



**YEAR 11 - 2019**

**YEAR 12 - 2020**

# **UPPER SCHOOL STUDIES HANDBOOK**

**Disclaimer: This document was correct at the time of being posted.**

The Upper School Studies Handbook provides information regarding the courses on offer at Aranmore Catholic College for Year 11 next year. It outlines the courses available on an ATAR, General and Foundation pathway and those that are on offer as part of our Vocational Education and Training programs.

Assisting your child in planning their future is a challenging task. The courses offered by Aranmore Catholic College facilitate students with opportunities to choose their pathway based upon their interests and ability. These courses provide excellent grounding for your child's future endeavours whether that be university, further studies at a State Training Provider or the workplace.

In planning for their future, it is essential that students utilise the information and resources available to them to ensure they are making informed decisions regarding their course selections. 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 and Heads of Learning Area;
- Research further study options such as university and TAFE websites and investigate apprenticeships and traineeships and the world of work.

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 meet the requirements to obtain a Western Australia Certificate of Education (WACE).

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

Mr Chris Simpson  
Dean of Curriculum

15 June 2018

#### **TIMELINE**

Friday 15 June 2018:	Upper School Studies Handbook Published on SEQTA
Thursday 19 July 2018:	Parent Student Information Evening
Thursday 26 July 2018	Parent Student Teacher Interviews
Tuesday 31 July 2018	Counselling/Course Selection Days
Wednesday 1 August 2018	Counselling/Course Selection Days

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# SECTION A

## General Information

## GENERAL INFORMATION

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:

a) **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, Year 11 Physics should not be selected).

b) **Interests**

The range of choices offered at Aranmore Catholic College gives students the opportunity to pursue their particular interests at the level at which they are able to achieve success.

c) **Future Intentions**

Students should choose courses that maximise their options for the future.

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

### FREQUENTLY USED TERMS

- **W.A.C.E.** – Western Australian Certificate of Education (presented at the successful completion of courses at the end of Year 12). Previously referred to as ‘Secondary Graduation’.
- **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.
- **V.E.T.** – 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 (AQF). 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. Examples include Surf Life Saving W.A. certificates or Cadets W.A.
- **S.C.S.A.** – School Curriculum and Standards Authority, the Authority.
- **T.A.F.E.** – Technical and Further Education.

## **WACE REQUIREMENTS**

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 directly to university.
- **GENERAL courses** are for students who plan to go to a State Training Provider or enter the workforce.
- **FOUNDATION courses** are for those students where significant learning gaps exist or where limited schooling has prevented a sequential learning experience.

Each course has four units. Each unit is typically completed in a semester. Units 1 and 2 (Year 11) are typically 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. 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) – see page 12.

### **2. Achievement Standard**

- Achieve **at least 14 C grades (C grades in seven subject courses) or higher** (or the equivalent) in Year 11 and 12 units with a minimum of **six C grades (C grades in three subject courses)** 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 – Band 8 or higher) 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 that year and in subsequent years (March and September).

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. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.

### **ARANMORE 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 TESTS**

- **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. Failure to sit the ATAR exam removed any credit from the course. This may impact the student's graduation.
- **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, are a regular assessment and are worth 15% of the course mark.

## **PATHWAYS**

There are two distinct pathways offered at Aranmore Catholic College.

- ATAR (for students wanting to directly enter University)
- General (for students aiming to enter the workforce, further training directly from school or an alternative entry pathway into University)

### **ATAR Pathway**

Year 11 students wishing to prepare for university studies will select **SIX** courses. **FOUR** of which must be at an ATAR level. Students may select up to **TWO** General courses and/or Certificate course, provided the certificate course is provided at the College.

- **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 FOUR ATAR courses, ONE General course and ONE Certificate course**

*Example 3:* English (AEENG), Religion and Life (AEREL), Mathematics: Applications (AEMAA), Physics (AEPHY), Drama (AEDRA), Psychology (GEPHY), Certificate II Business (C2BU).

### **General Pathway**

Year 11 students wishing to prepare for further studies at TAFE, the workplace or alternative University entry programs will initially select **SIX** courses in Year 11. **Students on a General Pathway MUST study one or more Certificate II (or higher) courses.** Students on this pathway may select up to **TWO** ATAR Courses, provided they meet the prerequisites for that particular course.

- **Year 11 General student with FIVE General courses and ONE Certificate course:**

*Example:* English (GEENG), Religion and Life (GEREL), Music (GEMUS), Certificate II Business (C2BU), Mathematics: Essential (GEMAE), Psychology (GEPHY).

- **Year 11 General student with THREE General courses, TWO ATAR courses and ONE Certificate course:**

*Example:* English (GEENG), Mathematics: Essential (GEMAE), Religion and Life (GEREL), ATAR Drama (AEDRA), ATAR Psychology (AEPHY), Certificate II Business (C2BU).

### **Entry to Year 12**

- 1) ATAR students must achieve a minimum of **C** grades in their ATAR courses by the end of Year 11 in order to remain on an ATAR pathway in Year 12.
- 2) General students must achieve a minimum 3 **C** grades in Year 11. Failure to do so may require students to repeat the year.
- 3) Students must achieve at least a **C** grade to remain in any particular ATAR course.

## **WACE LIST A AND B COURSES FOR BREADTH OF STUDY**

Aranmore 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 Aranmore Catholic College is offering, ***please note that not all courses are available on the ATAR and General pathways. BOTH indicates ATAR and General are offered.***

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.

<b>List A (Arts/Languages/Social Sciences)</b>		<b>List B (Mathematics/Science/Technology)</b>	
BOTH	Drama	ATAR	Accounting and Finance
BOTH	EAL/D	ATAR	Biology
ATAR	Economics	ATAR	Chemistry
FOUND.	English	GENERAL	Food Science & Technology
BOTH	English	BOTH	Human Biology
BOTH	Geography	GENERAL	Integrated Science
ATAR	Literature	GENERAL	Materials Design & Technology
BOTH	Media Production and Analysis	FOUND.	Mathematics
BOTH	Modern History	ATAR	Mathematics (Applications)
BOTH	Music	GENERAL	Mathematics (Essential)
BOTH	Religion & Life	ATAR	Mathematics (Methods)
ATAR	Visual Arts	ATAR	Mathematics (Specialist)
		ATAR	Physical Education Studies
		ATAR	Physics
		ATAR	Psychology

***PLEASE NOTE: Courses will not be run if there are insufficient numbers to establish a viable class.***

***Students who receive an OLNA category one will be placed into the appropriate Foundation course (English or Mathematics) for additional support. Category two students will be placed into General or Foundation classes at the College's discretion.***

## **VET QUALIFICATIONS OFFERED AT ARANMORE CATHOLIC COLLEGE**

<b>VET qualifications delivered at Aranmore Catholic College</b>		<b>VET qualifications delivered externally</b>
ICT20115	Certificate II Applied Information Technology	
VBUSB	Certificate II Business	
CUF20107	Certificate II Creative Industries (Media)	
SIS20213	Certificate II Outdoor Recreation	
SIS20513	Certificate II Sport Coaching	
CUA20715	Certificate II Visual Arts	
SBT	School based Traineeships	
ASBT	Aboriginal School Based Traineeships	
WPL	Workplace Learning	
<b>VET qualifications delivered through ONSITE at Aranmore Catholic College</b>		
Certificate II in Automotive Servicing Technology		
Certificate II in Automotive Electrical Technology		
Certificate II in Building and Construction (Pathway – Trades)		
Certificate II in Voice and Data Communication		
Certificate II Salon Assistant		
Certificate II in Plumbing		
Certificate II in Furniture Making		
Certificate II Electronics		
Certificate II Engineering		

**PLEASE NOTE:** *Courses will not be run if there are insufficient numbers to maintain a viable class.*

## **ViSN Online Learning**

ViSN (Virtual School Network) provides students with the opportunity to engage in studies not available at their own school and in doing so, helps them build their technology skills, their ability to work independently and expands their network in the Catholic Education WA (CEWA) system. Online learning is of particular benefit in transitioning to further study, especially university, where more and more courses are being delivered online.

A ViSN course may suit a student who has a timetable clash, there is not viable numbers to run a class at Aranmore or a student who is frequently away from the College for sporting competitions etc.

### How does ViSN Work?

Students remain enrolled at their own school but register for a ViSN online course, taught by a teacher (usually) in another WA Catholic school.

ViSN courses are compliant with SCSA requirements and can be used towards the calculation of WACE. In other words, they are no different to the courses delivered in a face-to-face classroom. A ViSN course is one of the 5 or 6 courses that are a part of your total study program.

Classmates may be from their own school and/or other Catholic schools around WA.

Students are timetabled by their own school for 5 periods a week for the online course. Students spend 4 of the 5 lessons working independently or collaboratively online with other students. Students and the Teacher come together for 1 period a week via Skype. ViSN teachers are available daily to answer questions, provide feedback, monitor progress and provide assistance.

Please go to <https://leadinglights.cewa.edu.au/wp-content/uploads/2018/02/ViSN-Student-FAQs.pdf> to see a Student FAQ for further details

<b>Year 11 2019 (ATAR)</b>	<b>Year 11 2019 (General)</b>
Religious Education	Integrated Science
Biology	
Chemistry	
Earth and Environmental Science	
Economics	
Geography	
Health Studies	
Human Biology	
Maths Specialist	
Modern History	

Many of these courses are also offered by the College in this Handbook. If it is not possible for the College to run a course, students will be offered enrolment in their chosen course through ViSN.

## **UNIVERSITY ENTRANCE**

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).

### **Admission Requirements for School Leavers in 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. Complete ATAR English/EaL/D/Literature and achieve **competence in English** as prescribed by the individual universities, and
3. **\*\* Obtain a sufficiently high ATAR** for entry to a particular course. (Some universities 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 ATAR courses.

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

### **ATAR Bonus**

Mathematics: Methods ATAR and Mathematics: Specialist ATAR – A student's scaled score in Mathematics Methods ATAR and/or Mathematics Specialist ATAR will have 10% of their scaled score/s in these subjects added to their Tertiary Entrance Aggregate. Student's will receive this Mathematics bonus even if the course/s aren't in your top four.

Languages - Students studying another language (LOTE) will have 10% of their scaled score/s in these subjects added to their Tertiary Entrance Aggregate. Student's will receive this Language bonus even if the course/s aren't in your top four. Only one Language can be used for the 10% bonus. If you study two languages your best scaled score for language will be used for the bonus.

The maximum TEA in 2020 will be 430.

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

**Curtin University** <https://futurestudents.curtin.edu.au/>

**Edith Cowan University (ECU)** [http://www.ecu.edu.au/\\_data/assets/pdf\\_file/0012/696684/ECU-Undergraduate-Course-Guide.pdf](http://www.ecu.edu.au/_data/assets/pdf_file/0012/696684/ECU-Undergraduate-Course-Guide.pdf) or [http://www.ecu.edu.au/\\_data/assets/pdf\\_file/0008/660707/ECU-International-Course-Guide.pdf](http://www.ecu.edu.au/_data/assets/pdf_file/0008/660707/ECU-International-Course-Guide.pdf)

**Murdoch University** <http://handbook.murdoch.edu.au/study/>

**University of Western Australia (UWA)** <http://handbooks.uwa.edu.au/undergraduate>

#### **University of Notre Dame Australia (UNDA):**

Entry 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. <https://www.notredame.edu.au/nav-future-students/applynow>

## **TAFE ENTRANCE**

Students wishing to enter TAFE colleges are advised to consult the TAFE Full Time Studies Guide or visit the following website <http://www.southmetrotafe.wa.edu.au/>, <http://www.northmetrotafe.wa.edu.au/> or <http://www.dtwd.wa.gov.au/>.

Detailed information can be located at this site about course requirements, achievement credentials, employment prospects, alternative entry, TAFE locations and other relevant material.

TAFE offer six levels of courses: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma.

The selection criteria to enter a TAFE 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 TAFE 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.

Studying at TAFE can enable alternative entry to some university courses.

# SECTION B

## ATAR Courses

# ATAR RELIGION AND LIFE – Year 11

## INTRODUCTION

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 **B** grade or above in Level 2 English or a **C** grade or above in Level 3 English. A **B** grade or above in Year 10 Level 2 Religious Education or a **C** grade or above in Level 3 Religious Education is also required.

	Description and content
<b>Unit 1</b>	<p>The focus of this unit is the <b>place of religion in society</b>. 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.</p> <p><b>Content:</b> The nature of religion, the influence of religion and religious inquiry and learning skills.</p>
<b>Unit 2</b>	<p>The focus of this unit is <b>religious identity and purpose</b>. 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.</p> <p><b>Content:</b> The nature of religion, the influence of religion and religious inquiry and learning skills.</p>

Assessment
<ul style="list-style-type: none"><li>• Investigation (25%)</li><li>• Explanation (20%)</li><li>• Source Analysis (25%)</li><li>• Examination (30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEREL</li></ul>

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

# ATAR RELIGION AND LIFE – Year 12

## INTRODUCTION

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.

Description and content	
<b>Unit 3</b>	<p>The focus for this unit is <b>the connection between past and present experiences of religion</b>. 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.</p> <p><b>Content:</b> The nature of religion, the influence of religion and religious inquiry and learning skills.</p>
<b>Unit 4</b>	<p>The focus for this unit is <b>the interplay between religion and life</b>. 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.</p> <p><b>Content:</b> The nature of religion, the influence of religion and religious inquiry and learning skills.</p>

Assessment
<ul style="list-style-type: none"><li>• Investigation (25%)</li><li>• Explanation (20%)</li><li>• Source Analysis (25%)</li><li>• Examination (30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• ATREL</li></ul>

# ATAR MEDIA PRODUCTION AND ANALYSIS

## – Year 11

### INTRODUCTION

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

### MINIMUM REQUIREMENTS

Minimum of C grade in level 2/level 3 English.

	Description and content
<b>Unit 1</b>	This focus involves identifying what is meant by <b>'popular' culture</b> and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions. There are many aspects of popular culture that can be used to provide students with interesting and relevant learning contexts, and an opportunity to explore how audiences consume popular media. Teachers should select learning contexts that are familiar to students or provide stimulation and new experiences. In contexts related to popular culture, students have the opportunity to explore a variety of popular media work, and learn how to interpret the meanings created by codes and conventions. Students develop production and analytical skills and apply their understanding of media languages and audiences while learning about and working in specific production contexts.
<b>Unit 2</b>	In this unit students will further their understanding of <b>journalistic media</b> . The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students' interests. In contexts related to journalism students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions. Students extend their understanding of production practices and responsibilities. They become increasingly independent as they manipulate technologies and techniques to express their ideas in their productions.

#### Assessment

- Production (50%)
- Response (30%)
- Written exam (20%)

#### Course levy

- Course costs are included in tuition fees.

#### Course code

- GEMPA

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

# ATAR DRAMA – Year 11

## INTRODUCTION

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, develop and practise problem-solving skills through creative and analytical thinking processes. They 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 Level 2 English/EaL/D or a **C** or above in Level 3 English/EaL/D.

	Description and content
<b>Unit 1</b>	<p>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.</p> <p><b>Content:</b> 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.</p>
<b>Unit 2</b>	<p>This unit focuses on <b>presentational, non-realist drama</b>. 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.</p> <p><b>Content:</b> 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.</p>

Assessment
<ul style="list-style-type: none"><li>• Performance/Production (40%)</li><li>• Response (40%)</li><li>• Written Exam (10%)</li><li>• Practical Exam (10%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEDRA</li></ul>

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

# ATAR DRAMA – Year 12

## INTRODUCTION

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 ATAR Drama.

	Description and content
<b>Unit 3</b>	<p>The focus for this unit is to reinterpret dramatic text, context, forms and styles for an audience through applying theoretical and practitioner approaches.</p> <p><b>Content:</b> 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.</p>
<b>Unit 4</b>	<p>The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama.</p> <p><b>Content:</b> 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.</p>

Assessment
<ul style="list-style-type: none"><li>• Practical performance (30%)</li><li>• Written response (30%)</li><li>• Practical performance exam (20%)</li><li>• Written exam (20%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• ATDRA</li></ul>

# ATAR MUSIC – Year 11

## INTRODUCTION

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

An ability to play an instrument and read music at a Grade 4 level. Students should have studied Year 10 Music. Students are required to attend individual instrumental/vocal lessons.

Description and content	
<b>Unit 1</b>	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. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.
<b>Unit 2</b>	Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context(s) selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Assessment
<ul style="list-style-type: none"><li>• Written (50%)</li><li>• Performance (50%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEMUS</li></ul>

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

# ATAR MUSIC – Year 12

## INTRODUCTION

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 ATAR 11 Music. Students are required to attend individual instrumental/vocal lessons.

	Description and content
<b>Unit 3</b>	Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context(s) selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.
<b>Unit 4</b>	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. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- ATMUS

# ATAR VISUAL ART – Year 11

## INTRODUCTION

The Visual Arts ATAR 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. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

## MINIMUM REQUIREMENTS

Completion of at least one unit of lower school art would be an advantage, along with a strong interest in the visual arts. Students should have achieved a **C** grade or above in Year 10 English Level 2.

	Description and content
<b>Unit 1</b>	<p>The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.</p> <p>Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision.</p>
<b>Unit 2</b>	<p>The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork.</p> <p>They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.</p>

Assessment
<ul style="list-style-type: none"><li>• Production (50%)</li><li>• Analysis (15%)</li><li>• Investigation (15%)</li><li>• Examination (20%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEVAR</li></ul>

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

# ATAR VISUAL ART – Year 12

## INTRODUCTION

The Visual Arts ATAR 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. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

## MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 ATAR Visual Art.

	Description and content
<b>Unit 3</b>	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.
<b>Unit 4</b>	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

- Course costs are included in tuition fees.

### Course code

- ATVAR

# ATAR ENGLISH – Year 11

## INTRODUCTION

Study of the English ATAR course focuses on developing students' analytical, creative, critical thinking and communication skills. Through close study, 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 better in Level 2 English or a **C** grade in Level 3 English. Students should also have achieved a Level 3 or above in the Reading and Writing components of the Online Literacy and Numeracy Assessment (OLNA).

	Description and content
<b>Unit 1</b>	<p>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.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>
<b>Unit 2</b>	<p>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.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

### Assessment

- Responding (35-40%)
- Creating (35-40%)
- Examination (20-30%)

### Course levy

- Course costs are included in tuition fees.
- Excursions may incur an additional cost.

### Course code

- AEENG

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

# ATAR ENGLISH – Year 12

## INTRODUCTION

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 ATAR English. Students should also have achieved level 3 or above in the Reading and Writing component of OLNA.

Description and content	
<b>Unit 3</b>	<p>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.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>
<b>Unit 4</b>	<p>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.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

### Assessment

- Responding (35%)
- Creating (35%)
- Examination (30%)

### Course levy

- Course costs are included in tuition fees.
- Excursions may incur an additional cost.

### Course code

- ATENG

# ATAR LITERATURE – Year 11

## INTRODUCTION

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

## MINIMUM REQUIREMENTS

Students should have achieved a **B** grade or above in Level 2 or Level 3 English. Students should also be at OLN category 3 for both reading and writing.

Description and content	
<b>Unit 1</b>	<p>Students will develop the knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response.</p> <p><b>Content</b> : Investigate and reflect on different ways of reading, analyse distinctive features in literary texts, and create analytical and imaginative texts.</p>
<b>Unit 2</b>	<p>Students will develop the knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts.</p> <p><b>Content</b>: analyse and reflect on the relationships between authors, readers, texts and contexts, compare and evaluate the form, language and content create analytical and imaginative texts.</p>

Assessment	Course levy	Course code
<ul style="list-style-type: none"><li>Extended written response (10-20%)</li><li>Short production of a literary text response (30-40%)</li><li>Creative (10-20%)</li><li>Oral (10-20%)</li><li>Examination (20-30%)</li></ul>	<ul style="list-style-type: none"><li>Course costs are included in tuition fees.</li><li>Excursions may incur an additional cost.</li></ul>	<ul style="list-style-type: none"><li>AELIT</li></ul>

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

# ATAR LITERATURE – Year 12

## INTRODUCTION

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 ATAR Literature.

Description and content	
<b>Unit 3</b>	<p>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.</p> <p><b>Content:</b> 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.</p>
<b>Unit 4</b>	<p>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.</p> <p><b>Content:</b> 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.</p>

Assessment	Course levy	Course code
<ul style="list-style-type: none"><li>• Extended response (15%)</li><li>• Written Response (35%)</li><li>• Literacy texts (10%)</li><li>• Oral (10%)</li><li>• Examination (30%)</li></ul>	<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li><li>• Excursions may incur an additional cost.</li></ul>	<ul style="list-style-type: none"><li>• ATLIT</li></ul>

# ATAR EAL/D – Year 11

## INTRODUCTION

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes.

## MINIMUM REQUIREMENTS

NOTE: Eligibility requirement. Students should have achieved a **C** grade or above in Year 10 EALD Level 3 (Miss Simeon) or a **B** Grade in Level 2. Students must also have achieved a Level 2 or above in the Reading and Writing components of the Online Literacy and Numeracy Assessment (OLNA).

Description and content	
<b>Unit 1</b>	<p>Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts.</p> <p><b>Content:</b> Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating texts.</p>
<b>Unit 2</b>	<p>Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts, and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

Assessment
<ul style="list-style-type: none"><li>• Investigation (15-25%)</li><li>• Response (15-25%)</li><li>• Written (15-25%)</li><li>• Oral (15-25%)</li><li>• Written Exam (15%)</li><li>• Practical Exam (5%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEELD</li></ul>

Students who select this course in Year 11 will study English as an Additional Language or Dialect Units 3 and 4 in Year 12.

# ATAR EAL/D – Year 12

## INTRODUCTION

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes.

## MINIMUM REQUIREMENTS

Students should have achieved a C grade or above in Year 11 ATAR EALD and meet the eligibility requirements.

	Description and content
<b>Unit 3</b>	<p>Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>
<b>Unit 4</b>	<p>Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

Assessment
<ul style="list-style-type: none"><li>• Practical Component (25%)</li><li>• Written Component (75%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• ATELD</li></ul>

# ATAR PHYSICAL EDUCATION STUDIES

## Year 11

### INTRODUCTION

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 **B** grade or above in Level 2 Science.

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

Assessment
<ul style="list-style-type: none"> <li>• Practical (30%)</li> <li>• Investigation (15%)</li> <li>• Response (15%)</li> <li>• Examination (40%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>• Course costs are included in tuition fees.</li> </ul>

Course code
<ul style="list-style-type: none"> <li>• AEPES</li> </ul>

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

# ATAR PHYSICAL EDUCATION STUDIES

## Year 12

### INTRODUCTION

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 ATAR Physical Education Studies.

	Description and content
<b>Unit 3</b>	<p>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.</p> <p><b>Content:</b> Developing physical skills and tactics, Motor learning and coaching, Functional anatomy, Biomechanics, Exercise physiology, Sport psychology.</p>
<b>Unit 4</b>	<p>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.</p> <p><b>Content:</b> Developing physical skills and tactics, Motor learning and coaching, Functional anatomy, Biomechanics, Exercise physiology, Sport psychology.</p>

Assessment
<p><b>WRITTEN (70%)</b></p> <p>Consisting of:</p> <ul style="list-style-type: none"> <li>Investigation (20%)</li> <li>Response (25%)</li> <li>Examination (55%)</li> </ul> <p><b>PRACTICAL (30%)</b></p>

Course levy
<ul style="list-style-type: none"> <li>Course costs are included in tuition fees.</li> </ul>

Course code
<ul style="list-style-type: none"> <li>ATPES</li> </ul>

# ATAR ACCOUNTING AND FINANCE – Year 11

## INTRODUCTION

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 at least a **C** grade in Level 3 Mathematics or a **B** grade in Level 2 Mathematics and a **C** grade in Level 2 English or a **C** grade in Level 2 EaL/D.

Description and content	
<b>Unit 1</b>	<p>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.</p> <p><b>Content:</b> Financial institutions and systems, Recording, using and evaluating financial information, Government and the community.</p>
<b>Unit 2</b>	<p>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.</p> <p><b>Content:</b> This unit builds on the content covered in Unit 1. Financial institutions and systems, Recording, using and evaluating financial information, Government and the community.</p>

Assessment
<ul style="list-style-type: none"><li>• Tests (50%)</li><li>• Project (10%)</li><li>• Examination (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEACF</li></ul>

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

# ATAR ACCOUNTING AND FINANCE– Year 12

## INTRODUCTION

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 ATAR Accounting and Finance.

Description and content	
<b>Unit 3</b>	<p>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.</p> <p><b>Content:</b> Financial institutions and systems, Recording, using and evaluating financial information, Government and the community.</p>
<b>Unit 4</b>	<p>The focus for this unit is on Australian reporting entities and how they are regulated by the <i>Corporations Act 2001</i> 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.</p> <p><b>Content:</b> Financial institutions and systems, Recording, using and evaluating financial information, Government and the community.</p>

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- ATACF

# ATAR ECONOMICS – Year 11

## INTRODUCTION

Economics is about choices – the decisions that we face as we try to satisfy our needs and wants. Economists explore how societies maximise wealth and wellbeing with scarce resources at local, national and global scales. Economists can problem solve, investigate, analyse and reason which makes them highly qualified in vocational, technical and university education contexts.

## MINIMUM REQUIREMENTS

Students should have achieved at least a **C** grade in Level 3 Mathematics or a **B** grade in Level 2 Mathematics and a **C** grade in Level 2 English or a **C** grade in Level 2 EALD. Students should also have achieved at least a **C** grade in Level 3 HASS or a **B** grade in Level 2 HASS.

	Description and content
<b>Unit 1</b>	<p><b>Description:</b> Explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur.</p> <p><b>Content:</b> Markets, demand, supply and equilibrium, elasticity, market efficiency, market failure and government policies, market power, externalities, public goods and common resources, equity, effects of government policies.</p>
<b>Unit 2</b>	<p><b>Description:</b> Explores the government’s role in a modified market economy and Australia’s recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment.</p> <p><b>Content:</b> Macroeconomic activity, the business cycle, economic growth, inflation, unemployment, balance of payments, income distribution, the public sector, taxation, economic objectives, macroeconomic performance.</p>

Assessment
<ul style="list-style-type: none"><li>• Data interpretation/Short answers (30%)</li><li>• Extended answer (40%)</li><li>• Exam (30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEECO</li></ul>

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

# ATAR ECONOMICS – Year 12

## INTRODUCTION

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 ATAR Economics.

Description and content	
<b>Unit 3</b>	<p><b>Description:</b> The unit explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy.</p> <p><b>Content:</b> Global interdependence, Free trade and protection, Pattern of trade, Balance of payments, Terms of trade, Exchange rates, Foreign investment.</p>
<b>Unit 4</b>	<p><b>Description:</b> 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.</p> <p><b>Content:</b> 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.</p>

Assessment
<ul style="list-style-type: none"><li>• Data Interpretation/Short answers (30%)</li><li>• Extended Answer (30%)</li><li>• Examination (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• ATECO</li></ul>

# ATAR GEOGRAPHY – Year 11

## INTRODUCTION

The Geography course addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development. These challenges include rapid change in biophysical environments, dealing with environmental risks, and the consequences of international integration.

## MINIMUM REQUIREMENTS

Students should have achieved at least a **C** grade in Level 3 HASS or a **B** grade in Level 2 HASS.

	Description and content
<b>Unit 1</b>	<p><b>Natural and ecological hazards</b></p> <p>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.</p> <p><b>Content:</b> Using fieldwork and/or secondary sources, students investigate <b>one</b> natural hazard and <b>one</b> ecological hazard and the means by which the risks associated with the hazard are being managed.</p>
<b>Unit 2</b>	<p><b>Global networks and interconnections</b></p> <p>This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world.</p> <p><b>Content:</b> 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.</p> <p>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.</p>

Assessment
<ul style="list-style-type: none"><li>• Geographical inquiry (20%)</li><li>• Fieldwork/practical skills (20%)</li><li>• Short &amp; Extended response (30%)</li><li>• Examination (30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEGEO</li></ul>

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

# ATAR GEOGRAPHY– Year 12

## INTRODUCTION

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 ATAR Geography.

Description and content	
<b>Unit 3</b>	<p><b>Description:</b> The Earth's surface is constantly changing and all environments are, to a greater or lesser extent, being modified by human activity.</p> <p><b>Content:</b> 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.</p>
<b>Unit 4</b>	<p><b>Description:</b> 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.</p> <p><b>Content:</b> 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.</p>

Assessment	Course levy	Course code
<ul style="list-style-type: none"><li>• Geographical Inquiry (15%)</li><li>• Fieldwork/practical skills (15%)</li><li>• Short and extended responses (30%)</li><li>• Examination (40%)</li></ul>	<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>	<ul style="list-style-type: none"><li>• ATGEO</li></ul>

# ATAR MODERN HISTORY – Year 11

## INTRODUCTION

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. While its focus is on the 20<sup>th</sup> century, the course refers back to formative changes from the late 18<sup>th</sup> century onwards and encourages students to make connections with the changing world of the 21<sup>st</sup> century.

## MINIMUM REQUIREMENTS

Students should have achieved at least a **C** grade in Level 3 HASS or a **B** grade in Level 2 HASS and at least a **B** grade in Level 2 English.

	Description and content
<b>Unit 1</b>	<p><b>Unit 1 – Understanding the modern world</b></p> <p>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.</p> <p><b>Content:</b> Historical Skills and Historical Knowledge and Understanding</p> <p><b>Context:</b> Meiji Restoration 1868-1912 (The fall of the tokugawa shogunate. Social, economic and political change, expansion and foreign policy).</p>
<b>Unit 2</b>	<p><b>Unit 2 – Movements for change in the 20th century</b></p> <p>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.</p> <p><b>Content:</b> Historical Skills and Historical Knowledge and Understanding</p> <p><b>Context:</b> <u>Nazism in Germany</u> (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).</p>

### 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.

# ATAR MODERN HISTORY – Year 12

## INTRODUCTION

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 ATAR Modern History.

	Description and content
<b>Unit 3</b>	<p><b>Modern nations in the 20th century</b></p> <p>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 <b>one</b> nation.</p> <p><b>Content:</b> Historical Skills; Historical Knowledge and Understanding</p> <p><b>Context:</b> Australia 1918 -1955 The post war boom, the depression, World War 2, and the emergence of The Cold War.</p>
<b>Unit 4</b>	<p><b>The modern world since 1945</b></p> <p>This unit focuses on the features of the modern world that emerged 1945–2001 &amp; aims to build students' understanding of today's world. (E.g. the nature of various conflicts, regional &amp; international attempts to create peace and security.) Students study <b>one</b> of these features, making connections with contemporary events.</p> <p><b>Content:</b> Historical Skills; Historical Knowledge and Understanding</p> <p><b>Context:</b> The Changing European World since 1945. (The Cold War – philosophy, flashpoints and key people.)</p>

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- ATHIM

# ATAR MATHEMATICS: Applications – Year 11

## INTRODUCTION

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 10 Level 3 Mathematics or a **B** grade in Level 2 Mathematics.

	Description and content
<b>Unit 1</b>	Consumer arithmetic reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. Algebra and matrices continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. Shape and measurement extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.
<b>Unit 2</b>	Univariate data analysis and the statistical investigation process develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. Applications of trigonometry extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. Linear equations and their graphs uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- AEMAA

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

# ATAR MATHEMATICS: Applications – Year 12

## INTRODUCTION

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 ATAR Mathematics Applications or have completed Year 11 Mathematics Methods.

	Description and content
<b>Unit 3</b>	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.
<b>Unit 4</b>	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.

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- ATMAA

# ATAR MATHEMATICS: Methods – Year 11

## INTRODUCTION

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

Minimum of a **B** grade in Level 3 Mathematics.

Description and content	
<b>Unit 1</b>	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.
<b>Unit 2</b>	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.

Assessment
<ul style="list-style-type: none"><li>• Response (40%)</li><li>• Investigation (20%)</li><li>• Examination (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEMAM</li></ul>

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

# ATAR MATHEMATICS: Methods – Year 12

## INTRODUCTION

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 ATAR Mathematics: Methods.

Description and content	
<b>Unit 3</b>	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.
<b>Unit 4</b>	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.

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- ATMAM

# ATAR MATHEMATICS: Specialist – Year 11

## INTRODUCTION

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 Level 3 Mathematics.

	Description and content
<b>Unit 1</b>	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.
<b>Unit 2</b>	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.

### 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.

# ATAR Mathematics: Specialist – Year 12

## INTRODUCTION

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
<b>Unit 3</b>	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.
<b>Unit 4</b>	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.

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- ATMAS

# ATAR BIOLOGY – Year 11

## INTRODUCTION

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## MINIMUM REQUIREMENTS

Minimum of a **B** grade in level 2 Science or a **C** grade in level 3 Science. Minimum **C** grade in Level 2 English or **C** grade in Level 2 EaL/D.

	Description and content
<b>Unit 1</b>	<p><b>Ecosystems and biodiversity</b></p> <p>In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. The processes involved in the movement of energy and matter in ecosystems</p> <p>Fieldwork is an important part of this unit.</p>
<b>Unit 2</b>	<p><b>From single cell to multicellular organisms</b></p> <p>In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. Multicellular organisms typically consist of a number of interdependent systems of cells organised into tissues, organs and organ systems. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.</p>

### Assessment

- Science Inquiry (30%)
- Extended response (10%)
- Test (20%)
- Examination (40%)

### Course levy

- Course costs are included in tuition fees.

### Course code

- AEBIO

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

# ATAR BIOLOGY – Year 12

## INTRODUCTION

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## MINIMUM REQUIREMENTS

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

Description and content	
<b>Unit 3</b>	<b>Continuity of species</b> 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.
<b>Unit 4</b>	<b>Surviving in a changing environment</b> 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.

Assessment
<ul style="list-style-type: none"><li>• Science Inquiry (20%)</li><li>• Extended response (10%)</li><li>• Test (20%)</li></ul> Examination (50%)

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• ATBIO</li></ul>

# ATAR CHEMISTRY – Year 11

## INTRODUCTION

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

Minimum of an **A** in Level 2 Science or a **C** in Level 3 Science and a **B** grade or better in Level 2 Mathematics.

	Description and content
<b>Unit 1</b>	<b>Chemical fundamentals: structure, properties and reactions</b> 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.
<b>Unit 2</b>	<b>Molecular interactions and reactions</b> 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.

Assessment
<ul style="list-style-type: none"><li>• Science Inquiry (25%)</li><li>• Extended response (10%)</li><li>• Test (15%)</li><li>• Examination (50%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li><li>• Year 11s participate in an annual camp. An outline and extra costs associated with this will be sent out at appropriate time.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AECHE</li></ul>

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

# ATAR CHEMISTRY – Year 12

## INTRODUCTION

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 ATAR Chemistry.

	Description and content
<b>Unit 3</b>	<b>Equilibrium, acids and bases, and redox reactions</b> 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.
<b>Unit 4</b>	<b>Organic chemistry and chemical synthesis</b> 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.

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- ATCHE

# ATAR HUMAN BIOLOGY – Year 11

## INTRODUCTION

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

Minimum of a **B** grade in Level 2 Science or a **C** grade in Level 3 Science. Minimum **C** grade in Level 2 English or **C** grade in Level 2 EaL/D.

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

Assessment
<ul style="list-style-type: none"><li>• Science Inquiry (20%)</li><li>• Extended response (15%)</li><li>• Tests (25%)</li><li>• Examinations (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li><li>• Year 11s participate in an annual camp. An outline and extra costs associated with this will be sent out at appropriate time.</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEHBY</li></ul>

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

# ATAR HUMAN BIOLOGY – Year 12

## INTRODUCTION

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 ATAR Human Biology.

Description and content	
<b>Unit 3</b>	<b>Homeostasis and disease</b> 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.
<b>Unit 4</b>	<b>Human variation and evolution</b> Content: This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

Assessment
<ul style="list-style-type: none"><li>• Science inquiry (10%)</li><li>• Extended response (15%)</li><li>• Tests (25%)</li><li>• Examinations (50%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees</li></ul>

Course code
<ul style="list-style-type: none"><li>• ATHBY</li></ul>

# ATAR PHYSICS – Year 11

## INTRODUCTION

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

Minimum of a **C** in Level 3 Science or an **A** in Level 2 Science and a minimum **C** in Level 3 Mathematics or a **B** in Level 2 Mathematics.

	Description and content
<b>Unit 1</b>	<p><b>Thermal, nuclear and electrical physics</b></p> <p>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.</p>
<b>Unit 2</b>	<p><b>Linear motion and waves</b></p> <p>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.</p>

### Assessment

- Science inquiry (30%)
- Tests (30%)
- Exams (40%)

### Course levy

- Course costs are included in tuition fees

### Course code

- AEPHY

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

# ATAR PHYSICS – Year 12

## INTRODUCTION

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 ATAR 11 Physics.

	Description and content
<b>Unit 3</b>	<b>Gravity and electromagnetism</b> 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.
<b>Unit 4</b>	<b>Revolutions in modern physics</b> 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%)
- Tests (30%)
- Exams (50%)

### Course levy

- Course costs are included in tuition fees

### Course code

- ATPHY

# ATAR PSYCHOLOGY – Year 11

## INTRODUCTION

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

Minimum of a **B** grade in Level 2 Science or a **C** grade in Level 3 Science. Minimum of a **C** grade in Level 3 Mathematics or a **B** grade in Level 2 Mathematics. Minimum **C** grade in Level 2 English or **C** grade in Level 2 EaL/D.

	Description and content
<b>Unit 1</b>	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.
<b>Unit 2</b>	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.

Assessment
<ul style="list-style-type: none"><li>• Investigation (20%)</li><li>• Response (30%)</li><li>• Project (20%)</li><li>• Examination (30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees</li></ul>

Course code
<ul style="list-style-type: none"><li>• AEPSY</li></ul>

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

# ATAR PSYCHOLOGY – Year 12

## INTRODUCTION

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 ATAR Psychology.

	Description and content
<b>Unit 3</b>	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.
<b>Unit 4</b>	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.

Assessment
<ul style="list-style-type: none"><li>• Investigation (15%)</li><li>• Response (30%)</li><li>• Project (15%)</li><li>• Examination (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees</li></ul>

Course code
<ul style="list-style-type: none"><li>• ATPSY</li></ul>

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# SECTION C

## General Courses

# GENERAL RELIGION AND LIFE – Year 11

## INTRODUCTION

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. ATAR pathway students may also select this course.

Description and content	
<b>Unit 1</b>	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.
<b>Unit 2</b>	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
<ul style="list-style-type: none"><li>• Investigation (40%)</li><li>• Explanation (30%)</li><li>• Source Analysis (30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEREL</li></ul>

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

# GENERAL RELIGION AND LIFE – Year 12

## INTRODUCTION

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. ATAR pathway students may also select this course.

Description and content	
<b>Unit 3</b>	<p>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.</p> <p>Content: The nature of religion, the influence of religion and Religious inquiry and learning skills.</p>
<b>Unit 4</b>	<p>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.</p> <p>Content: The nature of religion, the influence of religion and Religious inquiry and learning skills.</p>

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- GTREL

# GENERAL DRAMA – Year 11

## INTRODUCTION

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

## MINIMUM REQUIREMENTS

No pre-requisites are required.

	Description and content
<b>Unit 1</b>	<p>The focus of this unit is <b>dramatic storytelling</b>. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.</p> <p><b>Content:</b> Voice techniques, movement techniques, warm-up exercises for safe and effective use of voice and movement, drama processes and the elements of drama, drama forms and styles, contextual knowledge, production and performance.</p>
<b>Unit 2</b>	<p>The focus for this unit is <b>drama performance events</b> for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.</p> <p><b>Content:</b> 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.</p>

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- GEDRA

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

# GENERAL DRAMA – Year 12

## INTRODUCTION

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

Successful completion of the Year 11 Drama course.

	Description and content
<b>Unit 3</b>	<p>The focus for this unit is <b>representational, realist drama</b>. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others.</p> <p><b>Content:</b> 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.</p>
<b>Unit 4</b>	<p>The focus of this unit is <b>presentational, non-realist drama</b>. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others.</p> <p><b>Content:</b> 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.</p>

Assessment
<ul style="list-style-type: none"><li>• Performance/Production (55%)</li><li>• Response (30%)</li><li>• Externally Set Task (15%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GTDRA</li></ul>

# GENERAL MEDIA – Year 11

## INTRODUCTION

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

## MINIMUM REQUIREMENTS

No pre-requisites are required.

Description and content	
<b>Unit 1</b>	The focus for this unit is on the <b>mass media</b> . 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. Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.
<b>Unit 2</b>	The focus for this unit is on <b>point of view</b> , a concept that underpins the construction of all media work. 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. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view. In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

### Assessment

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

### Course levy

- Course costs are included in tuition fees.

### Course code

- GEMPA

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

# GENERAL MUSIC – Year 11

## INTRODUCTION

Music is an aural art form that involves the exploration, organisation and manipulation of sound and silence. Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Music is processed through aural discrimination, memory and emotional response, all of which interact with each other and with physical processes as a means of perceiving, learning, composing and performing.

## MINIMUM REQUIREMENTS

Students should have studied Year 10 Music or have a Grade 2 level of musical ability. Students are encouraged to attend individual instrumental or vocal lessons.

	Description and content
<b>Unit 1</b>	<p>In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.</p> <p><b>Content:</b> Aural and theory, composing and arranging, investigation and analysis, performance, composition portfolio and a production project.</p>
<b>Unit 2</b>	<p>In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.</p> <p><b>Content:</b> Aural and theory, composing and arranging, investigation and analysis, performance, composition portfolio and a production project.</p>

Assessment
<ul style="list-style-type: none"><li>• Written (60%)</li><li>• Performance (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEMUS</li></ul>

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

# GENERAL MUSIC – Year 12

## INTRODUCTION

Music is an aural art form that involves the exploration, organisation and manipulation of sound and silence. Music has the capacity to engage, inspire and enrich students, stimulating imaginative and innovative responses and fostering critical thinking and aesthetic understanding. Music is processed through aural discrimination, memory and emotional response, all of which interact with each other and with physical processes as a means of perceiving, learning, composing and performing.

## MINIMUM REQUIREMENTS

Students should have achieved a **C** grade or above in Year 11 Music. Students are encouraged to attend individual instrumental or vocal lessons.

	Description and content
<b>Unit 3</b>	<p>In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.</p> <p><b>Content:</b> Aural and theory, composing and arranging, investigation and analysis, performance, composition portfolio and a production project.</p>
<b>Unit 4</b>	<p>In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s) selected for study.</p> <p><b>Content:</b> Aural and theory, composing and arranging, investigation and analysis, performance, composition portfolio and a production project.</p>

### Assessment

- Written (45%)
- Practical (40%)
- Externally Set Task (15%)

### Course levy

- Course costs are included in tuition fees.

### Course code

- GTMUS

# FOUNDATION ENGLISH – Year 11

## INTRODUCTION

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

## MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

Description and content	
<b>Unit 1</b>	By the end of this unit, students will: <ul style="list-style-type: none"><li>• develop skills in functional literacy, including appropriate spelling, punctuation and grammar.</li><li>• develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts</li><li>• develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts</li><li>• develop skills in speaking and listening for work, learning, community and everyday personal contexts</li></ul>
<b>Unit 2</b>	By the end of this unit, students will: <ul style="list-style-type: none"><li>• develop skills in functional literacy, including appropriate spelling, punctuation and grammar.</li><li>• develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts</li><li>• develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts</li><li>• develop skills in speaking and listening for work, learning, community and everyday personal contexts</li></ul>

Assessment
<ul style="list-style-type: none"><li>• Reading (35%)</li><li>• Writing (35%)</li><li>• Oral Communication (30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li><li>• Excursions may incur an additional cost.</li></ul>

Course code
<ul style="list-style-type: none"><li>• FEENG</li></ul>

Students who select this course in Year 11 will study English: Foundations Units 3 and 4 in Year 12 if they have not yet demonstrated the minimum standard for Reading and Writing via the OLNA. Students who have demonstrated the minimum standard will move into English: General.

# FOUNDATION ENGLISH – Year 12

## INTRODUCTION

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

## MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

	Description and content
<b>Unit 3</b>	<p><b>Literacy for work</b> Suggested modules include:</p> <ul style="list-style-type: none"> <li>• becoming workplace ready: writing a job application, preparing for a job interview, addressing selection criteria</li> <li>• workplace structures: likely duties, trade-specific language, toolbox meetings, interpreting instruction manuals, leadership hierarchies</li> <li>• work standards and behaviour: accepted work standards, dress codes, punctuality, ethical behaviour in workplace relations</li> <li>• occupational safety and health: policy documents, accident reports, investigating problems</li> </ul>
<b>Unit 4</b>	<p><b>Literacy for community participation</b> Suggested modules include:</p> <ul style="list-style-type: none"> <li>• attending cultural events (music/arts festivals, markets, tidy days, fun runs): aspects of personal health and safety, legal issues, audience protocols, sense of community, organisation</li> <li>• civic participation: getting on the electoral roll, voting in elections, rights versus duties</li> <li>• supporting your local community: volunteer work, animal shelters, blood donations, Heart Foundation</li> <li>• accessing and utilising organisations: service and support organisations, the Royal Society for the Prevention of Cruelty to Animals (RSPCA), Centrelink, community libraries, Tenants Advice Service, Sexual Assault Resource Centre (SARC), Headspace</li> <li>• participating in a sporting club: playing, supporting, organising</li> </ul>

Assessment
<ul style="list-style-type: none"> <li>• Reading (30%)</li> <li>• Writing (30%)</li> <li>• Oral Communication (25%)</li> <li>• EST (15%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>• Course costs are included in tuition fees.</li> <li>• Excursions may incur an additional cost.</li> </ul>

Course code
<ul style="list-style-type: none"> <li>• FEENG</li> </ul>

# GENERAL ENGLISH – Year 11

## INTRODUCTION

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

No pre-requisites are required.

Description and content	
<b>Unit 1</b>	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. <b>Content:</b> comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.
<b>Unit 2</b>	Students will focus on interpreting ideas and arguments in a range of texts and contexts. They will consider the purposes and possible audiences of texts and learn to interact effectively in a range of contexts. <b>Content:</b> Comprehension strategies, language and textual analysis, using information, creating texts, communicating and interacting with others.

Assessment
<ul style="list-style-type: none"><li>• Reading (40-60%)</li><li>• Creating (40-60%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li><li>• Excursions may incur an additional cost.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEENG</li></ul>

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

# GENERAL ENGLISH – Year 12

## INTRODUCTION

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

No pre-requisites are required.

	Description and content
<b>Unit 3</b>	<p>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.</p> <p><b>Content:</b> Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.</p>
<b>Unit 4</b>	<p>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.</p> <p><b>Content:</b> Comprehension strategies, language and textual analysis, using information, creating texts and communicating and interacting with others.</p>

Assessment
<ul style="list-style-type: none"><li>• Responding (40%)</li><li>• Creating (45%)</li><li>• Externally set task (15%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li><li>• Excursions may incur an additional cost.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GTENG</li></ul>

# GENERAL EAL/D – Year 11

## INTRODUCTION

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes.

## MINIMUM REQUIREMENTS

NOTE: Eligibility requirement.

Description and content	
<b>Unit 1</b>	<p>Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register.</p> <p><b>Content:</b> Communication skills and strategies, comprehension skills and strategies, language and textual analysis, creating texts.</p>
<b>Unit 2</b>	<p>Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

### Assessment

- Investigation (20-30%)
- Response (20-30%)
- Written (20-30%)
- Oral (15-25%)

### Course levy

- Course costs are included in tuition fees.

### Course code

- GEELD

Students who select this course in Year 11 will study English as an Additional Language or Dialect Units 3 and 4 in Year 12.

# GENERAL EAL/D – Year 12

## INTRODUCTION

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes.

## MINIMUM REQUIREMENTS

NOTE: Eligibility requirement.

	Description and content
<b>Unit 3</b>	<p>Unit 3 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>
<b>Unit 4</b>	<p>Unit 4 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally-based assumptions within texts are identified, analysed and compared.</p> <p><b>Content:</b> Texts in context, language and textual analysis, engaging and responding, creating texts and reflecting.</p>

### Assessment

- Investigation (20%)
- Response (20%)
- Written (25%)
- Oral (20%)
- Externally Set Task (15%)

### Course levy

- Course costs are included in tuition fees.

### Course code

- GTELD

# GENERAL GEOGRAPHY – Year 11

## INTRODUCTION

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It examines the factors that impact upon decisions about sustainability and the degree of commitment towards sustainable development.

## MINIMUM REQUIREMENTS

No pre-requisites are required.

	Description and content
<b>Unit 1</b>	<p><b>Geography of environments at risk</b></p> <p>This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.</p> <p><b>Content:</b> Geographical knowledge and understanding, Geographical inquiry and skills.</p>
<b>Unit 2</b>	<p><b>Geography of people and places</b></p> <p>This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.</p> <p><b>Content:</b> Geographical knowledge and understanding, Geographical inquiry and skills.</p>

Assessment
<ul style="list-style-type: none"><li>• Geographical inquiry (30%)</li><li>• Fieldwork/practical skills (30%)</li><li>• Tests (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEGEO</li></ul>

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

# GENERAL GEOGRAPHY – Year 12

## INTRODUCTION

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

## MINIMUM REQUIREMENTS

Students should have achieved at a **C** grade or above in Year 11 Geography.

Description and content	
<b>Unit 3</b>	<p><b>Natural and ecological hazards</b></p> <p>This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long term aspects of hazards and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen.</p> <p><b>Content:</b> Geographical knowledge and understanding, Geographical inquiry and skills.</p>
<b>Unit 4</b>	<p><b>Global networks and interconnections</b></p> <p>This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption, but also facilitated the diffusion of ideas and cultures.</p> <p><b>Content:</b> Geographical knowledge and understanding, Geographical inquiry and skills.</p>

Assessment
<ul style="list-style-type: none"><li>• Geographical Inquiry (30%)</li><li>• Fieldwork/practical skills (30%)</li><li>• Tests (25%)</li><li>• Externally Set Tasks (15%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GTGEO</li></ul>

# GENERAL MODERN HISTORY – Year 11

## INTRODUCTION

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

## MINIMUM REQUIREMENTS

No pre-requisites are required.

	Description and content
<b>Unit 1</b>	<p><b>Unit 1 – People, place and time</b></p> <p>This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.</p> <p><b>Content:</b> Historical Skills and Historical Knowledge and Understanding.</p>
<b>Unit 2</b>	<p><b>Unit 2 – Power and authority</b></p> <p>Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.</p> <p><b>Content:</b> Historical Skills and Historical Knowledge and Understanding.</p>

Assessment
<ul style="list-style-type: none"><li>• Historical inquiry (20-30%)</li><li>• Explanation (20–30%)</li><li>• Source analysis (20–30%)</li><li>• Tests (20-30%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEHIM</li></ul>

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

# GENERAL MODERN HISTORY – Year 12

## INTRODUCTION

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

## MINIMUM REQUIREMENTS

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

Description and content	
<b>Unit 3</b>	<p><b>Societies and change</b></p> <p>Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.</p> <p><b>Content:</b> Historical Skills; Historical Knowledge and Understanding.</p>
<b>Unit 4</b>	<p><b>Historical trends and movements</b></p> <p>Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.</p> <p><b>Content:</b> Historical Skills; Historical Knowledge and Understanding</p>

### Assessment

- Historical inquiry (20%)
- Explanation (25%)
- Source analysis (25%)
- Tests (15%)
- Externally Set Task (15%)

### Course levy

- Course costs are included in tuition fees.

### Course code

- GTHIM

# FOUNDATION MATHEMATICS - Year 11

## INTRODUCTION

Mathematics Foundation is a General course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

## MINIMUM REQUIREMENTS

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the Mathematics Foundation course.

	Description and content
<b>Unit 1</b>	This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.
<b>Unit 2</b>	This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

Assessment
<ul style="list-style-type: none"> <li>• Response (50%)</li> <li>• Practical Application / Statistical Investigation process (50%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>• Course costs are included in tuition fees.</li> </ul>

Course code
<ul style="list-style-type: none"> <li>• GEMAE</li> </ul>

Students who select this course in Year 11 will study Mathematics: Foundations Units 3 and 4 in Year 12 if they have not yet demonstrated the minimum standard for numeracy via the OLNA. Students who have will move in Mathematics: Essentials.

# FOUNDATION MATHEMATICS – Year 12

## INTRODUCTION

The Foundation Mathematics 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 who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the Mathematics Foundation course.

	Description and content
<b>Unit 3</b>	This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.
<b>Unit 4</b>	This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.

Assessment
<ul style="list-style-type: none"> <li>• Response (40%)</li> <li>• Practical application (45%)</li> <li>• Externally set task (15%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>• Course costs are included in tuition fees.</li> </ul>

Course code
<ul style="list-style-type: none"> <li>• FTMAT</li> </ul>

# GENERAL MATHEMATICS: Essential – Year 11

## INTRODUCTION

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

No pre-requisites are required.

Description and content	
<b>Unit 1</b>	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.
<b>Unit 2</b>	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.

Assessment
<ul style="list-style-type: none"><li>• Response (50%)</li><li>• Practical Application / Statistical Investigation process (50%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEMAE</li></ul>

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

# GENERAL MATHEMATICS: Essential – Year 12

## INTRODUCTION

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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

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No pre-requisites are required.

Description and content	
<b>Unit 3</b>	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.
<b>Unit 4</b>	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.

Assessment
<ul style="list-style-type: none"><li>• Response (40%)</li><li>• Practical application (45%)</li><li>• Externally set task (15%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GTMAE</li></ul>

# GENERAL HUMAN BIOLOGY – Year 11

## INTRODUCTION

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

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

## MINIMUM REQUIREMENTS

Minimum of a **C** grade in Level 2 Science or a **C** grade in Level 3 Science.

Description and content	
<b>Unit 1</b>	<b>Healthy Body</b> How the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells and body systems including respiratory, circulatory, digestive and urinary systems The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.
<b>Unit 2</b>	<b>Reproduction</b> This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

Assessment
<ul style="list-style-type: none"><li>• Science Inquiry (40%)</li><li>• Extended response (20%)</li><li>• Tests (40%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEHBY</li></ul>

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

# GENERAL HUMAN BIOLOGY – Year 12

## INTRODUCTION

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

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

## MINIMUM REQUIREMENTS

Minimum of a **C** grade in Level 2 Science or a **C** grade in Level 3 Science.

Description and content	
<b>Unit 3</b>	<b>Coordination</b> This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.
<b>Unit 4</b>	<b>Infectious disease</b> This unit explores the causes and spread of disease and how humans respond to invading pathogens.

Assessment
<ul style="list-style-type: none"><li>• Science inquiry (40%)</li><li>• Extended response (30%)</li><li>• Tests (15%)</li><li>• Externally set task (15%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Course costs are included in tuition fees.</li></ul>

Course code
<ul style="list-style-type: none"><li>• GTHBY</li></ul>

# GENERAL INTEGRATED SCIENCE – Year 11

## INTRODUCTION

The Integrated Science General course is a course 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
<b>Unit 1</b>	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.
<b>Unit 2</b>	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.

Assessment
<ul style="list-style-type: none"> <li>• Science inquiry (50%)</li> <li>• Extended response (30%)</li> <li>• Tests (20%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>• Course costs are included in tuition fees.</li> </ul>

Course code
<ul style="list-style-type: none"> <li>• GEISC</li> </ul>

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

# GENERAL INTEGRATED SCIENCE – Year 12

## INTRODUCTION

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.

	Description and content
<b>Unit 3</b>	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.
<b>Unit 4</b>	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.

Assessment
<ul style="list-style-type: none"> <li>• Science inquiry (40%)</li> <li>• Extended response (30%)</li> <li>• Tests (15%)</li> <li>• Externally set task (15%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>• Course costs are included in tuition fees</li> </ul>

Course code
<ul style="list-style-type: none"> <li>• GTISC</li> </ul>

# GENERAL FOOD SCIENCE AND TECHNOLOGY

## Year 11

### INTRODUCTION

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

There are no minimum requirements for this course.

	Description and content
<b>Unit 1</b>	<p>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.</p> <p><b>Content:</b> Food as a commodity, Properties of food, Nutrition, Processing food, Food in Society.</p>
<b>Unit 2</b>	<p>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.</p> <p><b>Content:</b> This unit builds on the content covered in Unit 1. Food as a commodity, Properties of food, Nutrition, Processing food, Food in Society.</p>

Assessment
<ul style="list-style-type: none"> <li>Investigation (30%)</li> <li>Production (60%)</li> <li>Response (10%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>Unit 1: \$80</li> <li>Unit 2: \$80</li> </ul>

Course code
<ul style="list-style-type: none"> <li>GEFST</li> </ul>

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

# GENERAL FOOD SCIENCE AND TECHNOLOGY

## Year 12

### INTRODUCTION

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.

	Description and content
<b>Unit 3</b>	<p>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.</p> <p><b>Content:</b> Food as a commodity, Properties of food, Nutrition, Processing food, Food in society, Laws and regulatory codes.</p>
<b>Unit 4</b>	<p><b>Description:</b> 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.</p> <p><b>Content:</b> This unit builds on the content covered in Unit 3.</p> <p>Food as a commodity, Properties of food, Nutrition, Processing food, Food in society, Laws and regulatory codes.</p>

Assessment
<ul style="list-style-type: none"> <li>Investigation (30%)</li> <li>Production (40%)</li> <li>Response (15%)</li> <li>Externally set task (15%)</li> </ul>

Course levy
<ul style="list-style-type: none"> <li>Unit 3: \$80</li> <li>Unit 4: \$80</li> </ul>

Course code
<ul style="list-style-type: none"> <li>GTFST</li> </ul>

# GENERAL MATERIALS, DESIGN AND TECHNOLOGY – Year 11

## CONTEXT: Wood

### INTRODUCTION

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to improve our quality of life remains, the development of materials will continue.

### MINIMUM REQUIREMENTS

There are no minimum requirements for this course.

	Description and content
<b>Unit 1</b>	<p>Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.</p> <p><b>Content:</b> Nature and properties of materials, Materials in context, Design, Use of Technology, safety, Production management.</p>
<b>Unit 2</b>	<p>Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.</p> <p><b>Content:</b> Nature and properties of materials, Materials in context, Design, Use of Technology, safety, Production management.</p>

Assessment
<ul style="list-style-type: none"><li>• Design (25%)</li><li>• Production (60%)</li><li>• Response (15%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Unit 1: \$100</li><li>• Unit 2: \$100</li></ul>

Course code
<ul style="list-style-type: none"><li>• GEFMW</li></ul>

Students who select this course in Year 11 will study General Materials, Design and Technology (Wood) Units 3 and 4 in Year 12.

# GENERAL MATERIALS, DESIGN AND TECHNOLOGY – Year 12

## CONTEXT: Wood

### INTRODUCTION

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to improve our quality of life remains, the development of materials will continue.

### MINIMUM REQUIREMENTS

Students should have completed the Year 11 General Materials, Design and Technology (Wood) course.

	Description and content
<b>Unit 3</b>	<p>Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.</p> <p><b>Content:</b> Nature and properties of materials, Materials in context, Design, Use of Technology, safety, Production management.</p>
<b>Unit 4</b>	<p>Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.</p> <p><b>Content:</b> Nature and properties of materials, Materials in context, Design, Use of Technology, safety, Production management.</p>

Assessment
<ul style="list-style-type: none"><li>• Design (25%)</li><li>• Production (50%)</li><li>• Response (10%)</li><li>• Externally Set Task (15%)</li></ul>

Course levy
<ul style="list-style-type: none"><li>• Unit 1: \$100</li><li>• Unit 2: \$100</li></ul>

Course code
<ul style="list-style-type: none"><li>• GTFMW</li></ul>

# SECTION D

## Vocational Education and Training (VET)

# VOCATIONAL EDUCATION AND TRAINING

## OVERVIEW

Vocational Education and Training (VET) in Schools 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 equivalence

Certificate I	Two units in Year 11	
Certificate II	Two unit in Year 11	And two units in Year 12
Certificate III or higher	Two units in Year 11	And four units in Year 12
	Maximum unit equivalence for Year 11 is four	Maximum unit equivalence for Year 12 is four

- **Endorsed Programs** – unit equivalence is identified on the Authority’s approved list of endorsed programs. Endorsed programs address areas of learning not covered by other courses. Examples include workplace learning, sports camps, cadetships (e.g Air Force cadets), performance in school productions and independently administered examinations in music, speech and drama. These programs are delivered in a variety of settings by schools, community organisations, universities and training organisations.
- **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. Workplace Learning is provided through **ONSITE**.

# Certificate Courses delivered via ONSITE available to Aranmore Catholic College

## VET DELIVERY AT ARANMORE CATHOLIC COLLEGE

Through working in partnership with various Registered Training Organisations (RTOs) and ONSITE the college is able to offer a range of VET qualifications, including Pre-apprenticeships and Specialist Programs for Year 11 and 12 students.

The Pre-apprenticeships and Specialist Programs delivered externally will involve the student attending an Institute of Technology (TAFE) for one or two days a week depending upon the course selected. Students who undertake these qualifications through the College that takes them out of school for two days 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.

**To be considered for one of the courses students must be enrolled in ONSITE to participate. Students need to fill in an Application Form and attend an interview, some courses require the student to sit an aptitude test.**

**Please check application closing dates and interview days**

**Please Note: that to offset the cost of induction, materials, placement and site visits of students by the Regional Coordinator, students taking courses through ONSITE will be charged a fee of between \$450-500.**

Below is a list of the proposed VET Certificates Aranmore Catholic College will be offering through ONSITE in 2018 and in the pages following is a brief description of them.

## ONSITE – VET and Specialist Programs

**Please Note:**

**Overseas students are not eligible to enrol for external VET or ONSITE courses.**

**Specialty Programs may include Block Work or TAFE Placements during the school holidays of up to five days. The final ONSITE timetable for these programs will be given to a student upon an offer being made.**

Course	Certificate	Duration	Location	Year
<b>Automotive - Service</b>	Certificate II in Automotive Service Technology (in partnership with AHG)	2 year course. Entry via application and interview	South Metropolitan TAFE ( <i>Carlisle</i> )	11
<b>Automotive - Electrical</b>	Certificate II in Automotive Electrical Technology	2 year course. Entry via application and interview	South Metropolitan TAFE ( <i>Carlisle</i> )	11
<b>Dream Factory</b> • <b>Construction</b>	Certificate II in Building and Construction (Pathway – Trades)	1 year course. Entry via application and interview	North Metropolitan TAFE ( <i>Balga</i> )	11 or 12

<b>Course</b>	<b>Certificate</b>	<b>Duration</b>	<b>Location</b>	<b>Year</b>
<b>Dream Factory</b> <ul style="list-style-type: none"> <li><b>Electrical</b></li> </ul>	Certificate II in Voice and Data Communications	1 year course. Entry via application and interview. Students need to sit an aptitude test. This certificate forms a part of an Electrical Apprenticeship	North Metropolitan TAFE ( <i>Balga</i> )	11 or 12
<b>Dream Factory</b> <ul style="list-style-type: none"> <li><b>Hairdressing</b></li> </ul>	Certificate II Salon Assistant	1 year course. Entry via application and interview	North Metropolitan TAFE ( <i>Balga</i> )	11 or 12
<b>Dream Factory</b> <ul style="list-style-type: none"> <li><b>Plumbing</b></li> </ul>	Certificate II in Plumbing	1 year course. Entry via application and interview. Students may need to sit an aptitude test. This course is designed for students seeking an apprenticeship in Plumbing and Gas	North Metropolitan TAFE ( <i>Balga</i> )	11 or 12
<b>Furniture/Cabinet Making</b>	Certificate II in Furniture Making	1 year course. Entry via application and interview	North Metropolitan TAFE ( <i>La Salle Trade Training Centre - Viveash</i> )	11 or 12
<b>Electronics</b>	Certificate II Electronics	1 Year Course. Entry via application and interview	North Metropolitan TAFE ( <i>Clarkson</i> )	11 or 12
<b>Engineering</b>	Certificate II Engineering (Fabrication)	1 Year Course. Entry via application and interview	North Metropolitan TAFE ( <i>Clarkson</i> )	11 or 12

# CERTIFICATE II AUTOMOTIVE SERVICING TECHNOLOGY (AUR20516)

## DESCRIPTION

Our major partner AHG (Automotive Holdings Group) cover the full range of vehicle brands and servicing. 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

A C grade in Year 10 English and Mathematics.

Content
<p><b>Completion of 20 Units of Competency will be required.</b></p> <p><b>Content:</b> 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.</p>

Assessment	Course Cost	Course Code
<ul style="list-style-type: none"><li>• Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.</li><li>• Competency <b>MUST</b> be achieved in all units for a student to be awarded the qualification.</li></ul>	<p>You may have some costs for materials etc. to be advised by the RTO.</p> <ul style="list-style-type: none"><li>• Students <b>MUST</b> be enrolled in ONSITE to participate.</li><li>• Uniform cost</li></ul>	<ul style="list-style-type: none"><li>• AUR20516</li></ul>

This course is completed over two years and students must start in Year 11. Students attend South Metropolitan TAFE for one day a week, and complete a work placement during the holidays.

For further information: <http://training.gov.au/Training/Details/AUR20512>

# CERTIFICATE II AUTOMOTIVE ELECTRICAL TECHNOLOGY (AUR20416)

## DESCRIPTION

This qualification will provide you with skills and knowledge used in the automotive electrical technology sector. Learn how to repair electrical circuits, use and maintain testing equipment and measuring devices, service and repair batteries, remove and tag automotive electrical system components and much more. This qualification will give you the advantage when you approach an employer for an apprenticeship.

## MINIMUM REQUIREMENTS

A **C** grade in Year 10 English and Mathematics.

### 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 repair electrical circuits, use and maintain testing equipment and measuring devices, use and maintain workplace tools and equipment, communicate effectively, use numbers in an automotive workplace.

### 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 Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.
- Uniform cost

### Course Code

- AUR20416

This course is completed over two years and students must start in Year 11. Students attend South Metropolitan TAFE for one day a week, and complete a work placement during the holidays.

For further information: <http://training.gov.au/Training/Details/AUR20412>

# CERTIFICATE II IN BUILDING AND CONSTRUCTION (Pathway – Trades) (52824WA)

## DESCRIPTION

Want to work in the building and construction industry but not sure which area? Start with the basics here. This course gives students the opportunity to experience different trades in the building and construction industry, starting with the basics including bricklaying, tiling, plastering and wall and ceiling fixing.

## MINIMUM REQUIREMENTS

Students need to be able to commit to one day per week and a block placement during the holidays. A C grade in English and Mathematics is required.

### Content

**Completion of 13 Units of Competency will be required.**

**Content:** Learn to level, square and construct from the ground up. Work effectively and sustainably in the construction industry, estimations, plan and organise work, conduct workplace communication, carry out measurements and calculations, read and interpret plans and work safely in the construction industry and apply OHS policies and procedures.

### 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 Cost

- You may have some costs for materials etc. to be advised by the RTO.
- Students **MUST** be enrolled in ONSITE to participate.

### Course Code

- 52823WA

This course is completed over one year during Year 11 or Year 12 and students must obtain a White Card. Students attend North Metropolitan TAFE for one day a week, and complete a work placement during the holidays.

For further information: <http://training.gov.au/Training/Details/52443WA>

# CERTIFICATE II IN VOICE AND DATA COMMUNICATIONS (UEE20711)

## DESCRIPTION

This qualification provides competencies to select, assemble, set up and maintain simple equipment and systems to a prescribed routine Certification of telecommunication cabling in buildings and premises. It includes ACMA (Australian Communications and Media Authority) requirements for Open Cabler registration. The course also particularly suits a student who wishes to progress to further study for the Certificate III in Data and Voice Communications, or as an apprentice or pre-apprentice. Same time off an apprenticeship as the Electrical Pre-Apprenticeship course.

## MINIMUM REQUIREMENTS

This is a very competitive course. Students must have an interest in the Electrical Trade and a minimum of a C grade in Mathematics and English. **Students will need to sit an aptitude test to be admitted to the course.**

### Content

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

**Content:** You will learn about cabling drawings, standards, codes, specifications and installation. Standard industry practices will be included.

### 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 Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in ONSITE to participate.

### Course Code

- UEE20711

This course is completed over one year during Year 11 or Year 12 and students must obtain a White Card. Students attend North Metropolitan TAFE for one day a week, and complete a work placement during the holidays.

For further information: <http://training.gov.au/Training/Details/UEE20711>

# CERTIFICATE II IN PLUMBING (52700WA)

## DESCRIPTION

This qualification will teach you the basics of plumbing and gas fitting which include learning hand and power plumbing tool skills, how to cut and join sheet metal, making out materials, oxyacetylene welding and more. All plumbers undertake the common tasks of drawing, interpreting and installing piping layouts, and the maintenance and repair of piping systems, although there are different levels of complexity across the specialisation areas.

North Metropolitan TAFE has specialty workshops and equipment to provide you with a realistic study environment that will prepare you well for employment in these highly demanded trades. Our lecturers are dedicated and supportive professionals who are passionate about their trade and are dedicated to providing a high quality of training that is industry relevant.

## MINIMUM REQUIREMENTS

Students must have an interest in the Plumbing and Gas Fitting and a minimum of a **C** grade in Mathematics and English. **Students may need to sit an aptitude test to be admitted to the course.**

### Content

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

**Content:** Students will learn how to apply safe work practices read plans and calculate plumbing and services materials and use plumbing hand and power tools. Apply basic levelling procedures, carry out interactive workplace communication, apply OHS requirements.

### 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 Cost

- You may have some costs for materials etc. to be advised by the RTO.
- Students **MUST** be enrolled in **ONSITE** to participate.

### Course Code

- 52700WA

This course is completed over one year during Year 11 or Year 12. Students attend North Metropolitan TAFE for one day a week, and complete a work placement during the holidays.

For further information: <http://training.gov.au/Training/Details/52700WA>

# CERTIFICATE II IN FURNITURE MAKING (MSF20313)

## DESCRIPTION

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 **Furniture and Cabinet Making**.

## MINIMUM REQUIREMENTS

Students should have an interest in Furniture and Cabinet Making and have gained a **C** grade in Mathematics and English.

### Content

**Completion of 13 Units of Competency will be required.**

**Content:** 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.

### 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 Cost

You may have some costs for materials etc. to be advised by the RTO.

- Students **MUST** be enrolled in **ONSITE** to participate.

### Course Code

- MSF20313

This course is completed over one year during Year 11 or Year 12. Students attend North Metropolitan TAFE (conducted at La Salle College which has a state of the art Trade Training Centre in Viveash) for one day a week, and complete a work placement during the holidays.

For further information: <http://training.gov.au/Training/Details/LMF20309>

# CERTIFICATE II IN SALON ASSISTANT (SBH20216)

## DESCRIPTION

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. In this 12 month course, you will develop all the skills of a salon assistant with a view to gaining an apprenticeship on completion.

## MINIMUM REQUIREMENTS

Students must be interested in the hairdressing industry. A minimum grade of **C** in English and Mathematics.

Content
<p><b>Completion of 16 Units of Competency will be required.</b></p> <p><b>Content:</b> 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.</p>

Assessment	Course Cost	Course Code
<ul style="list-style-type: none"><li>• Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.</li><li>• Competency <b>MUST</b> be achieved in all units for a student to be awarded the qualification.</li></ul>	<p>You may have some costs for materials etc. to be advised by the RTO.</p> <ul style="list-style-type: none"><li>• Students <b>MUST</b> be enrolled in <b>ONSITE</b> to participate.</li></ul>	<ul style="list-style-type: none"><li>• SBH20216</li></ul>

This course is completed over one year during Year 11 or Year 12. Students attend North Metropolitan TAFE one day a week and complete a work placement during the school holidays.

For further information: <https://training.gov.au/Training/Details/SBH20216>

# CERTIFICATE II IN ELECTRONICS (UEE21911)

## DESCRIPTION

This qualification reflects the role of individuals who work as Computer Servicer, Gaming Machine Maintenance Trades Assistant, Electronics Servicing Worker, Antennae Equipment Installer, Field and Applications Cabler (Video and Broadband), Business Equipment Serviceperson, Electronics Operative, Security Installation Assistant, Security Cabler, Home Theatre Installer, Fire Alarm Technician. You are competent in communicating in the workplace, interacting with and providing service to clients.

## MINIMUM REQUIREMENTS

Students must be interested in the industry areas above. A minimum grade of **C** in English and Mathematics.

### Content

**Completion of 10 Units of Competency will be required. (may vary depending on hours completed)**

**Content:** Students will apply OH&S procedures and standards, solve problems in circuits, fabricate, assemble and dismantle industry components, repair basic apparatus faults and replace components

### 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 Cost

- You may have some costs for materials etc. to be advised by the RTO.
- Students **MUST** be enrolled in **ONSITE** to participate.

### Course Code

- UEE21911

This course is completed over one year during Year 11 or Year 12. Students attend North Metropolitan TAFE one day a week and complete a work placement during the school holidays.

For further information: <https://training.gov.au/Training/Details/UEE21911>

# CERTIFICATE II IN ENGINEERING (Fabrication) (MEM20105)

## DESCRIPTION

Graduates can continue their studies in a metal fabrication heavy or light apprenticeship. Metal fabricators and welders work in a diverse trade, applying a broad range of fabrication and welding skills to industries including: mechanical and civil engineering, mining resources sector, heavy haulage and road transport, agriculture machinery, construction, defence, refineries and materials bulk handling. Pre-apprentices are exposed to the latest technological developments in the fabrication and welding trade, including computer controlled metal plate cutting equipment.

## MINIMUM REQUIREMENTS

Students must be interested in one of the industry areas above. A minimum grade of **C** in English and Mathematics.

Content
<p><b>Completion of 16 Units of Competency will be required.</b></p> <p><b>Content:</b> 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.</p>

Assessment
<ul style="list-style-type: none"><li>• Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.</li><li>• Competency <b>MUST</b> be achieved in all units for a student to be awarded the qualification.</li></ul>

Course Cost
<p>You may have some costs for materials etc. to be advised by the RTO.</p> <ul style="list-style-type: none"><li>• Students <b>MUST</b> be enrolled in <b>ONSITE</b> to participate.</li></ul>

Course Code
<ul style="list-style-type: none"><li>• SMEM20105</li></ul>

This course is completed over one year during Year 11 or Year 12. Students attend North Metropolitan TAFE one day a week and complete a work placement during the school holidays.

For further information: <https://training.gov.au/Training/Details/MEM20105>

# CERTIFICATE II IN BUILDING AND CONSTRUCTION (Pathway – Trades/ Carpentry) (52824WA)

## DESCRIPTION

When you complete this Certificate II in Building and Construction pre-apprenticeship you'll be what employers are looking for as an apprentice carpenter and joiner.

Many employers now prefer apprenticeship applicants to have completed a pre-apprenticeship and this course will give you the skills, knowledge and behaviours to prepare you and make you more competitive when applying for apprenticeship positions. It will give you a better chance of gaining an apprenticeship and a flying start in learning a trade.

You will learn to use manual and power tools; construct wall frames; install flooring; interpret plans; measure and calculate the right amount of materials for the job; work with scaffolding safely at heights; and workplace health and safety.

## MINIMUM REQUIREMENTS

Students must be interested in the hairdressing industry. A minimum grade of **C** in English and Mathematics.

Content
<p><b>Completion of 13 Units of Competency will be required.</b></p> <p><b>Content:</b> Students will apply occupational safety and health procedures, communicate in the workplace, read plans, use scaffolding, handle carpentry tools and equipment and use explosive power tools.</p>

Assessment	Course Cost	Course Code
<ul style="list-style-type: none"><li>• Assessment is based on practical and theory based exercises that will allow a student to demonstrate their competency in the units.</li><li>• Competency <b>MUST</b> be achieved in all units for a student to be awarded the qualification.</li></ul>	<p>You may have some costs for materials etc. to be advised by the RTO.</p> <ul style="list-style-type: none"><li>• Students <b>MUST</b> be enrolled in ONSITE to participate.</li></ul>	<ul style="list-style-type: none"><li>• 52824WA</li></ul>

This course is completed over one year during Year 11 or Year 12. Students attend North Metropolitan TAFE one day a week and complete a work placement during the school holidays.

For further information: <https://training.gov.au/Training/Details/52824WA>

# Certificate Courses delivered at Aranmore Catholic College

## VET DELIVERY

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Through working in partnership with Registered Training Organisations, Aranmore Catholic College will be offering the following certificates. The Certificate qualifications delivered at the College are delivered as part of a student's timetable in the same way that ATAR and General courses are delivered.

To be able to successful complete the course students must have their own devices that meet the specifications listed below:

The specifications for these devices are outlined below.

Operating System	Windows 8.1
Minimum Screen Size	10"
Minimum Storage Capacity	64 GB HDD
RAM	4GB RAM
Minimum Battery Life	6 Hours
Maximum Weight	2kg
Form Factor	A physical keyboard attachment is required
Software	Must be able to open and print: PDF, doc, xls, ppt files and export to those formats.*

*\*As the staff will be disseminating electronic information from a Microsoft Office platform it is essential that students can open these files and submit files in the same formats for the staff to read.*

# CERTIFICATE II APPLIED INFORMATION TECHNOLOGY (ICT20115)

## DESCRIPTION

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, clerical work, data entry, or finance.

## MINIMUM REQUIREMENTS

A minimum grade of **C** in English is desirable. Good organizational skills, an ability to work independently and as part of a team, be familiar with office technology.

### Content

**Completion of 14 Units of Competency will be required, seven core units and seven elective units.**

Content for the core units: Contribute to health and safety of self and others, participate in environmentally sustainable work practices, use computer operating systems and hardware, work and communicate effectively in an ICT environment, operate application software packages, operate a digital media technology package, use social media tools for collaboration and engagement.

Students who do not complete the full certificate will be given a statement of attainment at the end of the two years.

### 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

- Course costs are included in tuition fees.

### Course Code

- VICT

This course is completed over two years.

# CERTIFICATE II BUSINESS (BSB20115)

## DESCRIPTION

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, clerical work, data entry, or finance.

## MINIMUM REQUIREMENTS

A minimum grade of **C** in English is desirable. Good organizational skills, an ability to 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. Students who do not complete the full certificate will be given a statement of attainment at the end of the two years.

### 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

- Course costs are included in tuition fees.

### Course Code

- VBUSB

This course is completed over two years.

# CERTIFICATE II CREATIVE INDUSTRIES (MEDIA) – CUF20107

## INTRODUCTION

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the **creative industries** where there is a clearly defined range of contexts.

You will learn skills in audio and sound, techniques for presenting information on screen and assist with a basic camera shoot. You will cover a range of general knowledge of lighting and general maintenance of equipment.

## MINIMUM REQUIREMENTS

No minimum requirements. However, it is preferred students have completed a lower school Media course.

### Content

**Completion of 10 Units of Competency will be required.**

After completion of three core units, a wide range of elective units are available. This will allow students to gain experience in their chosen field. The units chosen must be relevant to the work outcome and meet local industry needs. Students who do not complete the full certificate will be given a statement of attainment at the end of the two years.

### 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

- Course costs are included in tuition fees.

### Course code

CUF20107

This course is completed over two years.

# CERTIFICATE II SPORT COACHING (SIS20513)

## DESCRIPTION

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.

## MINIMUM REQUIREMENTS

A strong interest in sport coaching and a C grade or better in Physical Education.

### Content

**Completion of 13 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. This will be undertaken through Rugby, Netball or a general course in sport.

### 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

- A First Aid course needs to be completed to meet the competences of this course.

### Course Code

- VSC

This course is a 2 year course and will be completed over Year 11 and Year 12.

# CERTIFICATE II OUTDOOR RECREATION (SIS20213)

## DESCRIPTION

This is a two year course which provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Both theory and practical study would be undertaken in field locations such as camps or in indoor recreation centers or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

## MINIMUM REQUIREMENTS

It is preferable that students choosing this course have had experience in Outdoor Ed courses in Years 7-10, however students who have a strong interest in the outdoors will be given consideration.

### Content

Students will be required to complete 15 units of competency over the two years to complete this Certificate. Students who do not complete the full certificate will be given a statement of attainment at the end of the two years.

### 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

- A First Aid course needs to be completed to meet the competences of this course.

### Course Code

- VOR

This course is a 2 year course and will be completed over Year 11 and Year 12.

# CERTIFICATE II VISUAL ARTS (CUA20715)

## DESCRIPTION

This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. Students will make simple creative work, source and use information relevant to own arts practice and use basic drawing techniques.

There is no direct job outcomes from this course. However, after achieving this qualification, students could progress to a wide range of other qualifications in visual arts and craft, or the creative industries more broadly.

## MINIMUM REQUIREMENTS

Completion of at least 1 unit of lower school art would be an advantage. A strong interest in Visual Arts and a **C** grade or better in English is required.

### Content

**Completion of 9 Units of Competency will be required.**

After completion of four core units, a wide range of elective units are available. This will allow students to gain experience in their chosen field. The units chosen must be relevant to the work outcome and meet local industry needs. Students who do not complete the full certificate will be given a statement of attainment at the end of the two years.

### 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

- Course costs are included in tuition fees.

### Course Code

- VVS

This course is completed over Year 11 and Year 12.

# VET Certificate Courses delivered externally

## EXTERNAL VET DELIVERY

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Through working in partnership with various Registered Training Organisations (RTOs) the college is able to offer a range of VET qualifications, including Pre-apprenticeships, for Year 11 and 12 students.

Those qualifications delivered externally will involve the student attending an Institute of Technology (TAFE) for one or two days a week depending upon the course selected. Students who undertake these qualifications that take them out two days a week 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.

At present VET is offered in Years 10 – 12. These are **School Curriculum and Standards Authority Subjects** your final assessment is determined by your results in a range of set tasks.

The table below shows the School Curriculum and Standards Authority subject and the matching VET Certificate. All programs enable you to complete your school subjects and/or WACE; while you complete units of competency, or a full qualification. These programs provide pathways to further VET qualifications or Higher Education pathways to University.

**Please Note:** A minimum C grade in Mathematics & English is **essential** for selection in any VET Pathways Program. Applications will only be accepted from students with these grades or higher. This ensures students have every opportunity of successfully completing their course of study. Some students will be required to attend an interview and in some cases complete aptitude or maths tests. **These courses are highly competitive and application will not be accepted after the close of date.**

- Students need to meet the minimum requirement to apply
- Students to fill in an application form
- Attach your report – **applications without reports will not be considered**
- Interviews may be conducted by TAFE Institute staff for some of the more competitive courses
- Make sure that the application is given to Mr Rodgers in plenty of time to be sent if applicable or make sure that to up-load your application in plenty of time if it is electronic.

## Courses on offer at North Metropolitan TAFE and South Metropolitan TAFE will be advertised at a later date.

- All applications need to be submitted by the due date to be considered
- All applications without reports will not be considered
- A minimum of a C grade in English and Mathematics is essential

**ALL STUDENTS NEED TO SUPPLY THEIR USI BEFORE THEY CAN BE REGISTERED**

# Alternative Vocational Education and Training Program

# SCHOOL BASED TRAINEESHIPS AND ABORIGINAL SCHOOL BASED TRAINEESHIPS

## DESCRIPTION

School Based Traineeships allow a student to undertake paid employment whilst still at school, make an early start on their chosen career pathway and complete a minimum of a Certificate II qualification. They work one day a week in the workplace and the traineeship can be continued on a full-time basis once the student leaves school.

## MINIMUM REQUIREMENTS

An employer who is willing to host a School Based Trainee or Aboriginal School Based Trainee. Completion of the 'Worksafe' certificate. Students will need to undertake a workplace induction, complete the necessary paperwork and meet Occupational Health and safety requirements.

### Content

Content will vary depending upon the Certificate II or Certificate III qualification that the student is completing in the workplace.

#### 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 \$150
- Year 12 \$150

#### Course Code

- N/A

The traineeship must be started no later than Term 2 in Year 11.

# ENDORSED PROGRAMS

## DESCRIPTION

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 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

- Cadets WA (Air Force, Army, Navy, Police Rangers, Emergency Services and Bush Rangers).
- 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 e.g ONSITE
- Working Part Time in Industry

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

[http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Endorsed\\_Programs](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Endorsed_Programs).

## 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 the VET Coordinator in the year that the qualification is awarded.

# ONSITE WORKPLACE LEARNING

## DESCRIPTION

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. Students entering the building trades will need to complete a White Card before being allowed to enter a work site.

### Content

Workplace Learning is an Authority-developed endorsed program that is managed by the college through ONSITE. 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

### Assessment

- Completion of 55 hours in the workplace
- Completion of the 'Workplace learning Logbook'
- Completion of the 'Workplace learning Skills' Journal

### Course Levy

- Year 11 \$450
- Year 12 \$450

### Course Code

- WPL

<b>Workplace Learning</b>	<b>Endorsed</b>			
<ul style="list-style-type: none"> <li>• Work Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Log book continuous assessment</li> </ul>	Semester Block. Entry via application form and panel interview	Various work sites	11 or 12

This course can be undertaken in Year 11 and/or Year 12.

# SECTION E

## Additional Information

## **USI – UNIQUE STUDENT IDENTIFIER FOR VET STUDENTS**

Currently, it is not possible for students to obtain a complete record of their VET enrolments and achievements from a single online source. This is inconvenient not only for students and employers but can also make it more difficult for training organisations to assess pre-requisites, credit transfer and Recognition of Prior Learning (RPL).

Students now have to provide their USI number that will be accessible throughout a student's life, helping to make lost qualifications a thing of the past.

**The onus is on the student to obtain their USI prior to their VET achievement being uploaded to the School Curriculum and Standards Authority. The VET sector will NOT enrol a student without their USI number.**

Students need to apply for their USI using one of the forms of ID listed below.

### **Evidence of Identify:**

- Drivers Licence or Learners Certificate
- Medicate Card
- Passport (Australian)
- VISA (Non-Australian Passport)
- Birth Certificate (Australian)
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

**NB:** The name the student uses in creating the USI **MUST** match the ID used. If using a Birth Certificate students must be aware that if they change their name the details will not match. Certificates and statements of attainment will be issued in the name used to create the USI.

It's free and easy to create and only takes a few minutes of your time.

**Log into:** <https://www.usi.gov.au/>

Once you have created your USI and received your number then put in on your application form and return to school.

## **Changing Courses in Year 11**

Careful selection of courses is essential to avoid changing 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. There may also be no places available for students to move into a new class.

Students will only be permitted to change courses after discussion with the relevant HoLA and the Deputy Principal (Curriculum). If there is sufficient and significant reason to alter the course and if there is room in the 'new' course a change will be considered. Appropriate forms are available from your Dean of Students to begin the process. 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 and by the minimum requirements indicated for each course.

## **Homework and Study in Year 11**

As a guide Year 11 students should be doing 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 to 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.

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, HoLAs, the Career and VET Co-ordinator, the Deputy Principal (Curriculum).

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 new 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 TAFE.
SCSA	School Curriculum and Standards Authority.
TAFE	Technical and Future Education – Offering Pre-Apprenticeship courses through to Advanced Diplomas.
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, 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.
USI	Unique Student Identifier – an identification number for any student who is undertaking any nationally recognised training in Australia. This number links to an online account that contains all your training records and results.
VET	Vocational Education and Training.
WACE	Western Australian Certificate of Education.

## **IMPORTANT DOCUMENTS, CONTACTS AND WEBSITES**

- University Handbooks
  - SCSA – Year 10 Information Handbook 2017
  - Catholic Education Office of Western Australia [www.ceo.wa.edu.au](http://www.ceo.wa.edu.au)
  - School Curriculum and Standards Authority [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)
  - Tertiary Institutions Service Centre [www.tisc.edu.au](http://www.tisc.edu.au)
  - University of Notre Dame Australia [www.nd.edu.au](http://www.nd.edu.au)
  - The University of Western Australia [www.uwa.edu.au](http://www.uwa.edu.au) or <http://www.studyat.uwa.edu.au/>
  - Edith Cowan University [www.reachyourpotential.com.au](http://www.reachyourpotential.com.au)
  - WA Academy of Performing Arts (WAAPA) [www.waapa.ecu.edu.au](http://www.waapa.ecu.edu.au)
  - Curtin University [www.curtin.edu.au](http://www.curtin.edu.au)
  - Murdoch University [www.murdoch.edu.au](http://www.murdoch.edu.au)
  - TAFE (Training WA) [www.dtwd.wa.gov.au/training](http://www.dtwd.wa.gov.au/training)
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- ❖ Information about 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](http://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 done different courses at different schools in different calendar years. For more information refer to the SCSA website.

