURDOCH UNIVERSITY

The standard requirements for admission into Murdoch University for school leavers include:

- Meeting the requirements of the Western Australian Certificate of Education (WACE); and
- Achieve English Language competence; and
- Obtaining the minimum Australian Tertiary Admission Rank (ATAR) for entry into the selected course. www.murdoch.edu.au/Future-students

THE UNIVERSITY OF NOTRE DAME

The University of Notre Dame is a private University and prospective students apply directly to the University for admission. The selection process for the University of Notre Dame is based on:

- Personal qualities and motivation
- Academic records (including ATAR)
- Contribution to school and community life
- Interview www.nd.edu.au

DEFENCE FORCE RECRUITING CENTRE

This centre provides information on the careers available in the Airforce, the Army and the Navy.
Take link to Careers Explorer that lists all jobs in the Defence Forces.
Tel: 131 901

www.defencejobs.gov.au

Level 7, 66 St George's Terrace, Perth 6000

CAREERS - RESOURCES

Job Guide http://www.jobguide.deewr.gov.au/

Career Centre http://www.careercentre.dtwd.wa.gov.au/

Department of Employment http://employment.gov.au/

Centrelink http://www.centrelink.gov.au

Australian Job Search http://www.jobsearch.gov.au

Employment opportunities for graduates https://www.graduatecareers.com.au/

WA Department of Training & Workforce Development www.dtwd.wa.gov.au