Nagle Catholic College is a caring Christian educational community within the Catholic tradition which exists to enable its students to develop fully in order to prepare them to make a positive contribution to their society.
Disclaimer: This document was correct at the time of going to print
Assisting your child in planning their future can be a challenging task. With so many options and pathways available, the process of deciding on a particular course of study may seem daunting. At Nagle Catholic College we aim to make this process a little easier by providing your child with a variety of resources, information and support involving course selection.

The Upper School Studies Handbook outlines information relating to the courses on offer at Nagle Catholic College for Year 11-2016 and Year 12-2017. It highlights the courses available on an ATAR and General pathway and those that are on offer as part of our Vocational Education and Training programs. Students are encouraged to select their courses based upon their interests and abilities. The courses outlined in the handbook provide excellent grounding for your child’s future endeavours whether they be university, further studies at a State Training Provider or the workplace.

When planning for Year 11 and 12 students are advised to:

- Read the handbook carefully, looking at all of the courses and options available;
- Talk with their parents;
- Seek advice from their course teachers, Heads of Learning Areas, House Leaders, Directors of Students, Curriculum staff and the Careers’ Counsellor;
- Participate fully in their Careers’ lessons to develop their knowledge of post-school opportunities and pathways;
- Research further study options such as university and State Training Provider websites and investigate apprenticeships and traineeships and the world of work.
- Attend interviews with College staff to assist with course selection

It is hoped that the careful, well planned selection of courses will mean that students enjoy and benefit from studying at a Senior Secondary level.

By selecting the right course combinations, meeting the requirements regarding literacy and numeracy competency and achieving the required standard in courses throughout Year 11 and Year 12, students will be well equipped to achieve a Western Australia Certificate of Education (WACE).

We wish all students every success as they embark on this journey.

Ms Susan Seaward
Director of Curriculum

Mr Martin Tobin
Deputy Principal-Students
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Year 11 signals the beginning of studies that will enable students to move beyond school to a variety of tertiary destinations or into the workplace. The courses chosen by a student should be based upon:

- **Academic Ability**
  
  In order to achieve success in Year 11 and Year 12 courses, students need to have demonstrated a high standard of ability and achievement in Year 10 pre-requisite courses. (For example, if a student has not performed at a high level in the study of Year 10 Physics, Physics in Year 11 should not be selected).

- **Interests**
  
  The range of choices offered at Nagle Catholic College provides students with the opportunity to pursue their particular interests at the level at which they are able to achieve success.

- **Future Intentions**
  
  Students should choose courses that maximise their options for the future.

It is hoped that this booklet will assist students in the selection of courses that will provide the most suitable pathway ahead.

### FREQUENTLY USED TERMS

- **WACE** - Western Australian Certificate of Education (presented at the successful completion of courses at the end of Year 12).

- **COURSE** - The area of study that the student wishes to pursue. For example: Drama, Mathematics, Certificate II in Business

- **UNIT** - The year level and semester of study. Year 11s usually study Unit 1 in Semester 1, Unit 2 in Semester 2. Year 12s usually study Unit 3 in Semester 1 and Unit 4 in Semester 2.

- **VET** - Vocational Education and Training in schools engages students in work-related learning built on strategic partnerships between schools, registered training organisations, business, industry and the wider community. Completion of VET qualifications provides students with credit towards a nationally recognised vocational qualification within the Australian Qualifications Framework. A broad range of post-school vocational options and pathways are available through the study of VET.

- **ENDORSED PROGRAMS** - Endorsed programs provide access to areas of learning typically not covered by courses and can contribute to students' WACE requirements. Endorsed programs can be delivered in a variety of settings by schools, training organisations and workplaces.

### TIMELINE

- **Week beginning 2 June:** Upper School Studies Handbook distributed
- **Monday 8 June:** Parent/Student Information Evening
- **Tuesday 28/Wednesday 29 July:** Counselling Interviews
- **Friday 7 August:** Course Selection Form due
A successful completion of the Western Australian Certificate of Education should be the goal of every student who pursues studies in Years 11 and 12.

- All ATAR courses, General courses, VET and Endorsed Programs can contribute to the WACE.
- **ATAR courses** are for students who plan to go to university.
- **GENERAL courses** are for students who plan to go to TAFE or enter the workforce.

Each course has four units, each unit is typically completed in a semester. Units 1 and 2 (Year 11) are usually studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair.

- Students on an ATAR Pathway **MUST** study 4 or more paired units in Year 12 to receive an ATAR.
- Students on a General Pathway **MUST** complete a Certificate II (or higher) course to receive a WACE.

Achievement of a WACE signifies that a student has successfully met the breadth and depth requirements, the achievement standard and literacy and numeracy requirements in their senior secondary schooling. For 2016 and beyond these requirements are:

1. **BREADTH AND DEPTH**

   Students must complete a minimum of 20 course units or the equivalent. This requirement must include at least:
   - 10 course units or the equivalent at Year 12
   - two Year 11 units from an English course and one pair of Year 12 units from an English course
   - one pair of course units completed in Year 12 from List A (Arts/Languages/Social Science) and one pair of course units from List B (Mathematics/Science/Technology)

2. **ACHIEVEMENT STANDARD**

   - Achieve at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units with a minimum of six C grades or the equivalent at Year 12
   - Complete four or more Year 12 ATAR courses **OR** complete an AQF VET Certificate II or higher.

3. **LITERACY AND NUMERACY REQUIREMENTS**

   - Complete at least four units of an English course post Year 10 studied over at least two years.
   - **Demonstrate the minimum standard of literacy and numeracy.**

   **In March each year, Year 10 students who have not demonstrated the literacy and numeracy standard (as indicated in NAPLAN results) will sit the Online Literacy and Numeracy Assessment (OLNA). Students who do not meet the standard will have the opportunity to re-sit the assessment in September or in subsequent years.**
Meeting the standards in the literacy and numeracy components of the assessment will indicate that the student has met the minimum literacy and numeracy standards to achieve a WACE.

Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in the Year 9 NAPLAN assessments will be recognised as meeting the minimum standard required for that component. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

PLEASE NOTE: Any student who is unlikely to achieve the required literacy and numeracy standard by the end of Year 12 will be required to undertake the English Foundation and Mathematics Foundation courses during Year 11 and Year 12.

*If students do not demonstrate the required literacy and numeracy standard by the time they exit secondary school, they will not receive a WACE.*

---

**NAGLE CATHOLIC COLLEGE ADDITIONAL REQUIREMENTS**

In addition to the WACE requirements it is compulsory to study **TWO** units of Religion and Life in Year 11 and **ONE PAIR** of units from the Religion and Life course in Year 12.

---

**EXAMINATIONS AND ASSESSMENTS**

- **Each ATAR course has an ATAR examination.** All students enrolled in a Year 12 ATAR course **MUST** complete external examinations set by the Authority. These examinations are held in November.

- **Each General Course has an Externally Set Task.** All students enrolled in a Year 12 General course **MUST** complete an Externally Set Task (EST) for that course. These ESTs are held in Term 2.
PATHWAYS

There are two distinct pathways offered at Nagle:

- ATAR (for University bound students)
- General (for students aiming to enter the workforce or further training directly from school)

**ATAR Pathway**

Year 11 students wishing to prepare for university studies will generally select **FIVE** or **SIX** courses. Students may select **ONE** General course on this pathway or **ONE** Certificate course.

As a Year 12 student, one course may be substituted for a study block.

- **Year 11 ATAR student with SIX ATAR courses**
  
  *Example 1*: English (AEENG), Religion and Life (AEREL), Mathematics: Applications (AEMAA), Physics (AEPHY), Drama (AEDRA), History: Modern (AEHIM).

- **Year 11 ATAR student with FIVE ATAR courses and ONE General course**
  
  *Example 2*: English (AEENG), Religion and Life (GEREL), Mathematics: Applications (AEMAA), Physics (AEPHY), Drama (AEDRA), History: Modern (AEHIM).

- **Year 11 ATAR student with FIVE ATAR courses and ONE Certificate course**
  
  *Example 3*: English (AEENG), Religion and Life (AEREL), Mathematics: Applications (AEMAA), Physics (AEPHY), Drama (AEDRA), Certificate II Sport & Recreation (C2SR).

**General Pathway**

Year 11 students wishing to prepare for further studies at State Training Providers (formerly TAFE), the workplace or alternative entry programs will initially select **six General** courses in Year 11. One course may be substituted for Workplace Learning (WPL), or other VET options. **Students on a General Pathway MUST study one or more Certificate II (or higher) course.**

- **Year 11 General student:**
  
  *Example*: English (GEENG), Religion and Life (GEREL), Certificate II Maritime Operations (C2MO), Materials Design and Technology (GEMDT), Workplace Learning (WPL).
What is a career?
A career is not a destination but rather a journey taken one step at a time. Your career incorporates everything you do in your life. What you learn by participating in cultural activities, work experience, education, parenting, sport, hobbies, voluntary work and paid work all add to your career. In these changing times, managing your career is more important than ever.

At different times throughout life, a career journey will have different foci. For students about to start Year 11, the focus is on occupations, post school education and training options and the school courses that may be required to progress to this next phase of learning.

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

College Career Adviser
The Career Adviser, Meredith Roe provides guidance through individual counselling and group information sessions. She can provide up to date and accurate information about:

- Year 11 and Year 12 course selection
- School Based Apprenticeships, School Based Traineeships and VET courses
- The PAiS program
- Workplace Learning
- Career Pathways
- University courses
- State and Private Training Providers
- Apprenticeships and Traineeships
- Occupations
- Job prospects and earning capacity
- Employment opportunities
- Resume and job application assistance
- Work Experience

To make an appointment
Students and parents are welcome to make appointments with Meredith Roe. To do so, please contact the Careers Administration Officer, Janet White, on 99200 523.

Meredith Roe
Director of External Studies
ASSISTANCE WITH COURSE SELECTION

If you have questions regarding your course selections which are not answered in this Handbook then you can contact the following staff members who are an important part in this process.

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Technologies
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Education & Learning Support
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Nagle Catholic College offers a wide range of courses to students in Year 11 & 12. These are grouped into:

- List A (Arts/ Languages/ Social Sciences) and
- List B (Mathematics/ Science/ Technology).

Please see the table below for the courses that Nagle is offering in 2016/2017; **please note that not all courses are available on the ATAR and General pathways.**

Students must complete, in their final WACE year (Year 12), at least one course from List A and at least one course from List B.

<table>
<thead>
<tr>
<th>List A (Arts/Languages/Social Sciences)</th>
<th>List B (Mathematics/Science/Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFC</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>DES</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>DRA</td>
<td>Biology</td>
</tr>
<tr>
<td>ECO</td>
<td>Chemistry</td>
</tr>
<tr>
<td>ENG</td>
<td>Computer Science</td>
</tr>
<tr>
<td>GEO</td>
<td>Design-Technical Graphics</td>
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<tr>
<td>HEA</td>
<td>Earth &amp; Environmental Science</td>
</tr>
<tr>
<td>HIM</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>JSL</td>
<td>Human Biology</td>
</tr>
<tr>
<td>LIT</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>MPA</td>
<td>Materials Design &amp; Technology</td>
</tr>
<tr>
<td>MUS</td>
<td>Mathematics: Applications</td>
</tr>
<tr>
<td>PAL</td>
<td>Mathematics: Essential</td>
</tr>
<tr>
<td>REL</td>
<td>Mathematics: Methods</td>
</tr>
<tr>
<td>VAR</td>
<td>Mathematics: Specialist</td>
</tr>
<tr>
<td>OED</td>
<td>Outdoor Education</td>
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<tr>
<td>PES</td>
<td>Physical Education Studies</td>
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<tr>
<td>PHY</td>
<td>Psychology</td>
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<tr>
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**PLEASE NOTE:** Courses will not be run if there are insufficient numbers to establish a viable class.
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<th>VET qualifications delivered externally</th>
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</thead>
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<td>Certificate II Building and Construction</td>
</tr>
<tr>
<td>C2BU Certificate II Business</td>
<td>Certificate II Construction Pathways</td>
</tr>
<tr>
<td>C3BU Certificate III Business</td>
<td>Certificate II Engineering Pathways</td>
</tr>
<tr>
<td>C2DA Certificate II Dance</td>
<td>Certificate II Hairdressing</td>
</tr>
<tr>
<td>C2HOS Certificate II Hospitality</td>
<td>Certificate II Horticulture</td>
</tr>
<tr>
<td>C2MO Certificate II Maritime Operations</td>
<td>Certificate II Maritime (Coxswain)</td>
</tr>
<tr>
<td>C2MUS Certificate II Music</td>
<td>Certificate II Tourism</td>
</tr>
<tr>
<td>C2OR Certificate II Outdoor Recreation</td>
<td>Certificate III Early Childhood Education and Care</td>
</tr>
<tr>
<td>C2SR Certificate II Sport and Recreation</td>
<td>Certificate III Fishing Operations</td>
</tr>
<tr>
<td>C2FU Certificate II Visual Arts (Wood and Furniture)</td>
<td>Certificate III Laboratory Skills</td>
</tr>
<tr>
<td>C2JEW Certificate II Visual Arts (Jewellery)</td>
<td>Diploma of Nursing (Enrolled)</td>
</tr>
<tr>
<td>SBT School Based Traineeships</td>
<td>Certificate II Automotive Servicing</td>
</tr>
<tr>
<td>ASBT Aboriginal School Based Traineeships</td>
<td>Certificate II Building and Construction (Carpentry and Joinery)</td>
</tr>
<tr>
<td>WPL Workplace Learning</td>
<td>Certificate II Electrotechnology</td>
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<td></td>
<td>Certificate II Engineering-Fabrication</td>
</tr>
<tr>
<td></td>
<td>Certificate II Kitchen Operations</td>
</tr>
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<td></td>
<td>Certificate II Plumbing</td>
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</tbody>
</table>

**PLEASE NOTE:** Courses will not be run if there are insufficient numbers to maintain a viable class.
There are four public universities in Western Australia; Curtin University, Edith Cowan University (ECU), Murdoch University and The University of Western Australia (UWA). There is one independent (Catholic) University - The University of Notre Dame Australia (UNDA). The universities are located in Perth or Fremantle but many offer courses throughout regional WA through other educational centres (e.g. The Geraldton Universities Centre).

**Admission Requirements for School Leavers (2017 – Year 12)**

To be considered for public university admission as a school leaver an applicant must:

1. Meet the requirements for the WACE as prescribed by the School Curriculum and Standards Authority, and
2. Achieve competence in English as prescribed by the individual universities, and
3. ** Obtain a sufficiently high ATAR for entry to a particular course. (ECU may not require an ATAR for some pathways) and
4. Satisfy any prerequisites or special requirements for entry to particular courses.

There are different entry requirements for the four public universities. Most universities now offer alternative entry pathways for students who may not have the usual prescribed standards.

**Australian Tertiary Admission Rank (ATAR)**

The Australian Tertiary Admission Rank is the basis of admission to most university courses. A Tertiary Entrance Aggregate (TEA) is used as the basis for the calculation of an ATAR. The ATAR ranges between 0 and 99.95. It reports the student’s rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that a student has an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using the scaled scores in the student’s four best courses.

For all universities scaled scores which contribute to the ATAR may be accumulated over **five** consecutive years.

**LOTE Bonus**

Several universities provide a bonus to ATAR students who complete a School Curriculum and Standards Authority (SCSA) approved Languages Other Than English course. The ATAR will be calculated on the basis of this enhanced TEA.

For current information on university entrance please consult the following websites:

**Curtin University**  http://futurestudents.curtin.edu.au

**Edith Cowan University (ECU)**  http://www.ecu.edu.au/future-students/year10s/how-to-get-into-ecu/entry-pathways

**Murdoch University**  http://www.murdoch.edu.au/Future-students/

**University of Western Australia (UWA)**  http://www.studyat.uwa.edu.au/
University of Notre Dame Australia (UNDA):
Entry to the University of Notre Dame is based upon personal qualities and motivation to study, contribution to school and community life, academic record, the ATAR and a university interview.

The admissions process considers school results from Years 11 and 12, ATAR, personal statement in essay format, references, relevant supplementary documentation and performance at an admissions interview. [http://www.nd.edu.au/nav-future-students/applynow](http://www.nd.edu.au/nav-future-students/applynow)

**STATE TRAINING PROVIDERS (TAFE ENTRANCE)**

Students wishing to enter STP colleges in 2018 are advised to consult the STP Full Time Studies Guide or visit the website [www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au).

Here detailed information can be located about course requirements, achievement credentials, employment prospects, alternative entry, STP locations and other relevant material.


The selection criteria to enter a STP course is based on academic achievement, work experience, industry and employment status. Students are ranked using this information and entry points are allocated.

To be considered for STP admission an applicant needs to meet the entrance requirements for the chosen course. Courses that require selection criteria to be addressed will clearly indicate this below the entrance requirement information. Many courses are highly competitive, so to maximise admission prospects, students should:

- undertake VET studies at school (especially Certificate courses);
- undertake Workplace Learning;
- keep a log/record of any part-time work;
- achieve as high a grade as possible in all school-based courses.

It should be noted that studying at an STP can enable alternative entry to some university courses.

Durack Institute of Technology is the STP for the Mid-West region, but there are many STPs located throughout WA that offer specialist courses.
SECTION B

ATAR COURSES
RELIGION AND LIFE PATHWAYS

Post School

Ba Theology
Ba Physiology

Dip Theology
Dip Pastoral Studies
Certificate in Theology

Year 12

ATAR Religion & Life
3 & 4

General Religion & Life
3 & 4

Year 11

ATAR Religion & Life
1 & 2

General Religion & Life
1 & 2

Year 10

Religious Education

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
OVERVIEW

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions. Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 English and a B grade or above in Year 10 Religious Education.

<table>
<thead>
<tr>
<th>Description and content</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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| The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.  

**Content:** The nature of religion, the influence of religion and religious inquiry and learning skills.

| **Unit 2**               |
| The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.  

**Content:** The nature of religion, the influence of religion and religious inquiry and learning skills.

Assessment

- Investigation (25%)
- Explanation (20%)
- Source Analysis (25%)
- Examination (30%)

Course levy

- Course costs are included in tuition fees

Course code

- AEREL

Students who select this course in Year 11 will study Religion and Life Units 3 and 4 in Year 12.

OVERVIEW

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions. Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face. The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 ATAR Religion and Life.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and, communicating findings about the interplay between religion and life.</td>
</tr>
<tr>
<td><strong>Content</strong>: The nature of religion, the influence of religion and religious inquiry and learning skills.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigation (25%)</td>
</tr>
<tr>
<td>• Explanation (20%)</td>
</tr>
<tr>
<td>• Source Analysis (25%)</td>
</tr>
<tr>
<td>• Examination (30%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course levy</th>
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<tbody>
<tr>
<td>• Course costs are included in tuition fees</td>
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<tr>
<th>Course code</th>
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<td>• ATREL</td>
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</table>

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have completed a Year 10 course in the corresponding context.

Description and content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. Content: They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs; and that different forms of visual communication transmit these values and beliefs. Content: Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.</td>
</tr>
</tbody>
</table>

Assessment

- Investigation (25%)
- Explanation (20%)
- Source Analysis (25%)
- Examination (30%)

Course levy

- Unit 1: $60
- Unit 2: $60

Levy correct at time of printing but may change.

Course code

- AEDESG (Graphics)
- AEDESP (Photography)

Students who select this course in Year 11 will study Design Units 3 and 4 in Year 12.

OVERVIEW

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

This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. Design projects allow students to demonstrate their skills and understandings of design principles and processes, to analyse problems and possibilities, and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Design in the corresponding context.

Description and content

| Unit 3 | Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.  
Content: Students are introduced to a client-focused design brief to create a product or service. They plan, develop and analyse to create designs that reflect the client, audience, and market needs. They also consider commercial and manufacturing requirements for a real world solution, with relevant production skills and processes, materials, and technologies. |
|---|---|
| Unit 4 | Students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.  
Content: Students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning. They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using a research, testing and feedback mechanism. |

Assessment

- Practical Portfolio (50%)
- Response (20%)
- Examination (30%)

Course levy

- Unit 3: $60
- Unit 4: $60

Levy correct at time of printing but may change.

Course code

- ATDESG (Graphics)
- ATDESP (Photography)

OVERVIEW

Drama is a vibrant and varied art form experienced in our everyday lives. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges. Through the key activities of creation, performance and reflection, students explore and communicate ideas, reflect, respond and evaluate drama and become critical, informed audiences.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. They also develop and practise problem-solving skills through creative and analytical thinking processes. Students develop their capacity to respond to, reflect upon, and make informed judgements to describe, analyse, interpret and evaluate drama.

MINIMUM REQUIREMENTS

Students should have achieved a B grade or above in Year 10 Drama and a C grade or above in Year 10 English.

Description and content

| Unit 1 | This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.  
Content: Drama language, voice and movement, drama process, elements of drama, drama forms and styles, contextual knowledge, drama conventions, values, forces and drama practice, production and performance, design and technologies, management skills and processes. |
| --- | --- |
| Unit 2 | This unit focuses on presentational, non-realistic drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.  
Content: Drama language, voice and movement, drama process, elements of drama, drama forms and styles, contextual knowledge, drama conventions, values, forces and drama practice, production and performance, design and technologies, management skills and processes. |

Assessment

- Investigation (25%)
- Explanation (20%)
- Source Analysis (25%)
- Examination (30%)

Course levy

- Unit 1: $25
- Unit 2: $25

Course code

- AEDRA

Students who select this course in Year 11 will study Drama Units 3 and 4 in Year 12.

OVERVIEW

Drama is a vibrant, varied art form which shapes our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges. Students achieve outcomes through the key activities of creation, performance and reflection. Understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their inter-cultural understanding.

Students work independently and collaboratively, integrating their knowledge and skills, learning self-management skills, showing initiative and demonstrating leadership and interpersonal skills. While some students intend to make a career in theatre or film, many personal skills, knowledge and understandings are immediately transferable to a range of careers and situations.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Drama.

Description and content

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>The focus for this unit is to reinterpret dramatic text, context, forms and styles for an audience through applying theoretical and practitioner approaches.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Voice and movement, drama processes and the elements of drama, exploring drama forms and styles, contextual knowledge, production / performance and related design and technologies, management skills.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Voice and movement, drama processes and the elements of drama, exploring drama forms and styles, contextual knowledge, drama conventions, values, forces and drama practice, spaces of performance, design and technologies, management skills and processes.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

- Practical performance (30%)
- Written response (30%)
- Practical performance exam (20%)
- Written exam (30%)

Course levy

- Unit 3: $25
- Unit 4: $25

Course code

- ATDRA

OVERVIEW

The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Media Arts in Year 10.

<table>
<thead>
<tr>
<th>Description and content</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<td><strong>Unit 2</strong></td>
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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Response (30%)</td>
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<tr>
<td>• Production (50%)</td>
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<td>• Written exam (20%)</td>
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<td>• Unit 1: $60</td>
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<th>Course code</th>
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<tr>
<td>• AEMPA</td>
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</table>

Students who select this course in Year 11 will study Media Production & Analysis Units 3 and 4 in Year 12.

OVERVIEW

The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Media Production & Analysis.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong> 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.</td>
</tr>
<tr>
<td><strong>Unit 4</strong> Power &amp; 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.</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>• Response (20%)</td>
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<tr>
<td>• Production (50%)</td>
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<tr>
<td>• Written exam (30%)</td>
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<tbody>
<tr>
<td>• Unit 3: $65</td>
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<td>• Unit 4: $65</td>
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<th>Course code</th>
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<tr>
<td>• ATMPA</td>
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</table>

OVERVIEW

Contemporary Music encompasses popular music from the 1950s to the present day. It is predominantly commercial in nature and is constantly evolving through the influence of youth culture and the emergence of new artists and styles. This course consists of a written component and a practical component, incorporating the following content areas: Aural and theory, Composition and arrangement, Cultural and historical analysis, and Performance. Students can choose to perform on voice or instrument in a choice of four contexts: Western Art Music, Jazz, Contemporary Music and Music Theatre, and/or submit a composition portfolio to fulfil the requirements of the practical component.

MINIMUM REQUIREMENTS

An ability to play an instrument and read music at a Grade 4 level. Students should have studied Year 10 Instrumental Music

Description and content

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity.</th>
</tr>
</thead>
</table>
| ROCK   | Elvis Presley – *Hound Dog*  
         | The Animals – *Don’t Let Me Be Misunderstood*  
         | ACDC – *Highway To Hell*  
         | Nirvana – *Smells Like Teen Spirit* |

| Unit 2 | AFRICAN-AMERICAN  
         | Dianna Ross and the Supremes – *Baby Love*  
         | Otis Redding – *Try A Little Tenderness*  
         | James Brown – *Cold Sweat*  
         | Tupac – *Changes* |

Assessment

- Written (50%)
- Performance (50%)

Course levy

- Unit 1: $20
- Unit 2: $20

Levy correct at time of printing but may change.

Course code

- AEMUS

Students who select this course in Year 11 will study Music Units 3 and 4 in Year 12.

OVERVIEW

This course encourages students to explore a range of musical experiences through a choice of different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas; Aural and theory, Composition and arrangement, Cultural and historical analysis, and Performance. Students can choose to perform on voice or instrument in a choice of four contexts: Western Art Music, Jazz, Contemporary Music and Music Theatre, and/or submit a composition portfolio to fulfil the requirements of the practical component.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Music.

Description and content

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity.</th>
</tr>
</thead>
</table>
| POP (Compulsory Area) | The Beatles – *A Day In The Life*  
Michael Jackson – *Billie Jean*  
Duran Duran – *Hungry Like A Wolf*  
Lady Gaga - *Applause* |

| Unit 4 | AFRICAN-AMERICAN  
Stevie Wonder – *Livin' For the City*  
Earth, Wind and Fire – *September*  
Grandmaster Flash and the Furious Five – *The Message*  
Hilltop Hoods – *The Hard Road* |

Assessment

- Written (50%)
- Performance (50%)

Course levy

- Unit 3: $20
- Unit 4: $20

Levy correct at time of printing but may change.

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have studied Art in Year 10.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td><strong>Unit 2</strong></td>
</tr>
</tbody>
</table>

Assessment

- Production (50%)
- Analysis (15%)
- Investigation (15%)
- Examination (20%)

Course levy

- Unit 1: $65
- Unit 2: $65

*Levy correct at time of printing but may change.*

Course code

- AEVAR

Students who select this course in Year 11 will study Visual Arts Units 3 and 4 in Year 12.

OVERVIEW

The Visual Arts course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Visual Arts.

### Description and content

#### Unit 3

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society.

Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

#### Unit 4

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

### Assessment

- Production (50%)
- Analysis (15%)
- Investigation (15%)
- Examination (20%)

### Course levy

- Unit 3: $70
- Unit 4: $70

*Levy correct at time of printing but may change.*

### Course code

- ATVAR

ENGLISH AND LANGUAGES PATHWAYS

Post School
Ba Arts
Ba Advertising
Ba Education
Ba Communication and Media

Ba Arts
Ba Advertising
Ba Education
Ba Communication and Media

Ba Advertising
Ba Arts
Ba Education
Ba Communications and Media

Ba Advertising
Ba Arts
Ba Education
Ba Communication and Media

Ba AAS TESOL

Year 12
General English 3 & 4

ATAR English 3 & 4

ATAR Literature 3 & 4

ATAR Japanese 3 & 4

Year 11
General English 1 & 2

ATAR English 1 & 2

ATAR English 1 & 2

ATAR Japanese 1 & 2

Year 10
Pre-General English

English

Pre-ATAR English

Literature

Japanese A

Japanese B

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
OVERVIEW

Study of the English ATAR course focuses on developing students’ analytical, creative, critical thinking and communication skills. Students will develop the ability to analyse and evaluate the texts they study and create their own responses. The course is also designed to foster an appreciation of the value of English for lifelong learning.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 English.

<table>
<thead>
<tr>
<th>Description and content</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>Students will explore how meaning is communicated including 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.</td>
</tr>
<tr>
<td><strong>Content:</strong> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Students will analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences</td>
</tr>
<tr>
<td><strong>Content:</strong> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</td>
</tr>
</tbody>
</table>

Assessment

- Response (35-40%)
- Create (35-40%)
- Examination (20-30%)

Course levy

- Course costs are included in tuition fees

Course code

- AEENG

Students who select this course in Year 11 will study English Units 3 and 4 in Year 12.

OVERVIEW

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

Students refine the skills learnt in Year 11 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.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 English.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
</table>

**Unit 3**

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them.

**Content:** Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

**Unit 4**

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.

**Content:** Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Response (35%)</td>
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<tr>
<td>• Creation (45%)</td>
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<tr>
<td>• Examination (30%)</td>
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<td>• Course costs are included in tuition fees</td>
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<th>Course code</th>
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<tr>
<td>• ATENG</td>
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</table>

ATAR JAPANESE: Second Language Year 11

OVERVIEW

This course focuses on further developing a student’s knowledge and understanding of the culture and the language of Japanese speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills. The course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 Japanese.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>This unit focuses on 日常生活 (Daily life). Through the three topics: My life 私の生活, Home life学校と家での生活, and Daily life 生活をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>This unit focuses on ようこそ、私の国へ! (Welcome to my country). Through the three topics: Welcoming a guest ようこそ!, Seasonal activities and celebrations しきとイベント and Healthy lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.</td>
</tr>
</tbody>
</table>

Assessment

- Oral communication (20%)
- Response: listening (15%)
- Response: viewing and reading (20%)
- Written communication (15%)
- Practical exam (oral) (5%)
- Written exam (25%)

Course levy

- Course costs are included in tuition fees

Course code

- AEJSL

Students who select this course in Year 11 will study Japanese: Second Language Units 3 and 4 in Year 12.

OVERVIEW

This course focuses on further developing a student’s knowledge and understanding of the culture and the language of Japanese speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills. The course is designed to equip students with the skills needed to function in an increasingly globalised society, and a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Japanese.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>This unit focuses on 万引き 旅行者 (Young travellers). Through the two topics: Travel and Part-time jobs and money, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>This unit focuses on 反射 未来 (Reflections and horizons). Through the three topics: This year and beyond, Youth events and pathways, and Future plans, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.</td>
</tr>
</tbody>
</table>

### Assessment

- Oral communication (15%)
- Response: listening (10%)
- Response: viewing and reading (15%)
- Written communication (10%)
- Practical exam (oral) (15%)
- Written exam (35%)

### Course levy

- Course costs are included in tuition fees

### Course code

- ATJSL

Students who select this course in Year 11 will study Literature Units 3 and 4 in Year 12.

OVERVIEW

The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this course, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Literature.

Description and content

Unit 3
To develop students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms.
Content: Evaluate the ways in which literary texts represent culture and identity, evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts, create analytical and imaginative texts.

Unit 4
To develop students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response.
Content: Evaluate the dynamic relationship between authors, texts, audiences and contexts, reflect on the ways in which literary texts can be interpreted, create analytical and imaginative texts.

Assessment
- Extended response (15%)
- Shorter (35%)
- Creative (10%)
- Oral (10%)
- Examination (30%)

Course levy
- Course costs are included in tuition fees

Course code
- ATLIT

HEALTH AND PHYSICAL EDUCATION PATHWAYS

Post School
- Ba Preventative Health
- Ba Education
- Ba Sports Science
- Ba Biomedical Science

Certificate III Sport and Recreation

Year 12
- ATAR Physical Education Studies 3 & 4

Year 11
- ATAR Physical Education Studies 1 & 2
- Certificate II Sport and Recreation

Year 10
- Health and Physical Education
- Daily Fitness
- Girls Sport
- Boys Sport
- Outdoor Education

Ba Outdoor Education
- Ba Education
- Ba Sport and Recreation Event Management

Certificate III Outdoor Recreation

Ba Preventative Health
- Ba Science
- Ba Education
- Ba Health Science

ATAR Outdoor Education 3 & 4

Certificate II Outdoor Recreation (2 Years)

ATAR Health Studies 3 & 4

ATAR Outdoor Recreation 1 & 2

ATAR Health Studies 1 & 2

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
### ATAR HEALTH STUDIES – Year 11

#### OVERVIEW
The Health Studies course focuses on the study of health as a dynamic quality of human life. The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour and the importance of self-management and interpersonal skills in making healthy decisions. This course will prepare students for career and employment pathways in a range of health and community service industries.

#### MINIMUM REQUIREMENTS
Students should have achieved a B grade or above in Year 10 English, with a minimum exam mark of 60%.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>The focus of this unit is the health of individuals and communities.</td>
</tr>
<tr>
<td><strong>Content:</strong> Students learn about the significance of determinants, health promotion, personal and popular attitudes and beliefs and their impact on decision making, factors influencing health and actions and strategies to protect and promote health, through investigation and inquiry processes.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>The focus of this unit is the impact of a broad range of factors influencing the health of communities.</td>
</tr>
<tr>
<td><strong>Content:</strong> Students are introduced to the concept of community development, key health priority areas, comprehensive approaches to achieving greater equity in health, measures of health, preventative strategies, ethical issues arising from contemporary health practices through the development and application of investigative and inquiry approaches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>- Inquiry (20%)</td>
</tr>
<tr>
<td>- Project (30%)</td>
</tr>
<tr>
<td>- Response (20%)</td>
</tr>
<tr>
<td>- Examination (30%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course levy</th>
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<tbody>
<tr>
<td>- Course costs are included in tuition fees</td>
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<table>
<thead>
<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>- AEHEA</td>
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</tbody>
</table>

Students who select this course in Year 11 will study Health Studies Units 3 and 4 in Year 12.

OVERVIEW

The Health Studies course focuses on the study of health as a dynamic quality of human life. The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour and the importance of self-management and interpersonal skills in making healthy decisions. This course will prepare students for career and employment pathways in a range of health and community service industries.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Health Studies.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>The focus of this unit is the health of specific populations. Within Australia and across the globe, there are groups who do not enjoy the same level of health as the general population.</td>
</tr>
<tr>
<td><strong>Content</strong>: Students learn about ways of improving the health and wellbeing of specific groups, models and social justice principles and strategies for reducing inequities. The influence of attitudinal and environmental influences on the health of specific groups is explored.</td>
</tr>
</tbody>
</table>

| **Unit 4 (A4HEA)**        |
| The focus of this unit is local, regional and global challenges to health. |
| **Content**: Students learn about the impact of social determinants on global inequities and other challenges to health and approaches to address barriers which prevent groups from experiencing better health outcomes. Students examine international health agencies and initiatives designed to improve health. |

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry (20%)</td>
</tr>
<tr>
<td>Project (20%)</td>
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<tr>
<td>Response (20%)</td>
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<tr>
<td>Examination (40%)</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>ATHEA</td>
</tr>
</tbody>
</table>

Students who select this course in Year 11 will study Outdoor Education Units 3 and 4 in Year 12.

ATAR OUTDOOR EDUCATION – Year 12

OVERVIEW
Through interaction with the natural world, the Outdoor Education course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world. The course will prepare students for career and employment pathways in areas such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service and outdoor education.

MINIMUM REQUIREMENTS
Students should have achieved a C grade or above in Year 11 Outdoor Education.

Description and content

| Unit 3 | The focus for this unit is outdoor program development.  
| Content: Planning considerations, risk assessment and management, emergency response and logistical planning in the outdoors. Students plan and participate in an extended expedition, continue to develop a deeper understanding of the environment and develop strategies to encourage positive relationships with nature and others.  
| Camp: Three day expedition to Rottnest Island. |

| Unit 4 | The focus for this unit is developing and facilitating outdoor experiences.  
| Content: Students develop, manage, instruct and facilitate experiences in the outdoors. They understand the concepts related to outdoor leadership and provide meaningful experiences for people to explore values related to self, others and the environment.  
| Camp: Two day camp with a lower school Outdoor Education group (Little Bay). |

Assessment

- Investigation (10%)  
- Performance 1: specific to outdoor adventure activity skills and strategies (10%)  
- Performance 2: specific to expedition/facilitation (20%)  
- Response (20%)  
- Examination (40%)  

Course levy

- Unit 3: $250  
- Unit 4: $250  

All expeditions are covered by the course levy.

Levy correct at time of printing but may change.

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in a Year 10 Physical Education course and a C grade or above in the Year 10 Human Body course or C grade or higher in Year 10 Broad Based Year Science.

Description and content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
</table>
| Unit 1 | 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.  
**Content:** Motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology. |
| Unit 2 | To identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.  
**Content:** Developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology. |

Assessment

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

Course levy

- Unit 1: $50
- Unit 2: $50

Levy correct at time of printing but may change.

Course code

- AEPES

Students who select this course in Year 11 will study Physical Education Studies Units 3 and 4 in Year 12.

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Physical Education Studies.

### Description and content

| Unit 3 | The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.  
**Content:** Developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology. |
| Unit 4 | The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.  
**Content:** Developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sport psychology. |

### Assessment

| WRITTEN |  
| - Investigation (20%)  
| - Response (25%)  
| - Examination (55%) |
| PRACTICAL |  
| - Practical Performance (70%)  
| - Practical performance examination (30%) |

### Course levy

- Unit 3: $25  
- Unit 4: $25

*Levy correct at time of printing but may change.*

### Course code

- ATPES

HUMANITIES & SOCIAL SCIENCES PATHWAYS

Post School
- Ba Arts
- Ba History
- Ba Arts
- Ba Law
- Ba Arts
- Ba Social Science
- Ba Commerce
- Ba Finance
- Ba Arts
- Ba Economics
- Certificate IV Business
- Certificate III Business

Year 12
- ATAR Modern History 3 & 4
- ATAR Politics & Law 3 & 4
- ATAR Geography 3 & 4
- ATAR Accounting & Finance 3 & 4
- ATAR Economics 3 & 4
- Certificate III Business (Over 2 years)
- Certificate II Business (Year 12 only)

Year 11
- ATAR Modern History 1 & 2
- ATAR Politics & Law 1 & 2
- ATAR Geography 1 & 2
- ATAR Accounting & Finance 1 & 2
- ATAR Economics 1 & 2
- Certificate III Business (Over 2 years)

Year 10
- Modern History
- Human Rights & Laws
- Geography
- Everyday Economics

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
OVERVIEW

Financial literacy gives individuals the ability to make sound financial judgments. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in a Year 10 Humanities and Social Sciences course with a minimum exam score of 50% and a C grade or above in Year 10 Mathematics.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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</tbody>
</table>
| The focus for this unit is on double entry accounting for small businesses. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.  
**Content**: Financial institutions and systems, recording, using and evaluating financial information, government and the community. |
| **Unit 2** |
| The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting.  
**Content**: This unit builds on the content covered in Unit 1-Financial institutions and systems, recording, using and evaluating financial information, government and the community. |

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Tests (50%)  
• Project (10%)  
• Examination (40%) |

<table>
<thead>
<tr>
<th>Course levy</th>
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<tbody>
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<td>• Course costs are included in tuition fees</td>
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<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>• AEACF</td>
</tr>
</tbody>
</table>

Students who select this course in Year 11 will study Accounting & Finance Units 3 and 4 in Year 12.

OVERVIEW

The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. The range of occupation includes banking, finance, public administration or accounting practice.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Accounting and Finance.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong> The focus for this unit is on internal management for business and also focuses on critical analysis of financial information and explores the importance of short and long term planning for business.</td>
</tr>
<tr>
<td><strong>Content:</strong> Financial institutions and systems, recording, using and evaluating financial information, government and the community.</td>
</tr>
<tr>
<td><strong>Unit 4</strong> The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001 and the Accounting Standards which are used in the preparation of the financial statements for a reporting entity. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.</td>
</tr>
<tr>
<td><strong>Content:</strong> Financial institutions and systems, recording, using and evaluating financial information, government and the community.</td>
</tr>
</tbody>
</table>

Assessment

- Tests (50%)
- Project (10%)
- Examination (40%)

Course levy

- Course costs are included in tuition fees

Course code

- ATACF

Students who select this course in Year 11 will study Economics Units 3 and 4 in Year 12.

OVERVIEW
The Economics ATAR course encompasses the key features which characterise an economist’s approach to a contemporary economic event or issue; the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

MINIMUM REQUIREMENTS
Students should have achieved a C grade or above in Year 11 Economics.

Description and content

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Description: The unit explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content: Global interdependence, free trade and protection, pattern of trade, balance of payments, terms of trade, exchange rates, foreign investment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Description: The unit explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government’s economic objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content: The business cycle, the aggregate expenditure model, the aggregate demand and aggregate supply model, economic policy objectives, fiscal policy, monetary policy structural change and measures to improve productivity.</td>
</tr>
</tbody>
</table>

Assessment
- Data Interpretation/Short answers (30%)
- Extended Answer (30%)
- Examination (40%)

Course levy
- Course costs are included in tuition fees

Course code
- ATECO

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in a Year 10 Humanities and Social Sciences course, with a minimum exam mark of 50%.

Description and content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Natural and ecological hazards&lt;br&gt;Natural and ecological hazards represent potential sources of harm to human life, health, income and property. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels.&lt;br&gt;&lt;strong&gt;Content&lt;/strong&gt;: Using fieldwork and/or secondary sources, students investigate one natural hazard and one ecological hazard and the means by which the risks associated with the hazard are being managed.</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Global networks and interconnections&lt;br&gt;This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world.&lt;br&gt;&lt;strong&gt;Content&lt;/strong&gt;: Using fieldwork and/or secondary sources students investigate the reasons for, and consequences of, the changing spatial distribution of production and consumption of at least one commodity, good or service from one of the following groups: a mineral ore or fossil‐based energy resource, a food or fibre‐based good, a complex manufactured good, tourism – business, eco‐tourism or recreational.&lt;br&gt;Using fieldwork and/or secondary sources, students investigate the diffusion, adoption and adaptation of at least one of the following elements of culture: fashion, a sport or leisure activity, music, religion, language, architecture or political/social ideas.</td>
</tr>
</tbody>
</table>

Assessment

- Geographical inquiry (20%)
- Fieldwork/practical skills (20%)
- Short & Extended response (30%)
- Examination (30%)

Course levy

- Course costs are included in tuition fees

Course code

- AE GEO

Students who select this course in Year 11 will study Geography Units 3 and 4 in Year 12.

## ATAR GEOGRAPHY—Year 12

### OVERVIEW
The Geography course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present, and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, environments at risk, sustainable development practices, and the unequal distribution of resources throughout the world.

### MINIMUM REQUIREMENTS
Students should have achieved at a C grade or above in Year 11 Geography.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
</tbody>
</table>
| **Description:** The Earth’s surface is constantly changing and all environments are, to a greater or lesser extent, being modified by human activity.  
**Content:** nature, extent, causes and consequences of land cover change; links between changes in land cover and changes in either global climate or biodiversity; how the impacts of land cover change are being addressed and evaluated. |
| **Unit 4** |
| **Description:** A global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit.  
**Content:** places and their challenges in either metropolitan Perth or a regional urban centre in WA and how these challenges are being addressed. Challenges in one megacity. |

### Assessment
- Geographical inquiry (15%)
- Fieldwork/practical skills (15%)
- Short and extended responses (30%)
- Examination (40%)

### Course levy
- Course costs are included in tuition fees

### Course code
- ATGEO

OVERVIEW

The Modern History 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. The Modern History ATAR course continues to develop the historical skills and understandings taught in the Year 7–10 History curriculum.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in a Year 10 Humanities and Social Sciences course and a minimum exam score of 50% in a Humanities and Social Science’s exam.

### Description and content

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Understanding the modern world</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td>Historical skills and historical knowledge and understanding.</td>
</tr>
<tr>
<td><strong>Context:</strong></td>
<td>Capitalism – the American Experience 1907–1941 (rise of capitalism; impacts of capitalism on different groups in society (e.g. migrants, African Americans); impact of key events e.g. World War 1, Roaring Twenties (e.g. gangsters), Great Depression, World War 2).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Movements for change in the 20th century</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td>Historical skills and historical knowledge and understanding.</td>
</tr>
<tr>
<td><strong>Context:</strong></td>
<td>Nazism in Germany (factors leading to rise of Nazi Party; life under the Nazi regime; support and opposition to Nazism; the Holocaust; role of significant individuals; impact of Nazism after WWII).</td>
</tr>
</tbody>
</table>

### Assessment
- Historical inquiry (20%)
- Explanation (20–30%)
- Source analysis (20–30%)
- Examination (30%)

### Course levy
- Course costs are included in tuition fees

### Course code
- AEHIM

Students who select this course in Year 11 will study Modern History Units 3 and 4 in Year 12.

OVERVIEW

The Modern History course enables students to study the forces that have shaped today’s world and gain a greater comprehension of the themes, individuals, movements, events and ideas that have shaped the contemporary world –particularly those that have emerged since World War II and that are central to an understanding of the present.

The course continues development of the historical skills and understandings taught in the Year 7–10 History curriculum and builds on those taught in the Year 11 Modern History course.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Modern History.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>Modern nations in the 20th century</td>
</tr>
<tr>
<td>This unit examines the concept of nation: crises that confronted nations in the 20th century; responses to these crises, and the different paths taken to fulfil their goals. Students study the characteristics of one nation.</td>
</tr>
<tr>
<td><strong>Content:</strong> Historical skills, historical knowledge and understanding</td>
</tr>
<tr>
<td><strong>Context:</strong> Russia and the Soviet Union 1914–1945 - ideas e.g. Communism; causes and effects of revolution; individuals e.g. Lenin &amp; Stalin; support &amp; opposition; global influence.</td>
</tr>
</tbody>
</table>

| **Unit 4**              |
| The modern world since 1945 |
| This unit focuses on the features of the modern world that emerged 1945–2001 & aims to build students’ understanding of today’s world. (E.g. the nature of various conflicts, regional and international attempts to create peace and security). Students study one of these features, making connections with contemporary events. |
| **Content:** Historical skills, historical knowledge and understanding |
| **Context:** The struggle for peace in the Middle East (establishment of Israel and reactions to it; why conflict; key ideas and individuals; nature of the role of terrorism through time; international attempts at peace); refugee and other issues to present day. |

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>• Historical inquiry (20%)</td>
</tr>
<tr>
<td>• Explanation (20%)</td>
</tr>
<tr>
<td>• Source analysis (20%)</td>
</tr>
<tr>
<td>• Examination (40%)</td>
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</tbody>
</table>

<table>
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<table>
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<tbody>
<tr>
<td>• ATHIM</td>
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</table>

OVERVIEW

The Politics and Law course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other countries.

MINIMUM REQUIREMENTS

Students should have achieved a B grade or above in a Year 10 Humanities courses with a minimum exam mark of 50%. Students should also have studied the Human Rights and Wrongs Year 10 course.

Description and content

| Unit 1 | Description: This unit examines the principles of living in a liberal democracy by understanding the legislative, executive and judicial structures and processes of Australia’s political and legal system.  
Content: Political and legal systems, the rule of law, democracy, civil/criminal law. |
| --- | --- |
| Unit 2 | Description: This unit examines the principles of fair elections and the electoral and voting systems in Australia since Federation. The unit also looks at the trial processes used in Australia and the notion of natural justice.  
Content: Electoral and voting systems, representation, natural justice. |

Assessment

- Investigation (10%)
- Short answer (20%)
- Essay (20%)
- Source analysis (20%)
- Examination (30%)

Course levy

- Course costs are included in tuition fees

Course code

- AEPAL

Students who select this course in Year 11 will study Politics and Law Units 3 and 4 in Year 12.

OVERVIEW

The Politics and Law course allows for a critical study of the processes of decision making concerning society’s collective future. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Politics and Law.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td><strong>Description:</strong> This unit examines various aspects of political and legal power by examining the Commonwealth Constitution (Australia).</td>
</tr>
<tr>
<td><strong>Content:</strong> The Australian Constitution, influences on law making, federalism and the balance of power.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td><strong>Description:</strong> This unit examines the structures, processes and procedures of accountability in relation to the Australian Government. The course also explores how rights are protected and democratic principles can be upheld and/or undermined.</td>
</tr>
<tr>
<td><strong>Content:</strong> Accountability of government and political and legal rights.</td>
</tr>
</tbody>
</table>

Assessment

- Investigation (10%)
- Short answer (15%)
- Essay (15%)
- Source analysis (20%)
- Examination (40%)

Course levy

- Course costs are included in tuition fees

Course code

- ATPAL

MATHEMATICS PATHWAYS

Post School
- Trades Based Apprenticeships
- Certificate III Business

Year 12
- General Mathematics Essentials 3 & 4
- ATAR Mathematics Applications 3 & 4

Year 11
- General Mathematics 1 & 2
- ATAR Mathematics Applications 1 & 2

Year 10
- Pre-Essential Mathematics
- Functions & Algebra I
- Pre Application Mathematics

Other Pathways:
- ATAR Mathematics Methods 3 & 4
- ATAR Mathematics Specialist 3 & 4
- ATAR Mathematics Methods 1 & 2
- ATAR Mathematics Specialist 1 & 2

Math’s in Society
- Functions & Algebra II
- Functions & Algebra II

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
Students who select this course in Year 11 will study Mathematical Applications Units 3 and 4 in Year 12.

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Mathematics Applications or have completed Year 11 Mathematics Methods.

Description and content

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td>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.</td>
</tr>
</tbody>
</table>

Assessment

- Response (40%)
- Investigation (20%)
- Examination (40%)

Course levy

- Course costs are included in tuition fees

Course code

- ATMAA

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved a B grade or above in Year 10 Functions and Algebra II.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Response (40%)</td>
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<tr>
<td>• Investigation (20%)</td>
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<tr>
<td>• Examination (40%)</td>
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<table>
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<tr>
<th>Course levy</th>
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<tbody>
<tr>
<td>• Course costs are included in tuition fees</td>
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<table>
<thead>
<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>• A1MAM</td>
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<tr>
<td>• A2MAM</td>
</tr>
</tbody>
</table>

Students who select this course in Year 11 will study Mathematics Methods Units 3 and 4 in Year 12.

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Mathematics Methods.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Assessment

- Response (40%)
- Investigation (20%)
- Examination (40%)

Course levy

- Course costs are included in tuition fees

Course code

- ATMAM

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved an A grade in Year 10 Functions and Algebra II.

Description and content

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>This unit contains three topics: Combinatorics, vectors in the plane and geometry that complement the content of the Mathematical Methods ATAR course. The proficiency strand, reasoning, of the Year 7–10 curriculum is continued explicitly in geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>This unit contains three topics: Trigonometry, matrices, and real and complex numbers. Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students’ study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of matrices is undertaken, including applications to linear transformations of the plane.</td>
</tr>
</tbody>
</table>

Assessment

- Response (40%)
- Investigation (20%)
- Examination (40%)

Course levy

- Course costs are included in tuition fees

Course code

- AEMAS

Students who select this course in Year 11 will study Mathematics Specialist Units 3 and 4 in Year 12.

**OVERVIEW**

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

**MINIMUM REQUIREMENTS**

Students should have achieved a C grade or above in Year 11 Mathematics Specialist.

### Description and content

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students’ knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students’ previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.</th>
</tr>
</thead>
</table>

### Assessment

- Response (40%)
- Investigation (20%)
- Examination (40%)

### Course levy

- Course costs are included in tuition fees

### Course code

- ATMAS

SCIENCE PATHWAYS

Post School
- Ba Laboratory Medicine
- Ba Chemical Engineering
- Ba Pharmacy
- Ba Nutrition
- Ba Geophysics
- Ba Engineering
- Ba Mining
- Ba Extractive Metallurgy
- Ba Renewable Energy
- Ba Medical Imaging Science
- Ba Palaeontology
- Ba Environmental Science
- Ba Engineering
- Ba Geology
- Ba Conservation
- Ba Marine Science
- Ba Agribusiness
- Ba Forensic Biology and Toxicology
- Ba Environmental Science
- Ba Veterinary Science
- Ba Nursing
- Ba Speech Pathology
- Ba Biomedical Science
- Ba Exercise and Health Science
- Ba Health and Physical Education
- Ba Physiotherapy
- Ba Preventive Health
- Ba Education
- Ba Sports Science
- Ba Biomedical Science
- Ba Arts
- Ba Psychology
- Ba Counselling
- Ba Social Science

Year 12
- ATAR Chemistry 3 & 4
- ATAR Physics 3 & 4
- ATAR Earth and Environmental Science 3 & 4
- ATAR Biological Science 3 & 4
- ATAR Human Biological Science 3 & 4
- ATAR Physical Education Studies 3 & 4
- ATAR Psychology 3 & 4

Year 11
- ATAR Chemistry 1 & 2
- ATAR Physics 1 & 2
- ATAR Earth and Environmental Science 1 & 2
- ATAR Biological Science 1 & 2
- ATAR Human Biological Science 1 & 2
- ATAR Physical Education Studies 1 & 2
- ATAR Psychology 1 & 2

Year 10
- Our Chemical World
- Physics
- LIVING Planet
- Broad Based Science
- Human Body

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
OVERVIEW

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 Living Planet with a minimum exam score of 50%, or a B grade or above in Year 10 Broad Based Science with a minimum exam score of 65%.

### Description and content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td><strong>Ecosystems and biodiversity</strong>&lt;br&gt;In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.</td>
</tr>
<tr>
<td>Unit 2</td>
<td><strong>From single cells to multicellular organisms</strong>&lt;br&gt;In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.</td>
</tr>
</tbody>
</table>

### Assessment
- Science inquiry (20%)
- Extended response (15%)
- Test (25%)
- Examination (40%)

### Course levy
- Course costs are included in tuition fees
- Year 11s participate in an annual camp. An outline and extra costs associated with this camp will be sent out closer to the date.

### Course code
- AEBLY

Students who select this course in Year 11 will study Biology Units 3 and 4 in Year 12.

OVERVIEW

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

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Biology.

<table>
<thead>
<tr>
<th>Description and Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong> Continuity of species</td>
</tr>
<tr>
<td>In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.</td>
</tr>
<tr>
<td><strong>Unit 4</strong> Surviving in a changing environment</td>
</tr>
<tr>
<td>In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.</td>
</tr>
</tbody>
</table>

Assessment

- Science inquiry (20%)
- Extended response (10%)
- Test (20%)
- Examination (50%)

Course Levy

- Course costs are included in tuition fees
- Year 12s participate in two annual camps, one of which is compulsory. An outline and extra costs associated with this camp will be sent out closer to the date.

Course Code

- ATBLY

OVERVIEW

The Chemistry course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 Chemical World with a minimum exam score of 50%, or a B grade or above in Year 10 Broad Based Science with a minimum exam score of 65%.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td><strong>Chemical fundamentals: structure, properties and reactions</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td><strong>Molecular interactions and reactions</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Science Inquiry (25%)</td>
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<td>• Examination (50%)</td>
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<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>• AECHE</td>
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</tbody>
</table>

Students who select this course in Year 11 will study Chemistry Units 3 and 4 in Year 12.

OVERVIEW

The Chemistry course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. It provides students with an essential background if they are choosing to study any of the sciences at a tertiary level.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Chemistry.

Description and content

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Equilibrium, acids and bases, and redox reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Organic chemistry and chemical synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

Assessment

- Science Inquiry (20%)
- Extended response (10%)
- Test (20%)
- Examination (50%)

Course levy

- Course costs are included in tuition fees

Course code

- ATCHE

OVERVIEW

Earth and environmental science is a multifaceted field of inquiry that focuses on interactions between the Earth’s geosphere, hydrosphere, atmosphere and biosphere, and on dynamic, interdependent relationships that have developed between these components. To do this, students integrate knowledge, concepts, models and methods drawn from geology, biology, physics and chemistry in the study of Earth’s ancient and modern environments.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 Living Planet with a minimum exam score of 50%, or a B grade or above in Year 10 Broad Based Science with a minimum exam score of 65%.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Earth systems</td>
</tr>
<tr>
<td>The key features of Earth systems are studied, how they are interrelated, and their collective 4.5 billion year history. Students learn to understand scientific models and evidence for the structure and development of the geosphere, the hydrosphere, the atmosphere and the biosphere. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic and cultural factors.</td>
</tr>
<tr>
<td><strong>Unit 2</strong> Earth processes</td>
</tr>
<tr>
<td>How energy is transferred and transformed in Earth systems is studied, the factors that influence these processes, and the dynamics of energy loss and gain. Students understand how energy transfers and transformations influence oceanic, atmospheric, tectonic and biogeochemical cycles. Students investigate how scientific knowledge is used to offer evidence-based explanations and reliable predictions, and the ways in which it interacts with social, economic and cultural factors.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>• Investigation (30%)</td>
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<tr>
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<td>• Test (10%)</td>
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<tr>
<td>• AEEES</td>
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</tbody>
</table>

Students who select this course in Year 11 will study Earth and Environmental Science Units 3 and 4 in Year 12.

## OVERVIEW

In the Earth and Environmental Science course, students develop their investigative, analytical and communication skills. Earth and Environmental Science is now one of the foundation units for many tertiary science courses. Students can apply knowledge gained to their understanding of science issues in order to engage in public debate, solve problems and make evidence-based decisions about contemporary issues.

## MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Earth and Environmental Science.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td><strong>Managing Earth resources</strong></td>
</tr>
<tr>
<td>Students examine the occurrence of non-renewable mineral and energy resources and review how an understanding of Earth and environmental science processes guides resource exploration and extraction. They investigate how the rate of extraction is managed to sustain the quality and availability of renewable resources, including water, energy resources and biota, and the importance of monitoring and modelling to manage these resources at local, regional and global scales. Students learn about ecosystem services and how natural and anthropogenic changes of the biosphere, hydrosphere, atmosphere and geosphere influence resource availability and sustainable management.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td><strong>Earth hazards and climate change</strong></td>
</tr>
<tr>
<td>Students review the scientific evidence for climate change models, including the examination of evidence from the geological record, oceanic and atmospheric data, and explore different interpretations of the same evidence. They consider the reliability of these models for predicting climate change, and the implications of future climate change events, including changing weather patterns, globally and in Australia, for example, changes in flooding patterns or aridity, and changes to vegetation distribution, river structure and groundwater recharge.</td>
</tr>
</tbody>
</table>

### Assessment
- Investigation (20%)
- Extended task (10%)
- Test (20%)
- Examination (50%)

### Course Levy
- Course costs are included in tuition fees

### Course Code
- ATEES

OVERVIEW

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 students horizons and enables them to make informed choices. 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.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 Human Body with a minimum exam score of 50%, or a B grade or above in Year 10 Broad Based Science with a minimum exam score of 65%.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> The functioning human body</td>
</tr>
<tr>
<td>This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.</td>
</tr>
<tr>
<td><strong>Unit 2</strong> Reproduction and inheritance</td>
</tr>
<tr>
<td>This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development. Students learn how cellular mechanisms for gamete production and zygote formation contribute to human diversity, and that meiosis and fertilisation are important in producing new genetic combinations.</td>
</tr>
</tbody>
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<table>
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<th>Course code</th>
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<tr>
<td>• AEHBY</td>
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</tbody>
</table>

Students who select this course in Year 11 will study Human Biology Units 3 and 4 in Year 12.

OVERVIEW

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.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Human Biology.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>Content: 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.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Content: This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science inquiry (20%)</td>
</tr>
<tr>
<td>• Extended response (10%)</td>
</tr>
<tr>
<td>• Test (20%)</td>
</tr>
<tr>
<td>• Examination (50%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Year 12s participate in two annual camps, one of which is compulsory. An outline and extra costs associated with this will be sent out closer to the date.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>• ATHBY</td>
</tr>
</tbody>
</table>

OVERVIEW

The Physics course provides a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 Physics with a minimum exam score of 50% and a C grade or above in Year 10 Mathematics Functions and Algebra II.

Description and content

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Thermal, nuclear and electrical physics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Linear motion and waves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena including waves on springs, and water, sound and earthquake waves.</td>
</tr>
</tbody>
</table>

Assessment

- Science inquiry (30%)
- Test (30%)
- Examination (40%)

Course levy

- Course costs are included in tuition fees
- Year 11s participate in an annual camp. An outline and extra costs associated with this camp will be sent out closer to the date.

Course code

- AEPHY

Students who select this course in Year 11 will study Physics Units 3 and 4 in Year 12.

### OVERVIEW

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

### MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Physics.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
</table>
| **Unit 3** Gravity and electromagnetism
In this unit, students develop a deeper understanding of motion and its causes by using Newton’s Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves. |

| **Unit 4** Revolutions in modern physics
In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of Particle Physics and the Big Bang theory. |

### Assessment
- Science inquiry (20%)
- Test (30%)
- Examination (50%)

### Course levy
- Course costs are included in tuition fees

### Course code
- ATPHY

OVERVIEW

Psychology 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 and the enduring traits that distinguish individuals. Psychological knowledge also helps us understand socialisation, moral development, the formation of attitudes and also how people relate and communicate.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 10 Human Body with a minimum exam score of 50% or a B grade or above in Year 10 Broad Based Science with a minimum exam score of 65%.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigation (20%)</td>
</tr>
<tr>
<td>• Response (30%)</td>
</tr>
<tr>
<td>• Project (20%)</td>
</tr>
<tr>
<td>• Examination (30%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course costs are included in tuition fees</td>
</tr>
<tr>
<td>• Year 11s participate in an annual camp. An outline and extra costs associated with this camp will be sent out closer to the date.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>• AEPSY</td>
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</tbody>
</table>

Students who select this course in Year 11 will study Psychology Units 3 and 4 in Year 12.

OVERVIEW

Psychology 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 socialisation, moral development, the formation of attitudes and also how people relate and communicate.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Psychology.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigation (15%)</td>
</tr>
<tr>
<td>• Response (30%)</td>
</tr>
<tr>
<td>• Project (15%)</td>
</tr>
<tr>
<td>• Examination (40%)</td>
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</table>

<table>
<thead>
<tr>
<th>Course levy</th>
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</thead>
<tbody>
<tr>
<td>• Course costs are included in tuition fees</td>
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<th>Course code</th>
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<tr>
<td>• ATPSY</td>
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POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
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OVERVIEW
The Computer Science course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users.

MINIMUM REQUIREMENTS
Students should have achieved an A grade or above in Year 10 Mathematics Functions and Algebra I with a minimum exam score of 50%, or a B grade or above in Year 10 Mathematics Functions and Algebra II.

Description and content

| Unit 1 | Description: The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. |
| Content: The unit content includes theoretical aspects (knowledge) and practical aspects (skills) organised into two content areas: Systems analysis and development and Managing data. |

| Unit 2 | Description: The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. |
| Content: This unit includes knowledge, understandings and skills to the degree of complexity described below. The unit content includes theoretical aspects (Knowledge) and practical aspects (skills) organised into three content areas: Developing software, Programming and Networks and Communications. |

Assessment
- Project (40%)
- Theory Test (20%)
- Practical Test (10%)
- Examination (30%)

Course levy
- Unit 1: $10
- Unit 2: $10

Levy correct at time of printing but may change.

Students who select this course in Year 11 will study Computer Science Units 3 and 4 in Year 12.

INTRODUCTION

The Computer Science course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Computer Science.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td><strong>Description</strong>: Students learn about the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.</td>
</tr>
<tr>
<td><strong>Content</strong>: The unit content includes theoretical aspects (knowledge) and practical aspects (skills) and organised into two content areas: Systems analysis and development and Managing data.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td><strong>Description</strong>: Students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the software development cycle (SDC). Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They consider networks, communication systems, including security and protocols.</td>
</tr>
<tr>
<td><strong>Content</strong>: The unit content includes theoretical aspects (knowledge) and practical aspects (skills) organised into three content areas: Developing software, Programming and Networks and communications.</td>
</tr>
</tbody>
</table>

**Assessment**
- Project (30%)
- Theory Test (20%)
- Practical Test (10%)
- Examination (40%)

**Course levy**
- Unit 3: $10
- Unit 4: $10

*Levy correct at time of printing but may change.*

**Course code**
- ATCSC

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

MINIMUM REQUIREMENTS
Students should have completed the Year 10 course in Technical Graphics or Jewellery.

Description and content

| Unit 1 | Students create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to consumer design products. |
|        | **Content:** Design, communication, production. |

| Unit 2 | Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience |
|        | **Content:** Design, communication, production. |

Assessment
- Production (50%)
- Response (30%)
- Examination (20%)

Course levy
- Technical Graphics $45
- Dimensional Design (Jewellery) $140 (Inc. excursion cost)

Levy correct at time of printing but may change.

Course code
- AEDEST
- AEDED

Students who select this course in Year 11 will study Design Units 3 and 4 in Year 12.
OVERVIEW

The Design ATAR course facilitates a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 Design.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
</table>
| **Unit 3** Students are introduced to a client-focused design brief to create a product or service. They plan, develop and analyse to create designs that reflect the client, audience, and market needs. They also consider commercial and manufacturing requirements for a real world solution, with relevant production skills and processes, materials, and technologies.  
**Content:** Design, production, communication. |
| **Unit 4** The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes. Students produce products and visual layouts for specific and applied contexts with an understanding of applied semiotics and the construction of meaning. They analyse the audience in terms of empathy, profiling and stereotyping, and develop persuasive solutions using a research, testing and feedback mechanism.  
**Content:** Design, production, communication. |

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Practical Portfolio (50%)  
• Response (20%)  
• Examination (30%) |

<table>
<thead>
<tr>
<th>Course levy</th>
</tr>
</thead>
</table>
| • Technical Graphics $45  
• Dimensional Design (Jewellery) $100  

*Levy correct at time of printing but may change.* |

<table>
<thead>
<tr>
<th>Course code</th>
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</thead>
</table>
| • ATDEST  
• ATDED |

Students who select this course in Year 11 will study Engineering Studies Units 3 and 4 in Year 12.

OVERVIEW

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely on creativity and problem solving skills to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues.

The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts and provides opportunities for students to investigate, research and present information, design, make products and undertake project development. The programme is particularly suited to students who are interested in engineering and technical industries as future careers.

MINIMUM REQUIREMENTS

There is no minimum requirement for this course.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
</table>

**Unit 3**
In this unit, students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment. Students use the engineering design process beginning with the development of a comprehensive design brief that has a focus on a problem, need or opportunity. They synthesise responses to the brief by engaging in a range of activities that include: detailed research of similar existing engineered products; construction materials and components; sketching, drawing and notating concepts; analysing and justifying the choice of the most promising of these for production as a prototype or working model. Students refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

**Content:** Engineering design process, fundamental engineering calculations, engineering in society

**Unit 4**
In this unit, students consider and analyse the stages within the life cycle of engineering products. Students develop and demonstrate an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products. Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

**Content:** Engineering design process, Fundamental engineering calculations, engineering in society

**Assessment**
- Design (30%)
- Production (40%)
- Response (30%)

**Course levy**
- Engineering Studies $100
  
  *Levy correct at time of printing but may change.*

**Course code**
- ATEST

OVERVIEW

The Materials Design and Technology course is a practical course with the design and manufacture of products as the major focus. Working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This 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.

MINIMUM REQUIREMENTS

Students should have completed a Year 10 course in the corresponding context.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>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, structure and properties of a variety of materials, making appropriate materials selection for design needs, 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.</td>
</tr>
<tr>
<td><strong>Content:</strong> Material, design, use of technology.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Students learn about the nature of designing for a client, target audience or market, the nature, properties and environmental impacts and issues related to a variety of materials and production techniques. They develop creative thinking strategies, and work on design projects. 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.</td>
</tr>
<tr>
<td><strong>Content:</strong> Material, design, use of technology.</td>
</tr>
</tbody>
</table>

**Assessment**
- Design (25%)
- Production (50%)
- Response (25%)

**Course levy**
- Wood $140
- Textiles $80

*Levy correct at time of printing but may change.*

**Course code**
- AEMDTW (Wood)
- AEMDTT (Textiles)

Students who select this course in Year 11 will study Materials Design and Technology Units 3 and 4 in Year 12.

OVERVIEW

The Materials Design and Technology course is a practical course with the design and manufacture of products as the major focus. Working with materials, students develop a range of processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas and communicating what they do. This 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.

MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in the Year 11 corresponding context Materials Design and Technology course.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use. Students identify and manage risks, and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to pre-determined design specifications.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products. Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Design (25%)  
• Production (50%)  
• Response (25%)  |

<table>
<thead>
<tr>
<th>Course levy</th>
</tr>
</thead>
</table>
| • Wood $140  
• Textiles $80  
*Levy correct at time of printing but may change.* |

<table>
<thead>
<tr>
<th>Course code</th>
</tr>
</thead>
</table>
| • ATMDTW (Wood)  
• ATMDTT (Textiles) |

SECTION C

GENERAL COURSES
GENERAL RELIGION AND LIFE – Year 11

OVERVIEW

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion. Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

MINIMUM REQUIREMENTS

This course must be studied by students selecting the General pathway.

Description and content

| Unit 1 | The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.  
**Content:** The nature of religion, the influence of religion and Religious inquiry and learning skills. |
|---|---|
| Unit 2 | The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.  
**Content:** The nature of religion, the influence of religion and Religious inquiry and learning skills. |

Assessment

- Investigation (30%)
- Explanation (35%)
- Source Analysis (35%)

Course levy

- Course costs are included in tuition fees

Course code

- GEREL

Students who select this course in Year 11 will study Religion and Life Units 3 and 4 in Year 12.

OVERVIEW

The Religion and Life General course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. Students develop an understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion. Through the Religion and Life General course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis, and discussion.

MINIMUM REQUIREMENTS

This course must be studied by students selecting the General pathway.

### Description and content

| Unit 3 | The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.  
Content: The nature of religion, the influence of religion and Religious inquiry and learning skills. |
| --- | --- |
| Unit 4 | The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.  
Content: The nature of religion, the influence of religion and Religious inquiry and learning skills. |

### Assessment

- Investigation (25%)
- Explanation (30%)
- Source Analysis (30%)
- Externally set task (15%)

### Course levy

- Course costs are included in tuition fees

### Course code

- GTREL

OVERVIEW

Design involves the strategic development, planning and production of visual and tactile communication. Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

MINIMUM REQUIREMENTS

Students would benefit from having completed a Year 10 course in the corresponding context, but it is not a requirement.

Description and content

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to problems and communication needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> Design, communication, production</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves.</td>
</tr>
<tr>
<td><strong>Content:</strong> Design, communication, production</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

- Production (70%)
- Response (30%)

Course levy

- Unit 1: $60
- Unit 2: $60

*Levy correct at time of printing but may change.*

Course code

- GEDES (Graphics)
- GEDESP (Photography)

Students who select this course in Year 11 will study Design units 3 and 4 in Year 12.

OVERVIEW

The Design General course will facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are communicated via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design with projects.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 General Design course in the corresponding context.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
</table>
| **Unit 3** | The focus for this unit is product design. Students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience.  
**Content:** Design, communication, production |
| **Unit 4** | The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviors and needs; and that different forms of visual communication transmit these values and beliefs.  
**Content:** Design, communication, production |

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Production 65%  
• Response 20%  
• Externally set task 15% |

<table>
<thead>
<tr>
<th>Course levy</th>
</tr>
</thead>
</table>
| • Unit 3: $60  
• Unit 4: $60  
*Levy correct at time of printing but may change.* |

<table>
<thead>
<tr>
<th>Course code</th>
</tr>
</thead>
</table>
| • GTDESG (Graphics)  
• GTDESP (Photography) |

OVERVIEW

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing them with the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

MINIMUM REQUIREMENTS

Students would benefit from having completed a Year 10 course in Media Arts, but it is not a requirement.

Description and content

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Mass Media --Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Point of view - In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.</td>
</tr>
</tbody>
</table>

Assessment

- Production 70%
- Response 30%
- Externally set task 15%

Course levy

- Unit 1: $60
- Unit 2: $60

Levy correct at time of printing but may change.

Course code

- GEMPA

Students who select this course in Year 11 will study Media Production & Analysis units 3 and 4 in Year 12.

OVERVIEW

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing them with the skills, knowledge and understandings to tell their own stories and interpret others’ stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 General Media Production and Analysis course.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong> Entertainment -- Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media.</td>
</tr>
<tr>
<td><strong>Unit 4</strong> Representation and Reality -- Students will consider different types of representations and how they relate to the construction of reality within media work.</td>
</tr>
</tbody>
</table>

### Assessment
- Production 60%
- Response 25%
- Externally set task 15%

### Course levy
- Unit 3: $60
- Unit 4: $60

*Levy correct at time of printing but may change.*

### Course code
- GTMPA

OVERVIEW

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.

MINIMUM REQUIREMENTS

Students must have achieved a Category 2 or above in the Literacy component of the Online Literacy and Numeracy Assessment (OLNA).

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>Students will focus on comprehending and responding to ideas and information presented in texts. They will learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace.</td>
</tr>
<tr>
<td>Content: comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Students will focus on interpreting ideas and arguments in arrange of texts and contexts. They will consider the purposes and possible audiences of texts and learn to interact effectively in a range of contexts.</td>
</tr>
<tr>
<td>Content: Comprehension strategies, language and textual analysis, using information, creating texts, communicating and interacting with others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course levy</th>
<th>Course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading (40-60%)</td>
<td>• Course costs are included in tuition fees</td>
<td>• GEENG</td>
</tr>
<tr>
<td>• Creating (40-60%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who select this course in Year 11 will study English Units 3 and 4 in Year 12.

OVERVIEW

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.

MINIMUM REQUIREMENTS

Students must have achieved a Category 2 or above in the Literacy component of the Online Literacy and Numeracy Assessment (OLNA).

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
</table>
| **Unit 3** Students explore attitudes, text structures and language features to understand a text’s meaning and purpose. They will learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.  
**Content:** Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others. |
| **Unit 4** Students will explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives. They will construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context.  
**Content:** Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others. |

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Responding (40%)  
• Creating (45%)  
• Externally set task (15%) |

<table>
<thead>
<tr>
<th>Course levy</th>
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</thead>
<tbody>
<tr>
<td>• Course costs are included in tuition fees</td>
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</table>

<table>
<thead>
<tr>
<th>Course code</th>
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</thead>
<tbody>
<tr>
<td>• GTENG</td>
</tr>
</tbody>
</table>

GENERAL MATHEMATICS: Essential
Year 11

OVERVIEW
The Mathematics Essential 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.

MINIMUM REQUIREMENTS
Students must have achieved a Category 2 or above in the Numeracy component of the Online Literacy and Numeracy Assessment (OLNA).

Description and content

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion.</td>
</tr>
</tbody>
</table>

Assessment
- Response (50%)
- Practical application/Statistical investigation process (50%)

Course levy
- Course costs are included in tuition fees

Course code
- GEMAE

Students who select this course in Year 11 will study Mathematics: Essential Units 3 and 4 in Year 12.

OVERVIEW

The Mathematics Essential 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.

MINIMUM REQUIREMENTS

Students must have achieved a Category 2 or above in the Numeracy component of the Online Literacy and Numeracy Assessment (OLNA).

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest.</td>
</tr>
</tbody>
</table>

**Assessment**
- Response (40%)
- Practical application (45%)
- Externally set task (15%)

**Course levy**
- Course costs are included in tuition fees

**Course code**
- GTMAE

GENERAL HUMAN BIOLOGY – Year 11
(Diploma of Nursing only)

OVERVIEW

In the Human Biology 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.

MINIMUM REQUIREMENTS

Students must be enrolled in the Diploma of Nursing course.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td>This unit explores how the systems of the human body are interrelated to help maintain a healthy body. Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.</td>
</tr>
</tbody>
</table>

| **Unit 2** |
| This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to ensure the chances of fertilisation and implantation are more likely. Embryo and foetus development and associated technologies will be presented. Infertility, factors and options available for couples, along with associated risks. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined. Students are encouraged to use ICT to interpret and communicate their findings in a variety of ways. |

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>• Science inquiry (40%)</td>
</tr>
<tr>
<td>• Extended response (20%)</td>
</tr>
<tr>
<td>• Test (40%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course levy</th>
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<tbody>
<tr>
<td>• Course costs are included in tuition fees</td>
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<table>
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<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>• GEHBY</td>
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</tbody>
</table>

Students who select this course in Year 11 will study Human Biology Units 3 and 4 in Year 12.

GENERAL HUMAN BIOLOGY – Year 12
(Diploma of Nursing only)

OVERVIEW
This course is designed to provide students studying the Diploma of Nursing with a basic background for their TAFE studies.

MINIMUM REQUIREMENTS
Students must be enrolled in the Diploma of Nursing course.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td><strong>Unit 4</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science inquiry (30%)</td>
</tr>
<tr>
<td>• Extended response (20%)</td>
</tr>
<tr>
<td>• Test (25%)</td>
</tr>
<tr>
<td>• Externally set task (15%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course levy</th>
</tr>
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<tbody>
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<td>• Course costs are included in tuition fees</td>
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<table>
<thead>
<tr>
<th>Course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• GTHBY</td>
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</tbody>
</table>

OVERVIEW

The Integrated Science General course is grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions.

MINIMUM REQUIREMENTS

No pre-requisites are required.

**Description and content**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems. Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.</td>
</tr>
</tbody>
</table>

**Assessment**

- Science inquiry (50%)
- Extended response (30%)
- Test (20%)

**Course levy**

- Course costs are included in tuition fees

**Course code**

- GEISC

Students who select this course in Year 11 will study Integrated Science Units 3 and 4 in Year 12.

OVERVIEW

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

MINIMUM REQUIREMENTS

Successful completion of the Year 11 Integrated Science course.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>In this unit, students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between living and non-living components of ecosystems. They also investigate how measurements of population numbers, species diversity, and descriptions of species interactions, can form the basis for comparisons between ecosystems.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>This unit provides students with the opportunity to conduct scientific investigations that will increase their understanding of important scientific concepts and processes. Students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems.</td>
</tr>
</tbody>
</table>

**Assessment**
- Science inquiry (40%)
- Extended response (30%)
- Test (15%)
- Externally set task (15%)

**Course levy**
- Course costs are included in tuition fees
- Year 11s participate in an annual camp, an outline and extra costs associated with this will be sent out at appropriate time

**Course code**
- GTISC

GENERAL APPLIED INFORMATION TECHNOLOGY – Year 11

OVERVIEW

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce. Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client.

MINIMUM REQUIREMENTS

There are no minimum requirements for this course.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
</tbody>
</table>
| The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.  
**Content:** This unit encompasses theoretical aspects (knowledge) and practical aspects (skills). It is divided into the following areas: design concepts, hardware, impacts of technology, application skills and project management. |
| **Unit 2**             |
| The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.  
**Content:** This unit encompasses theoretical aspects (knowledge) and practical aspects (skills). It is divided into the following areas: managing data, networks, impacts of technology, application skills and project management. |

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Project (70%)  
• Short answer (20%)  
• Extended answer (10%) |

<table>
<thead>
<tr>
<th>Course levy</th>
</tr>
</thead>
</table>
| • Unit 1: $10  
• Unit 2: $10 |

*Levy correct at time of printing but may change.*

<table>
<thead>
<tr>
<th>Course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• GEAIT</td>
</tr>
</tbody>
</table>

Students who select this course in Year 11 will study Applied Information Technology Units 3 and 4 in Year 12.

OVERVIEW

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 Applied Information Technology course.

Description and content

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>The emphasis is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies. <strong>Content:</strong> The content of this unit encompasses theoretical aspects (knowledge) and practical aspects (skills). It is divided into the following areas: design concepts, hardware, impacts of technology, application skills, project management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td>The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries. <strong>Content:</strong> The content of this unit encompasses theoretical aspects (knowledge) and practical aspects (skills). It is divided into the following areas: managing data, networks, impacts of technology, application skills, and project management.</td>
</tr>
</tbody>
</table>

Assessment

- Project (50%)
- Short answer (20%)
- Extended answer (15%)
- Externally set task (15%)

Course levy

- Unit 3: $10
- Unit 4: $10

*Levy correct at time of printing but may change.*

Course code

- GTAIT

OVERVIEW
The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore human development from conception to early childhood. They look at products, services and support systems available to families. They use the technology process and a range of skills to make informed decisions. This course caters for students seeking career pathways in areas such as education, nursing, community services, childcare and health.

MINIMUM REQUIREMENTS
There are no minimum requirements for this course.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
</table>
| **Unit 1** | Students investigate and evaluate aspects of nature and nurture, maternal health and neonatal care, uniqueness and diversity, family life, history and traditions, and healthy lifestyles.  
**Content:** Nature of growth and development, factors affecting development, taking action, influences and impact. |
| **Unit 2** | The focus here includes aspects of play and leisure, health and safety, roles and responsibilities, caring and sharing, networks and services, culturally sensitive practices, empowering families and building communities.  
**Content:** Nature of growth and development, factors affecting development, taking action, influences and impact. |

Assessment
- Investigation (40%)
- Production (55%)
- Response (15%)

Course levy
- Unit 1: $40
- Unit 2: $40

Levy correct at time of printing but may change.

Course code
- GECFC

Students who select this course in Year 11 will study Children, Family and Community: Caring for Others Units 3 and 4 in Year 12.

OVERVIEW

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students use a range of skills to make informed decisions and consider actions at personal, family and community levels. They communicate and interact with children, families and community groups in practical ways. This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 Children, Family and the Community – Caring for Others course.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
</table>
| **Unit 3** | Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.  
**Content:** Growth and development, taking action, influences and impacts. |
| **Unit 4** | Students examine the effect on an individual’s development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types.  
**Content:** Growth and development, taking action, influences and impacts. |

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course levy</th>
<th>Course code</th>
</tr>
</thead>
</table>
| • Investigation (25%)  
• Production (50%)  
• Response (10%)  
• Externally set task (15%) | • Unit 3: $40  
• Unit 4: $40 | • GTCFC |

OVERVIEW

Design involves the strategic development, planning and production of visual and tactile communication. Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

MINIMUM REQUIREMENTS

Students should have completed the Year 10 Technical Graphics course.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Production (70%)</td>
</tr>
<tr>
<td>• Response (30%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technical Graphics: $30</td>
</tr>
</tbody>
</table>

*Levy correct at time of printing but may change.*

<table>
<thead>
<tr>
<th>Course code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• GEDEST</td>
</tr>
</tbody>
</table>

Students who select this course in Year 11 will study Design units 3 and 4 in Year 12.

OVERVIEW
The Design General course will facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are communicated via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design with projects.

MINIMUM REQUIREMENTS
Students should have completed the Year 11 Design course in a Technical Graphic context.

<table>
<thead>
<tr>
<th>Description and content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td>The focus for this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.</td>
</tr>
<tr>
<td><strong>Content</strong>: Design, communication, production.</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td>The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviors and needs; and that different forms of visual communication transmit these values and beliefs.</td>
</tr>
<tr>
<td><strong>Content</strong>: Design, communication, production.</td>
</tr>
</tbody>
</table>

**Assessment**
- Production 65%
- Response 20%
- Externally set task 15%

**Course levy**
- Technical Graphics: $40
  
  *Levy correct at time of printing but may change.*

**Course code**
- GTDEST

GENERAL FOOD SCIENCE AND TECHNOLOGY Year 11

OVERVIEW

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. Students develop practical food related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

MINIMUM REQUIREMENTS

Students should have completed the Year 10 Food Technology course.

Unit 1

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs.

Content: Food as a commodity, properties of food, nutrition, processing food and food in society.

Unit 2

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements.

Content: This unit builds on the content covered in Unit 1.

Food as a commodity, properties of food, nutrition, processing food and food in Society.

Assessment

- Investigation (30%)
- Production (60%)
- Response (10%)

Course levy

- Unit 1: $80
- Unit 2: $80

Levy correct at time of printing but may change.

Course code

- GEFST

Students who select this course in Year 11 will study Food Science and Technology Units 3 and 4 in Year 12.

OVERVIEW

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. Students extend their knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 Food Science and Technology course.

<table>
<thead>
<tr>
<th>Description and content</th>
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<tbody>
<tr>
<td><strong>Unit 3</strong></td>
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</tbody>
</table>
| This unit explores the societal, lifestyle and economic issues that influence food choices. Students develop their expertise with technology skills to implement strategies to design food products and processing systems. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.  
**Content:** Food as a commodity, properties of food, nutrition, processing food, food in society, laws and regulatory codes. |

| **Unit 4**              |
| Description: This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and principles of food preservation. Students apply the technology process to address a product proposal and produce a preserved food product.  
**Content:** This unit builds on the content covered in Unit 3.  
Food as a commodity, properties of food, nutrition, processing food, food in society, laws and regulatory codes. |

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>• Investigation (30%)</td>
</tr>
<tr>
<td>• Production (40%)</td>
</tr>
<tr>
<td>• Response (15%)</td>
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<tr>
<td>• Externally set task (15%)</td>
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<table>
<thead>
<tr>
<th>Course levy</th>
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</thead>
<tbody>
<tr>
<td>• Unit 3: $80</td>
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<tr>
<td>• Unit 4: $80</td>
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Levy correct at time of printing but may change.

<table>
<thead>
<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>• GTFST</td>
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</table>

GENERAL MATERIALS DESIGN AND TECHNOLOGY – Year 11

OVERVIEW

The Materials Design and Technology General course is a practical course. The course allows students the opportunity to explore and use different learning contexts: jewellery, 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.

MINIMUM REQUIREMENTS

Students should have completed a Year 10 course in the corresponding context.

<table>
<thead>
<tr>
<th>Description and content</th>
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</table>
| **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.
| **Content:** Design fundamentals and skills, use of technology, nature and properties of materials. |
| **Unit 2** | Students interact with products designed for a specific market. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.
| **Content:** Design fundamentals and skills, use of technology, nature and properties of materials. |

Assessment

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

Course levy

- Jewellery: $100
- Metalwork: $140 (Inc. excursion cost)
- Textiles: $80
- Wood: $140

*Levy correct at time of printing but may change.*

Course code

- GEMDTJ (Jewellery)
- GEMDTM (Metals)
- GEMDTT (Textiles)
- GEMDTW (Wood)

OVERVIEW

The Materials Design and Technology General course is a practical course. The course allows students the opportunity to explore and use different learning contexts: jewellery, 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.

MINIMUM REQUIREMENTS

Students should have completed the Year 11 course in the corresponding context.

<table>
<thead>
<tr>
<th>Description and content</th>
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</thead>
</table>
| **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.  
**Content**: Design fundamentals, practical skills and production management. |
| **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.  
**Content**: Design fundamentals, practical skills and production management. |

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course levy</th>
<th>Course code</th>
</tr>
</thead>
</table>
| • Design (25%)  
• Production (50%)  
• Response (10%)  
• Externally set task (15%) | • Jewellery: $140  
(I inc. excursion cost)  
• Metalwork: $120  
• Textiles: $80  
• Wood: $140  
*Levy correct at time of printing but may change.* | • GTMDTJ (Jewellery)  
• GTMDTM (Metals)  
• GTMDTT (Textiles)  
• GTMDTW (Wood) |

SECTION D

VOCATIONAL EDUCATION AND TRAINING (VET)
OVERVIEW

Vocational Education and Training in Schools (VETiS) programs provide the opportunity for students to gain a nationally recognised qualification along with workplace experience and skills, while at school.

The VET system and the education system are distinct but complimentary. The VET sector is industry driven allowing industry to indicate the skills and knowledge needed and the qualifications are linked to job roles. VET is lined up to match industry skill requirements and skill shortage areas.

Vocational Education and Training (VET) is a valuable option for students. It engages them in work-related learning that helps their transition into a broader range of post-school opportunities. This may be for university, further training and/or the workforce.

Delivery, assessment and the certification of VET qualifications are the responsibility of Registered Training Organisations (RTOs). All RTOs, and the qualifications and statements of attainment they certify, must meet the VET Quality Framework standards or the Australian Quality Training Framework (AQTF) essential conditions and standards.

VET CONTRIBUTION TO THE WACE

Students are required to achieve 14 C grades (or equivalents) in Year 11 and Year 12 ATAR or General units, including at least six C grades in Year 12 ATAR or General units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units

- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.
Certificate Courses Delivered at Nagle Catholic College
VETiS programs develop the skills and knowledge of individuals in relation to specific industries and occupations.

Working in partnership with Registered Training Organisations (RTOs), the College is able to offer a range of VETiS qualifications for Year 11 and Year 12 students.

The qualifications are delivered at the College as part of a student’s timetable, in the same way that ATAR and General courses are delivered.

Students who are studying 3 or fewer ATAR courses are required to successfully complete at least one Certificate II qualification in order to meet WACE requirements.

While not compulsory, students studying 4 or more ATAR courses may also opt to so a Certificate course.
CERTIFICATE II DANCE

OVERVIEW

This qualification is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry or to study dance at a Certificate III level at a State Training Provider (STP).

MINIMUM REQUIREMENTS

An ability to dance and perform is essential, this can be demonstrated through the completion of a dance course in Years 8-10 or involvement in dance outside of school.

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<tr>
<th>Content</th>
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<tbody>
<tr>
<td>Completion of 10 Units of Competency will be required.</td>
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<tr>
<td>Content: Work effectively with others, develop basic dance techniques, incorporate artistic impression into dance performances, prepare for performances, follow safe dance practices, develop a basic level of physical condition for dance, prepare self for performances, develop and apply creative arts industry knowledge.</td>
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<tr>
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<tbody>
<tr>
<td>• Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.</td>
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<tr>
<td>• Competency <strong>MUST</strong> be achieved in all units for a student to be awarded the qualification.</td>
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<tr>
<th>Course Levy</th>
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<tbody>
<tr>
<td>• Year 11: $140</td>
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<td>• Year 12: $140</td>
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*Levy correct at time of printing but may change.*

This course is completed over Year 11 and Year 12.

CERTIFICATE II MUSIC

OVERVIEW

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, works under direct supervision and uses practical skills and essential working knowledge in a music context. It is a preparatory qualification that will help students develop technical, vocational and interpersonal competencies suitable for employment in music and other industries.

MINIMUM REQUIREMENTS

An ability to play a musical instrument or sing is desirable.

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<tr>
<th>Content</th>
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<tbody>
<tr>
<td>Completion of 8 Units of Competency will be required.</td>
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<tr>
<td><strong>Content:</strong> Participate in OHS processes, work effectively with others, perform basic sound editing, develop and apply music ideas and listening skills, play or sing simple music pieces, assist with sound recordings, mix sound in a broadcasting environment.</td>
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<th>Course Levy</th>
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<tr>
<td>• Year 11: $150</td>
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<td>• Year 12: $150</td>
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*Levy correct at time of printing but may change.*

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<th>Course Code</th>
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<tr>
<td>▪ C2MUS</td>
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</table>

This course is completed over Year 11 and Year 12

## OVERVIEW

This qualification is recommended for people with some experience and skills in art who wish to work in visual arts related industries such as; architecture, landscape architecture, industrial design, interior design, interior decoration, graphic design, painter/decorating, fashion design, web-design, advertising, photography, display artist, artist or crafts person. Students will develop visual arts industry knowledge and are required to work independently to gather evidence and maintain a portfolio of work samples and relevant information.

### MINIMUM REQUIREMENTS

Some art experience during Years 8-10 is desirable.

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<th>Content</th>
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<tbody>
<tr>
<td>Completion of 9 Units of Competency will be required.</td>
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</table>

**Content:** Source concept for own work, follow OHS procedures, use drawing techniques to represent the object or idea, source information on history and theory and apply to own work, apply techniques to produce paintings, prints, drawings, textiles and ceramics, develop and articulate concept for own work, store finished work.

### Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.

- Competency MUST be achieved in all units for a student to be awarded the qualification.

### Course Levy

- Year 11: $210
- Year 12: $210

*Levy correct at time of printing but may change.*

### Course Code

- C2VA

This course is completed over Year 11 and Year 12.

CERTIFICATE II OUTDOOR RECREATION

OVERVIEW

This qualification provides the skills and knowledge for an individual to pursue a career as a leader and organiser of Outdoor Recreational activities. This is a two year course which is completed over Year 11 and 12. Practical activities, camps and excursions will make up a large percentage of the course.

MINIMUM REQUIREMENTS

There is no minimum requirement for this course but it is strongly recommended that students on an ATAR pathway do not select this course.

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<th>Content</th>
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<tbody>
<tr>
<td>Completion of 14 Units of Competency will be required.</td>
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**Year 11 Units:** Apply First Aid, minimise environment impact, work effectively in sport and recreation environments, demonstrate snorkelling activities, demonstrate sea kayaking skills, catch and handle fish, locate and attract fish, use and maintain a temporary or overnight site.

**Year 12 Units:** Students will complete units and be able to assist in conducting outdoor recreation sessions, demonstrate abseiling skills on artificial surfaces and safeguard an abseiler using a single rope belay system, demonstrate bushwalking skills in a controlled environment, demonstrate navigation skills in a controlled environment, assist in preparing and conducting sport and recreation sessions.

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<th>Course Levy</th>
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| • **Year 11: $700**  
(This includes the cost of a 5 day excursion to Coral Bay)  
• **Year 12: $400**  
(Includes Abseiling camp to Kalbarri Gorges, Canoeing Day, 3 day Tamala Station expedition) |

*Levy correct at time of printing but may change.*

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<th>Course Code</th>
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<tr>
<td>• C2OR</td>
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</table>

This course is completed over Year 11 and Year 12.

CERTIFICATE II SPORT AND RECREATION

OVERVIEW

This qualification provides skills in provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistant, administrative assistance or bar and café service in locations such as fitness centers, outdoor sporting grounds or complexes and aquatic centers. There will be an opportunity for students to organize and attend a cycling camp to Ellendale Pool.

MINIMUM REQUIREMENTS

A strong interest in sport and recreation demonstrated throughout Year 10.

Content

Completion of 11 Units of Competency will be required.

Apply First Aid, respond to emergency situations, organise and complete daily work activities, develop and update sport, fitness and recreation industry knowledge, follow work health and safety policies, perform basic water rescues, demonstrate basic cycling skills and basic surfing manoeuvres in controlled conditions, demonstrate surf survival and self-rescue skills, select, set up and maintain a bike, teach the fundamental skills of squash.

Assessment

• Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in units.

• Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

• $300 (This includes the cycling camp to Ellendale Pool levy)

Levy correct at time of printing but may change.

Course Code

• C2SR

This course is a 1 year course and may be completed in Year 11 or Year 12.

For further information:  www.training.gov.au/Training/Details/SIS20310
CERTIFICATE II BUSINESS

OVERVIEW
This qualification reflects the role of individuals who perform a range of routine tasks using practical skills and essential working knowledge in a business setting, working under direct supervision. It would be useful for students who would like to pursue a career in: administration or clerical work, data entry, office junior or receptionist. This course is for students who have not previously studied a Business certificate.

MINIMUM REQUIREMENTS
Good organisational skills, an ability work independently and as part of a team, be familiar with office technology.

Content
Completion of 12 Units of Competency will be required.
Content: OHS processes, deliver a service to customers, work effectively in a business environment, process and maintain workplace information, communicate in the workplace, produce simple word processed documents, create and use spreadsheets, organise and complete daily work activities, work effectively with others, use business technology, maintain daily financial records, communicate electronically.

Assessment
- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy
- Year 12: $100

Levy correct at time of printing but may change.

Course Code
- C2BU

This course is for students who have not previously studied a Business certificate. It will be completed over one year-Year 12.

CERTIFICATE II BUSINESS

OVERVIEW

This qualification reflects the role of individuals who perform a range of routine tasks using practical skills and essential working knowledge in a business setting, working under direct supervision. It would be useful for students who would like to pursue a career in: administration or clerical work, data entry, office junior or receptionist. This course is for students who have not previously studied a Business certificate.

MINIMUM REQUIREMENTS

Good organisational skills, an ability work independently and as part of a team, be familiar with office technology.

Content

Completion of 12 Units of Competency will be required.

Content: OHS processes, deliver a service to customers, work effectively in a business environment, process and maintain workplace information, communicate in the workplace, produce simple word processed documents, create and use spreadsheets, organise and complete daily work activities, work effectively with others, use business technology, maintain daily financial records, communicate electronically.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.

- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

- Year 11: $100
- Year 12: $100

Levy correct at time of printing but may change.

Course Code

- C2BU

This course is completed over Year 11 and Year 12 and is only available to students who were previously enrolled in Certificate II Business in 2015.

CERTIFICATE III BUSINESS

OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a range of business related activities and functions requiring discretion, judgement and application of knowledge.

Embedded in this course is the Just Start It program whereby the class is assigned a local industry mentor who will guide the development of team-based business ideas. The successful teams will then have the opportunity to pitch their idea for uptake by real investors!

This is a fun and practical way to gain a qualification and make some valuable connections in the local community.

MINIMUM REQUIREMENTS

Students must have good organisational skills.

Content

Completion of 12 Units of Competency will be required, over a two year period.

Content: Apply knowledge of WHS legislation in the workplace, Contribute to effective workplace relationships, Organise workplace information, Promote innovation in a team environment, Create electronic presentations, Produce spreadsheets, Design and produce business documents, Write simple documents, Identify suitability for micro business, Investigate micro business opportunities, Develop a micro business proposal, Market the small business

Assessment

• Assessment focusses on theory and practical based exercises that will allow a student to demonstrate their competency in units.

• Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

• Year 11: $300
• Year 12: $300

Levy correct at time of printing but may change.

Course Code

• C3BU

This course is completed over Year 11 and Year 12.

For further information: http://training.gov.au/Training/Details/BSB30115
CERTIFICATE II MARITIME OPERATIONS:
Coxswain Grade 1 Near Coastal

OVERVIEW
This course is designed specifically for those students who wish to pursue a career in the maritime industry or who made need a license to operate a commercial vessel in the course of their future employment. Students who wish to work in the field of Fisheries or aquaculture will find this certificate of particular relevance. Students who successfully complete this course are able to sit their Coxswains exam upon completion of the pre-requisite sea time.

MINIMUM REQUIREMENTS
There are no pre-requisites for this course.

Description and content

Content: Year 11-Maneuver a domestic vessel, transmit and receive information by marine radio, provide elementary first aid, contribute to effective communication and teamwork on a coastal vessel, apply seamanship skills and techniques when operating a small vessel, observe safety and emergency procedures on a coastal vessel, ensure compliance with environmental conditions in a small vessel, survive at sea in the event of vessel abandonment, fight and extinguish fires onboard a vessel.

Content: Year 12-Monitor condition and seaworthiness of a vessel up to 24 metres, apply domestic regulations and industry practices when operating a small coastal vessel, plan and navigate a short voyage within inshore limits, carry out refueling and fuel transfer operations, operate and carry out basic service checks on a small vessel marine propulsion system, operate and carry out basic servicing on auxiliary system, operate and carry out basic servicing of a low voltage marine electrical system.

Camps
Student will do two seven day camps over the two years during school holidays. Both camps will be held at AMI in Henderson and involve sea time.

Assessment
- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy
- $1350

Breakdown
- Auspicing AMI: $1100,
Certification Applied First Aid, SLSWA: $120
- Camp

Levy correct at time of printing but may change.

Course Code
- C2MO

This course is completed over Year 11 and Year 12.
For further information: Australasian Maritime Institute, Henderson WA 6166, www.ami.edu.au
CERTIFICATE II APPLIED FASHION DESIGN AND TECHNOLOGY

OVERVIEW

This course is for people who want an introduction to basic design and wish to develop skills and knowledge to prepare them for work in a creative and production oriented environment within the fashion industry. This qualification aims to give students an introductory overview of fashion design.

MINIMUM REQUIREMENTS

An interest in fashion and design.

<table>
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<tbody>
<tr>
<td>Completion of 11 Units of Competency will be required.</td>
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</table>

**Content:** Students will learn to use a sewing machine, identify fibres and fabrics, design and produce a simple garment, identify design process for fashion designs, follow defined OH&S policies and procedures, apply quality standards, participate in environmentally sustainable work practices, draw and interpret sketches, modify patterns and sew.

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<tbody>
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<tr>
<th>Course Levy</th>
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<tbody>
<tr>
<td>• Year 11: $80</td>
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<td>• Year 12: $80</td>
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*Levy correct at time of printing but may change.*

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<th>Course Code</th>
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<tr>
<td>• C2AFD</td>
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This course is completed over Year 11 and Year 12.

CERTIFICATE II HOSPITALITY

OVERVIEW
This qualification reflects the role of individuals who use a defined range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

MINIMUM REQUIREMENTS
There are no entry requirements for this qualification but it is preferred that students have studied a Food course in Year 9 or Year 10.

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<tbody>
<tr>
<td>Completion of 11 Units of Competency will be required.</td>
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<tr>
<td><strong>Content:</strong> Work effectively with others, source and use information on the hospitality industry, use hospitality skills effectively, show social and cultural sensitivity, interact with customers, participate in safe work practices, use hygienic practices for food safety, prepare simple dishes, prepare sandwiches, produce appetisers and salads, prepare and serve non-alcoholic beverages, prepare and serve espresso coffee.</td>
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<th>Course Levy</th>
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<tbody>
<tr>
<td>• Year 11: $100</td>
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<td>• Year 12: $100</td>
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Levy correct at time of printing but may change.

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<th>Course Code</th>
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<td>• C2HOS</td>
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</table>

This course is completed over Year 11 and Year 12.

CERTIFICATE II VISUAL ARTS

CONTEXTS: Jewellery, Metalwork, Textiles, Woodwork

OVERVIEW

This qualification is a practical course which students can complete in one of three learning contexts: design graphics, wood and furniture and jewellery. It is recommended for people with some experience and skills in the appropriate context who wish to work in an area related to that context once they have left school.

MINIMUM REQUIREMENTS

Completion of a course in Year 8 - 10 in the appropriate context.

Content

Completion of 9 Units of Competency will be required.

Content:

Four core units:- Source concept for own work, follow OHS procedures, use drawing techniques to represent the object or idea, source and use information relevant to own practice.

Five elective units: These will focus on the practical aspects of the learning context, using basic skills, tools, designing and producing.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

- Design Graphics
  Year 11: $45
  Year 12: $45
- Furniture Making
  Year 11: $160
  Year 12: $160
- Jewellery
  Year 11: $100
  Year 12: $100

Levy correct at time of printing but may change.

Course Code

- C2DES (Design Graphics)
- C2FU (Furniture making)
- C2JEW (Jewellery)

This course is completed over Year 11 and Year 12.

Certificate Courses
Delivered Externally
EXTERNAL VET DELIVERY

Through working in partnership with a Registered Training Organisation (RTO) the College is able to offer a range of VET qualifications, including Pre-apprenticeships, for Year 11 and 12 students. Some of these qualifications are delivered at Durack Institute of Technology or Geraldton Regional Trade Training Centre.

Those qualifications delivered externally will involve the student attending Durack Institute of Technology or Geraldton Regional Trade Training Centre for one or two days a week depending upon the course selected. Students who undertake these qualifications will only select five courses, with their sixth course being ‘study’. This will give the student one period a day to allow them to catch-up the work that they have missed whilst completing their certificate qualification away from the College.

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
CERTIFICATE II BUILDING AND CONSTRUCTION

OVERVIEW

This qualification is for learners seeking a career in a construction trade. It comprises of units that are common to all trades with additional units focusing on Carpentry and Joinery.

MINIMUM REQUIREMENTS

Students should have an interest in carpentry and joinery.

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<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>Completion of 13 Units of Competency will be required.</td>
</tr>
<tr>
<td><strong>Content</strong>: Students will use carpentry tools and equipment, handle carpentry materials, carry out setting out, install flooring systems, work effectively and sustainably in the construction industry, plan and organise work, conduct workplace communication, carry out measurements and calculations, read and interpret plans and specifications, erect and dismantle restricted height scaffolding, work safely at heights, work safely in the construction industry and apply OHS policies and procedures.</td>
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This course is completed during Year 11. Students attend Durack Institute of Technology two days a week.

CERTIFICATE II CONSTRUCTION PATHWAYS

OVERVIEW

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

Content

Content: The core units of competency that must be completed are:
- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations
- Read and interpret plans and specifications
- Apply OHS requirements, policies and procedures in the construction industry

At the time of publication, the elective units were not available. For more information, please speak with either Mrs White or Miss Roe in Careers.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

- At publication of this handbook there is no course levy. This is subject to change and parents will be notified if one is introduced for 2016.

Course Code

- N/A

This course is studied over Year 11, for one day a week at Durack. It does not involve any work placement.

For further information: http://training.gov.au/Training/Details/CPC20211
CERTIFICATE II ENGINEERING PATHWAYS

OVERVIEW

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. The course will develop trade-like skills but does not develop trade-level skills.

Content

Content: The core units of competency that must be completed are:
- Apply principles of occupational health and safety in the work environment,
- Develop a career plan for the engineering and manufacturing industry,
- Undertake a basic engineering project and
- Participate in environmentally sustainable work practices.

At the time of publication, the elective units were not available. For more information, please speak with either Mrs White or Miss Roe in Careers.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

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Course Code

- N/A

This course is studied over Year 11, for one day a week at Durack. It does not involve any work placement.

For further information: http://training.gov.au/Training/Details/MEM20413
CERTIFICATE II HAIRDRESSING

OVERVIEW

This qualification reflects the role of individuals who work as salon assistants and are competent in communicating in the workplace, interacting with and providing service to clients and assistance to colleagues. They perform routine functions under direct supervision as part of a hairdressing team.

MINIMUM REQUIREMENTS

Students must be interested in the hairdressing industry.

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<td>Completion of 16 Units of Competency will be required.</td>
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<td>Content: Students will apply salon safety procedures, communicate in the workplace, dry hair to shape, greet and prepare clients for salon services, perform shampoo and basin services, maintain and organise tools, equipment and work areas, conduct financial transactions, perform head neck and shoulder massage, apply hair colour products, rinse and neutralise chemically restructured hair, apply hair braiding techniques, develop hairdressing industry knowledge, merchandise products, recommend hair, beauty and cosmetic products and services and sell products and services.</td>
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This course is completed during Year 11. Students attend Durack Institute of Technology two days a week.

CERTIFICATE II HORTICULTURE

OVERVIEW

Do you enjoy gardening and landscaping? This course is designed to provide you with foundation skills and knowledge required by the horticultural industry.

You will gain skills in
- Handling pesticides safely
- Applying general workplace safety
- Propagation of plants
- Tending nursery plants
- Treating weeds, pests and diseases
- Maintaining garden beds and irrigation
- Recognising soil properties for specific species
- Identification of plant species
- Setting up and operating hydroponic and aquaponic systems

Content

Content: The core units of competency that must be completed are:
- Participate in OHS processes and Participate in environmentally sustainable work practices.

At the time of publication, the elective units were not available. For more information, please speak with either Mrs White or Miss Roe in Careers.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

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Course Code

- N/A

This course is studied over Year 11, for one day a week at Durack. It does not involve any work placement.

For further information: http://training.gov.au/Training/Details/AHC20410
CERTIFICATE II MARITIME (COXSWAIN)

OVERVIEW

Do you enjoy boating and being on the ocean? Are you working in or would like to work in the fishing and maritime Industry? This course will provide the practical skills and knowledge to take charge of a commercial marine vessel of up to 12 metres in length with propulsion power that is unlimited for an outboard engine or up to 500kW for an inboard engine.

You will gain skills in

- Navigating a vessel less than 12 metres in length
- Applying basic maintenance and engineering knowledge
- Operating a marine radio
- Applying safety procedures at sea
- Applying basic ships knowledge
- Demonstrating nautical knowledge

Content

The units of competency that must be completed are:

- Perform basic servicing and maintenance of main propulsion unit and auxiliary systems
- Operate inboard and outboard motors
- Apply basic survival skills in the event of vessel abandonment
- Follow procedures to minimise and fight fires on board a vessel
- Meet work health and safety requirements
- Survive at sea using survival craft
- Plan and navigate a passage for a vessel up to 12 metres
- Comply with regulations to ensure safe operation of a vessel up to 12 metres
- Follow environmental work practices
- Operate main propulsion unit and auxiliary systems.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

- At publication of this handbook there is no course levy. This is subject to change and parents will be notified if one is introduced for 2016.

Course Code

- N/A

This course is studied over Year 11, for one day a week at Durack. It does not involve any work placement.

For further information: http://training.gov.au/Training/Details/MAR20313
CERTIFICATE II TOURISM

OVERVIEW

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

MINIMUM REQUIREMENTS

An interest in tourism on a local, state, national and worldwide level.

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<td>Completion of 11 Units of Competency will be required.</td>
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<td><strong>Content</strong> : Source and use information on the tourism and travel industry, interact with customers, show social and cultural sensitivity, participate in safe work practices, communicate effectively, work effectively with others, source and present information, provide advice on Australian and international destinations.</td>
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This course is completed during Year 11 at Durack Institute of Technology and does not include work placement.

CERTIFICATE III EARLY CHILDHOOD EDUCATION

OVERVIEW

This qualification is suitable for those students who wish to work in a range of early childhood education settings, supporting the implementation of an approved learning framework for children and supporting children’s wellbeing, learning and development.

MINIMUM REQUIREMENTS

Have a desire to work with babies and young children.

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<td>Completion of 18 Units of Competency will be required.</td>
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<td>Content: Work within a relevant legal and ethical framework, develop cultural competence, ensure the health and safety of children, provide care for children, promote and provide healthy food and drinks, provide care for babies and toddlers, develop positive and respectful relationships with children, use an approved learning framework to guide practice, support the holistic development of children in early childhood, provide experiences to support children’s play and learning, use information about children to inform practice, identify and respond to children and young people at risk, provide an emergency first aid response in an education and care setting.</td>
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This course is completed during Year 11 and 12. Students attend Durack Institute of Technology two days a week.

CERTIFICATE III FISHING OPERATIONS

OVERVIEW

This qualification contains the competencies required by an experienced deckhand undertaking a wide range of fishing operation tasks.

Maritime certifications, such as a Coxswain, cannot be achieved through this qualification.

The qualification will have application for people working for aquaculture farms using wild caught broodstock or seedstock, on charter vessels, on fishing vessels.

Individuals operating at this level undertake a broad range of routine processes and procedures which may include:

- maintaining food safety and quality control procedures and policies
- overseeing cleaning and maintenance of equipment and vessel
- overseeing the handling, harvesting and sorting of by-catch
- selecting, deploying and operating fishing gear and equipment
- supervising or leading work teams.

Content

**Content**: The core units of competency that must be completed are:

- Meet workplace OHS requirements,
- Work effectively in the seafood industry,
- Communicate in the seafood industry
- Apply basic food handling and safety practices

At the time of publication, the elective units were not available. For more information, please speak with either Mrs White or Miss Roe in Careers.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency **MUST** be achieved in all units for a student to be awarded the qualification.

Course Levy

- At publication of this handbook there is no course levy. This is subject to change and parents will be notified if one is introduced for 2016/2017.

Course Code

- N/A

This course is studied over Year 11 and Year 12 (2 year program), for one day a week at Durack.

CERTIFICATE III INFORMATION, DIGITAL MEDIA AND TECH

OVERVIEW

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

Content

Content: The core units of competency that must be completed are:
Participate effectively in WHS communication and consultation processes, implement and monitor environmentally sustainable work practices, work and communicate effectively in an ICT environment, create user documentation, install and optimise operating system software and run standard diagnostic tests.

At the time of publication, the elective units were not available. For more information, please speak with either Mrs White or Miss Roe in Careers.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.

- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

- At publication of this handbook there is no course levy. This is subject to change and parents will be notified if one is introduced for 2016/2017.

Course Code

- N/A

This course is studied over Year 11 and Year 12 (2 year program), for one day a week at Durack.

For further information: http://training.gov.au/Training/Details/ICT30115
OVERVIEW

This qualification reflects the role of individuals who use a distinct range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

MINIMUM REQUIREMENTS

An interest in food preparation and the hospitality industry.

Content

Completion of 12 Units of Competency will be required.

Content: Students will follow workplace hygiene procedures, organise and prepare food, follow OHS procedures, clean and maintain kitchen premises, work in a socially diverse environment, use basic methods of cookery, receive and store kitchen supplies, prepare, cook and serve food for service, prepare appetisers and salads, prepare hot and cold desserts, prepare stocks, sauces and soups and prepare sandwiches.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.

- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

- At publication of this handbook there is no course levy. This is subject to change and parents will be notified if one is introduced for 2016/2017.

Course Code

- N/A

This course is completed during Year 11 and 12. Students attend Durack Institute of Technology one day a week.

For further information:  http://training.gov.au/Training/Details/SIT20213
CERTIFICATE III LABORATORY SKILLS

OVERVIEW

Are you interested in science? Do you want to work in a laboratory setting and develop skills? This course will provide you with the practical skills and knowledge to assist in collecting and preparing samples and to carry out, measure and record results of experiments in the physical, chemical, biological or life sciences.

You will gain skills in
- Maintaining a laboratory
- Performing basic tests
- Recording data
- Communicating effectively
- Following Industry set safety protocols
- Using laboratory computing programs
- Performing sterile techniques
- Developing quality control
- Leading field work

Content

**Content:** The core units of competency that must be completed are:
Communicate with other people, Contribute to the achievement of quality objectives, Participate in environmentally sustainable work practices, Participate in laboratory/field workplace safety, Plan and conduct laboratory/field work, Record and present data

At the time of publication, the elective units were not available. For more information, please speak with either Mrs White or Miss Roe in Careers.

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This course is studied over Year 11 and Year 12, for one day a week at Durack.

OVERVIEW

This qualification covers the Semester One of the Enrolled Nursing course. Students may then complete the remaining two semesters post school at Durack Institute of Technology.

MINIMUM REQUIREMENTS

A C grade in Year 10 English, Mathematics and Human Body. Human Biology for nursing students must also be selected as a Year 11/12 course.

Content

Completion of all Units of Competency will be required.

Content: Students will contribute to OHS, confirm physical status, analyse health information, apply effective communication skills in nursing practice, apply reflective, critical thinking and analysis in health, comply with infection control policies, apply first aid, implement and evaluate a plan of nursing care, work effectively with Aboriginal and/or Torres Strait Islander people and work effectively with culturally diverse clients and co-workers.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.

- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

- At publication of this handbook there is no course levy. This is subject to change and parents will be notified if one is introduced for 2016/2017.

Course Code

- N/A

This course is completed during Year 11 and 12. Students attend Durack Institute of Technology one day a week.

For further information: http://training.gov.au/Training/Details/HLT51612
Pre-Apprenticeship in Schools (PAiS)
CERTIFICATE II AUTOMOTIVE SERVICING

OVERVIEW

This qualification covers the skills and knowledge required to perform a range of servicing operations on light vehicles, heavy vehicles and/or motorcycles within an automotive service or repair business.

MINIMUM REQUIREMENTS

Students must study the Mathematics Essential course in Year 11.

Content

Completion of 20 Units of Competency will be required.

Content: Students will apply environmental and sustainability best practice in an automotive workplace, apply safe working practices in an automotive workplace, identify basic automotive faults using troubleshooting processes, inspect and service batteries, carry out servicing operations, inspect and service braking systems, cooling systems, steering systems, suspension systems and engines, use and maintain workplace tools and equipment, communicate effectively, use numbers in an automotive workplace and carry out panel repairs.

Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
- Competency MUST be achieved in all units for a student to be awarded the qualification.

Course Levy

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Course Code

- N/A

This course is completed during Year 11. Students attend Durack Institute of Technology two days a week.

For further information: http://training.gov.au/Training/Details/AUR20512
CERTIFICATE II ELECTROTECHNOLOGY

OVERVIEW

This qualification provides grounding in safety and basic skills and knowledge for work in any electro technology discipline. It will also provide students with the knowledge and skills to work safely in an electrotechnology environment. Students interested in an Electrical career should choose this program as employers seek the students that pass this course for apprenticeships.

MINIMUM REQUIREMENTS

Students must be studying pre 2A/B Mathematics in Year 10. In Year 11 students must select the Mathematics Essential course.

### Content

**Completion of all Units of Competency will be required.**

**Content:** Students will apply OHS procedures in the workplace, solve problems in extra-low voltage circuits, use equipment in an electro technology environment, carry out work activities in an electro technology environment, select components and materials for work activities, fix and secure equipment, dismantle and assemble electro technology components, document occupational hazards in electrical work, use drawings and diagrams, schedules and manuals, solve problems in electromagnetic circuits and lay wiring and cabling for extra-low voltage circuits.

### Assessment

- Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.
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### Course Levy

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### Course Code

- N/A

This course is completed during Year 11. Students attend Durack Institute of Technology two days a week.

CERTIFICATE II ENGINEERING-Fabrication

OVERVIEW

The Certificate II in Engineering provides students with broad-based competencies in a range of engineering skills. Students undertaking this program will work on lathes and milling machines as well as learning about hand and power tools and precision measurement tools such as micrometres and vernier callipers. Welding competencies using the manual metal arc and gas metal arc process as well as the oxy/acet welding and cutting process will be taught.

MINIMUM REQUIREMENTS

Students must have an interest in metals fabrication.

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<td><strong>Content:</strong> Students apply OHS principles, apply quality procedures, apply quality systems, plan to undertake a routine task, work with others in a manufacturing, engineering or related environment, perform computations, emergency first aid, gas metal arc welding, gas tungsten arc welding, manual metal arc welding, manual heating and thermal cutting and use power tools/hand held operations.</td>
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CERTIFICATE II KITCHEN OPERATIONS

OVERVIEW

This qualification reflects the role of individuals who use a distinct and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

MINIMUM REQUIREMENTS

Students must have an interest in food preparation and the hospitality industry.

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**Content:** follow workplace hygiene procedures, organise and prepare food, follow OHS procedures, clean and maintain kitchen premises, work in a socially diverse environment, use basic methods of cookery, receive and store kitchen supplies, prepare, cook and serve food for service, prepare appetisers and salads, prepare hot and cold desserts, prepare stocks, sauces and soups, prepare sandwiches.

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This course is completed during Year 11. Students attend Durack Institute of Technology two days a week.

CERTIFICATE II PLUMBING

OVERVIEW

Plumbers and related workers install, maintain and repair pipe systems made from a range of materials to help rid us of leaks and blocked drainage systems. Within this trade there are a number of specialised areas, including plumbers, gasfitters, roof plumbers, drainers, fire protection workers and irrigation installers. All plumbers undertake the common tasks of drawing, interpreting and installing piping layouts, and the maintenance and repair of piping systems.

MINIMUM REQUIREMENTS

Students must have an interest in the plumbing and gas industry.

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<td><strong>Content:</strong> Students will apply basic levelling procedures, carry out interactive workplace communication, apply OHS requirements, work effectively and sustainably in the construction industry, carry out measurements and calculations, perform basic oxy-acetylene welding and cutting, read and interpret plans and specifications, write simple documents and fabricate simple plumbing pipe systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.</td>
</tr>
<tr>
<td>• Competency <strong>MUST</strong> be achieved in all units for a student to be awarded the qualification.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• At publication of this handbook there is no course levy. This is subject to change and parents will be notified if one is introduced for 2016.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• N/A</td>
</tr>
</tbody>
</table>

This course is completed during Year 11. Students attend Durack Institute of Technology two days a week.

Alternative Vocational Education and Training Programs
PRE-APPRENTICESHIP IN SCHOOLS PROGRAM (PAiS) OUTLINE

OVERVIEW

The PAiS Program is an innovative program developed by Nagle Catholic College, to meet the specific needs of those students in Year 11 and Year 12 who are planning to pursue an apprenticeship, traineeship or further training as a post-school option.

Students participate in a range of activities that prepare them for a successful transition to post-school options. Some students may choose to transition prior to completing secondary schooling, should an offer of an apprenticeship, traineeship, further study or employment be made.

DELIVERY

In-school program (3 days):
Students work together 3 days a week to complete General English, General Maths and General Religious Education. In addition to the above courses, students will also participate in a number of accredited programs. These may include:

- Certificate II in Foundation Skills for Work
- Senior First Aid
- Skippers Ticket
- Barista Course
- Developing Social Skills for the Workplace Program
- Coaching Young People for Success Career Mentoring Program
- Keys for Life Pre-Driver Training

Out of school program (2 days):
For the remaining 2 days a week, students participate in the VETiS program run at Durack Institute of Technology, the Geraldton Regional Trade Training Centre or the Batavia Coast Maritime Institute.

Students choose a course that is in line with their future career aspirations and must commit to this course for the whole year. Often the course is supplemented with work experience, which is a valuable opportunity for students to showcase their employability with potential employers. Courses available include:

Pre-App Cert II Automotive Servicing
Pre-App Cert II Electrotechnology
Pre-App Cert II Engineering - Fabrication
Pre-App Cert II Kitchen Operations
Pre-App Cert II Plumbing
Cert II Building & Construction

Cert II Hairdressing
Cert II Construction Pathways
Cert II Engineering Pathways
Cert II Horticulture
Cert II Maritime (Coxswain)
Cert II Tourism
HOW TO APPLY

Places in the PAiS program are limited. Students must complete an application form, which will be followed up an interview at Nagle, at which at least one parent must attend. Students will also be required to attend an interview at Durack (no parental involvement).

Enquiries about PAiS should be directed to Meredith Roe, Director of External Studies
SCHOOL BASED TRAINEESHIPS AND ABORIGINAL SCHOOL BASED TRAINEESHIPS

OUTLINE

Both SBAs and SBTs provide opportunities for students to gain qualifications and experience in an industry of interest, while completing Year 11 and Year 12.

STRUCTURE

Nagle Catholic College is not able to source employers for SBAs or SBTs and as such, it is the responsibility of the student and parents. Once an employer is confirmed, the Director of External Studies should be informed so that the formal training contract can be organised, prior to the student commencing in the workplace.

Training and assessment in the workplace must be completed in order to fulfil the qualification requirements.

Students will be out school 1 or 2 days a week and it is the responsibility of the student to catch up on school work missed on these days. To assist with this, students will have a study period each day, meaning only 5 other courses need to be studied in each of Year 11 and Year 12.

ENQUIRIES

Queries about SBAs or SBTs should be directed to Meredith Roe, Director of External Studies.
ENDORSED PROGRAMS

OVERVIEW

An endorsed program is a significant learning program that has been developed by a school, community organisation or private provider, and endorsed by the School Curriculum and Standards Authority for students in Years 10, 11 and 12. These programs offer a range of exciting activities not covered by traditional school courses or vocational education and training. They can be delivered in or outside of school by a variety of community organisations, universities, training organisations, schools and workplaces. Achievement of endorsed programs can contribute to the Western Australian Certificate of Education (WACE) breadth and depth requirement.

EXAMPLES OF ENDORSED PROGRAMS

- Surf Life Saving WA certificates and awards.
- Music and Speech and Drama examinations (Australian Music Examinations Board, Associated Board of the Royal Schools of Music, Trinity College London and St Cecilia’s).
- Information Technology programs (Cisco).
- Service Clubs (Leos, Interact).
- Yachting Australia Small Boat Sailing programs.
- Diver certificates (Open Water).
- Duke of Edinburgh’s Award.
- Off-campus Enrichment Programs.
- Community Arts Performance.
- University programs (selected units from WA universities).
- Workplace learning programs.

To view the complete list of endorsed programs, go to:


EVIDENCE OF LEARNING

Some programs provide a statement of attainment, qualification, academic transcript, certificate or award as evidence of learning. Others require students to draw together a portfolio of evidence to demonstrate what they have learnt.

Copies of these must be presented to Mrs. White in the year that the qualification is awarded.
WORKPLACE LEARNING

OVERVIEW

Workplace Learning is an endorsed program that provides an opportunity for a student to demonstrate and develop the core skills for work, referred to as generic, transferable or employability skills. Students learn to apply and adapt these skills that are necessary to understand and carry out different types of work.

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

MINIMUM REQUIREMENTS

Completion of the ‘Worksafe’ certificate. Students will need to undertake a workplace induction, complete the necessary paperwork and meet Occupational Health and safety requirements.

HOW TO APPLY

- Students complete an application form, available from Careers, and return it by the due date.
- Students will attend an interview, with a small panel of Nagle staff and industry representatives, to determine if students are ‘work-ready’.
- Students will be notified before the end of the year and will be required to work with the Careers Administration staff to identify work placement possibilities.
- At the start of the year, students will be required to participate in a school-based induction, complete paperwork which must be returned by the due date

Enquiries should be directed to Janet White, Careers Administration Officer.

Content

Workplace Learning is an Authority-developed endorsed program that is managed by the College. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken, they must also provide evidence of their knowledge and understanding of the workplace skills after each 55 hours completed in the workplace. The student will attend the workplace for one day each week during the school term.

Unit equivalence

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

- 55 – 109 hours = 1 unit equivalent
- 110 – 164 hours = 2 unit equivalents
- 165 – 219 hours = 3 unit equivalents
- 220 + hours = 4 unit equivalents
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Levy</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completion of 55 hours in the workplace</td>
<td>• Course costs are included in tuition fees.</td>
<td>• WPL</td>
</tr>
<tr>
<td>• Completion of the ‘Workplace learning Logbook’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completion of the ‘Workplace learning Skills’ Journal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course can be completed over Year 11 and Year 12.
SECTION E

EDUCATION AND LEARNING SUPPORT
Nagle Catholic College offers programs in Year 10, 11 and 12 for students who may have a diagnosed learning difficulty or find it difficult to access the normal curriculum. *Entry to these courses is by invitation only.*

Enquiries about entry to these courses can be directed to Mrs Joanne Clune, the Head of Education and Learning Support at the College.

**INDEPENDENT LIFE SKILLS**

In this course the emphasis is on life skills and the required literacy and numeracy skills such as basic grammar, time and money. Humanities and Science aspects will be incorporated in this course. A component of Enterprise is also encompassed in the course to upskill students.

Activities include gardening, coffee making, cooking, craft activities, photography and woodwork skills in the form of projects. The community access module includes visits to local businesses and services and teaches students how to access these.

The course is designed to be practical and meaningful for *students selected.*
The course will build with each year level and lead to a TAFE or employment pathway.

Levy - $40 for materials and excursions.

**ASDAN**

ASDAN is an activities based award program based on learning through life skills and is used for students with both special needs and moderate disabilities. It is recognised by the School Curriculum and Standards Authority. ASDAN is curriculum based and enables flexibility to cater for all student needs.

The program is a hands on course which encourages student centred learning as well as challenging students to achieve. The modules enable students to learn through experience, encourage social development and reward success. Each award program provides real life content to promote the development of personal, social, independent, ICT and work related skills.

Assessment is 100% Portfolio which is externally moderated. ASDAN is a recognised WACE course.

*At Nagle we currently run the Towards Independence modules and are currently building up a selection of modules depending on the cohort at the time. There are fifty modules from which to choose. All programs have literacy/numeracy activities and a certificate is presented to each student at the completion of each module.

This course is run in Years 10, 11 and 12.

Levy - $50 for materials and excursions.
EDUCATION AND LEARNING SUPPORT LEARNING AREA PATHWAYS

Post School
- Employment
- Employment or further study
- Apprenticeship
  - Traineeship
  - Employment
  - Further study

Year 12
- Special Needs: Workplace Learning ASDAN Enterprise
- ASDAN Independent Living
- Life Skills C
- PAiS
- General Pathway Courses 3 & 4

Year 11
- Special Needs: Workplace Learning ASDAN Enterprise
- ASDAN Independent Living
- Life Skills B
- PAiS
- General Pathway Courses 1 & 2

Year 10
- Special Needs: Workplace Learning ASDAN Enterprise
- ASDAN Independent Living
- Life Skills A
- Learning Support

POST SCHOOL OPTIONS ARE ONLY A SAMPLE OF WHAT IS AVAILABLE.
SECTION F

ADDITIONAL INFORMATION
CHANGING COURSES IN YEAR 11

Careful selection of courses is essential to avoid the need to change courses in Year 11. Changing courses is problematic because it causes disruption and entails considerable additional work for the student who has to ‘catch up’ on the work already covered in the ‘new’ course.

Students will only be permitted to change courses after discussion with the relevant HoLA and the Director of Students, if there is sufficient and significant reason to alter the course and if there is room in the ‘new’ course. Changes after Week 5 of Term 1 of the Year 11 course will not be considered. This is why it is of the utmost importance that students select courses for Year 11 that are appropriate to them achieving success. Students MUST be realistic in their selection of courses and be guided by their HoLAs, teachers, significant others and by the minimum requirements indicated for each course.

HOMEWORK AND STUDY IN YEAR 11

As a guide Year 11 students should be completing approximately 2.5 hours of homework and study 5 nights per week. This should increase to 3 hours in Year 12. During times when there are tests and exams more time may need to be allocated to study.

It is important for students to have well organised study plans and realise that study is not the same thing as homework. Study or course revision should occur regularly and be planned and organised. Some students find it helpful to revise by re-writing notes in their own words, noting key words, writing down and memorising definitions and so on. Keeping separate ‘study’ work books (or digital alternatives) devoted to each course can aid as a support in revising and preparing for tests and exams. Synthesising is important. It is not enough for students to just read over their notes. They must understand and be able to apply concepts embedded in their courses.

It is hoped that well established study skills are already in place before Year 11, but if they are not and a student is struggling to organise their study habits then they should consult relevant teachers, House Leaders or the College staff outlined in the front of this handbook. Information can also be accessed on the College website (www.ncc.wa.edu.au).

After-school revision classes are offered in some courses in Year 11 (but many more in Year 12). Students should take the opportunity to attend these classes on a regular basis.

Help is always available for students, however the commitment of the student to their studies is the most crucial factor at this level of education.

STUDENT ACHIEVEMENT

Student achievement is recorded in marks out of 100 and grades (A, B, C, D or E) for all courses and this is indicated on the College report. Students who are enrolled in VET courses, Endorsed Programs and Workplace Learning do not receive a mark or grade – they are deemed competent if all components have been completed.

Grade Interpretation

- A = Excellent achievement
- B = High achievement
- C = Satisfactory achievement
- D = Limited achievement
- E = Inadequate achievement

Students should constantly check with their teachers so that they are always aware of their mark and grade.
GLOSSARY OF TERMS AND ABBREVIATIONS

ATAR  Australian Tertiary Admissions Rank. The name for courses that lead to university entrance and also the name for the ranking (0→99.95) received by students seeking university entrance – derived from the TEA issued by TISC.

HoLA  Head of Learning Area. These are the teachers that are in charge of a specific Learning Area at the College.

Pre-requisite  A requirement for entrance to a course at the College, at university or at a STP.

SCSA  School Curriculum and Standards Authority.

STP  State Training Providers (formerly TAFE).

TEA  Tertiary Entrance Aggregate. This is used as the basis for calculating the ATAR for Year 12 university bound students. The 4 best course scores are used. 50% of the score is from school-based work, 50% is from the WACE exam then statistical procedures (scaling, standardising, and moderating) occur. The final mark (out of 400) is then converted to an ATAR. Students should check the TISC site to find out what the entrance ATAR was the previous year for university courses in which they are interested.

TISC  Tertiary Institutions Service Centre. This is the centre that provides information to university bound students. The site should be checked regularly for important dates and changing information. An information booklet is provided to Year 12 students in early August.

VET  Vocational Education and Training.

WACE  Western Australian Certificate of Education.
IMPORTANT DOCUMENTS, CONTACTS AND WEBSITES

- Mapping Your Future 2015- Year 10
- THE WACE – for students starting Year 11 in 2016
- University Handbooks
- STP Handbook
- SCSA – Year 10 Information Handbook 2015
- Catholic Education Office of Western Australia www.ceo.wa.edu.au
- School Curriculum and Standards Authority www.scsa.wa.edu.au
- Tertiary Institutions Service Centre www.tisc.edu.au
- University of Notre Dame Australia www.nd.edu.au
- The University of Western Australia www.uwa.edu.au or http://www.studyat.uwa.edu.au/
- Edith Cowan University www.reachyourpotential.com.au
- WA Academy of Performing Arts (WAAPA) www.waapa.ecu.edu.au
- Curtin University www.curtin.edu.au
- Murdoch University www.murdoch.edu.au

- Information about the calculation of the Australian Tertiary Admission Rank (ATAR) and all other aspects of university admission is available on the TISC website at www.tisc.edu.au.

- The School Curriculum and Standards Authority’s marks adjustment process brings students’ marks onto a common scale which enables the universities to compare student performance, even if students have completed different courses at different schools in different calendar years. For more information refer to the SCSA website.
STUDENT NAME:                                     HOMEROOM:

Please refer to pages 15 - 16 in the Handbook to ensure that you are selecting the right courses and combinations.

THIS FORM MUST BE HANDED IN TO MISS FANE BY FRIDAY 7 AUGUST, 2015.

1. Are you intending on completing Year 11 at Nagle Catholic College?

   YES [ ]   NO [ ] (If you have ticked ‘No’ please sign this form and hand in without completing the sections below)

2. Select your pathway by ticking the appropriate box.

   ATAR [ ]   GENERAL [ ]   PAiS [ ] (Please collect a PAiS application form from Careers).

3. Choose the Religion and Life and English course that you would like to study. List their codes below.

4. List down four other courses that you would like to study and their codes. (If you would like to do Workplace Learning then this must be listed as one of your courses)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Religion and Life</td>
<td></td>
</tr>
<tr>
<td>2 English</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

5. List two reserve courses in case your chosen courses are full or do not run due to limited numbers.

<table>
<thead>
<tr>
<th>RESERVE COURSE</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ________________________________

Parent Signature: ________________________________

If you are interested in applying for the Pre-Apprenticeship In Schools (PAiS) program or completing a course at Durack Institute of Technology whilst in Year 11 and 12, then please complete the reverse of this sheet (These courses are only available to students on a General pathway).
COURSE SELECTION FOR OFF-SITE DELIVERY

Please ensure that you have completed the front page of this sheet and have selected six courses and two reserves. This will ensure that if you are unsuccessful in obtaining a place in a course at Durack Institute of Technology that you will still be able to follow your chosen pathway at school.

Please choose ONE course from the options listed below.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TIME OFF CAMPUS</th>
<th>DETAILS</th>
<th>TICK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 YEAR PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cert III Early Childhood Education and Care</td>
<td>1 day per week</td>
<td>1 day work placement per week</td>
<td></td>
</tr>
<tr>
<td>Cert III Laboratory Skills</td>
<td>1 day per week</td>
<td>2nd year Cert IV Laboratory Technics</td>
<td></td>
</tr>
<tr>
<td>Cert III Information, Digital Media and Tech</td>
<td>1 day per week</td>
<td>No work placement</td>
<td></td>
</tr>
<tr>
<td>Diploma of Nursing (Enrolled)</td>
<td>1 day per week</td>
<td>First semester of 3</td>
<td></td>
</tr>
<tr>
<td>Cert III Fishing Operations</td>
<td>1 day per week</td>
<td>First year completes the Cert II Fishing Operations</td>
<td></td>
</tr>
<tr>
<td>Cert II Kitchen Operations</td>
<td>1 day per week</td>
<td>No work placement</td>
<td></td>
</tr>
<tr>
<td><strong>1 YEAR PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-App Cert II Automotive Servicing</td>
<td>2 days per week</td>
<td>Work placement</td>
<td></td>
</tr>
<tr>
<td>Pre-App Cert II Electrotechnology</td>
<td>2 days per week</td>
<td>Work placement</td>
<td></td>
</tr>
<tr>
<td>Pre-App Cert II Engineering-Fabrication</td>
<td>2 days per week</td>
<td>Work placement</td>
<td></td>
</tr>
<tr>
<td>Pre-App Cert II Kitchen Operations</td>
<td>2 days per week</td>
<td>Work placement</td>
<td></td>
</tr>
<tr>
<td>Pre-App Cert II Plumbing</td>
<td>2 days per week</td>
<td>Work placement</td>
<td></td>
</tr>
<tr>
<td>Cert II Building and Construction</td>
<td>1 day per week</td>
<td>Work placement</td>
<td></td>
</tr>
<tr>
<td>Cert II Hairdressing</td>
<td>1 day per week</td>
<td>Work placement</td>
<td></td>
</tr>
<tr>
<td>Cert II Construction Pathways</td>
<td>1 day per week</td>
<td>No work placement</td>
<td></td>
</tr>
<tr>
<td>Cert II Engineering Pathways</td>
<td>1 day per week</td>
<td>No work placement</td>
<td></td>
</tr>
<tr>
<td>Cert II Horticulture</td>
<td>1 day per week</td>
<td>No work placement</td>
<td></td>
</tr>
<tr>
<td>Cert II Maritime (Coxswain)</td>
<td>1 day per week</td>
<td>No work placement</td>
<td></td>
</tr>
<tr>
<td>Cert II Tourism</td>
<td>1 day per week</td>
<td>No work placement</td>
<td></td>
</tr>
</tbody>
</table>

COUNSELLOR’S COMMENTS:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Counsellor’s Signature: ______________________________