

# La Salle College



## Year 12

## 2017

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# INTRODUCTION

This booklet sets out to provide information for students whose career paths will take them on to Year 12 in 2017.

La Salle College provides extensive choice and opportunities for young people in courses leading to achievement of the Western Australian Certificate of Education (WACE), TrainingWA (State Training Provider – STP) entrance, university entrance and employment. Regulations governing the pursuit of these goals, together with course descriptions, prerequisites and general advice are outlined for your close attention.

This booklet is one source to assist parents and students make decisions concerning the last year of secondary education. First semester academic reports will also provide information regarding whether prerequisite grades for Year 12 courses have been achieved.

Most students will continue with their same courses in Year 12, however, the possibility of modifying course choices as the students move from Year 11 to Year 12 can be considered.

Primarily university bound students should be studying ATAR courses during Year 12. Students who may be headed to TrainingWA (STP) and further education and training or the workforce would typically study General courses and/or Vocational Education and Training (VET) certificate programmes.

**No parent should hesitate to contact appropriate staff for direct, personal assistance.**

# GLOSSARY OF TERMS

## **Australian Tertiary Admission Rank (ATAR)**

The Australian Tertiary Admission Rank (ATAR) expresses the student's overall performance for university entrance in rank order on a percentile ranking from 0 to 99.95. This rank compares all students in the state. The higher the ATAR, the better the student's performance.

## **Competence in English - University Entrance**

For University entry, the English competency Level is higher than that for WACE Graduation. Normally the student will need to achieve a scaled score of 50 in an ATAR English or Literature course. If this is not met, achievement in the standardised moderated numeric school assessment or standardised numeric examination assessment of at least 55 in an ATAR course can be used. UWA requires at least 60 in an ATAR course for entry.

**Students who do not meet this standard are** required to sit an English Competency Exam set by the Universities.

## **Courses**

Courses consist of units, each with its own syllabus. Students start with units appropriate to their Year level and stage of development. Each unit is generally designed to take one semester to complete.

E.g. Religion and Life General/ATAR Unit 1 & 2 (Year 11)

Religion and Life General/ATAR Unit 3 & 4 (Year 12)

## **Endorsed Programs**

Special Programs that are a part of the school program, however, are not assessed as other Courses. Endorsed Programs contribute to WACE Graduation.

## **Grade**

At the end of each year of Year 11 and 12, a student receives for each course studied a letter grade of A, B, C, D or E based on the year's school assessment, including exams. Endorsed Programs and Vocational Education and Training (VET) certificates do not receive a grade.

## **List A and List B**

All courses are divided into List A or B. All students must complete at least one course from each list for Graduation purposes.

## **Online Literacy and Numeracy Assessment (OLNA)**

To achieve a WACE, students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN or through the Online Literacy and Numeracy Assessment (OLNA).

## **Prerequisites**

Many tertiary courses require prospective students to have taken a particular course whilst in Year 12 and a satisfactory result has been obtained. Other tertiary areas of study may refer to highly recommended courses. It is most important to check thoroughly the requirements for tertiary courses in which you are interested.

## **School Assessment**

In addition to the grade, each student receives from the school a mark out of 100 for each course. This mark is made up of the results achieved for that course and is submitted to the School Curriculum and Standards Authority (SCSA).

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

The School Curriculum and Standards Authority (SCSA) oversees the K-12 curriculum in all Western Australian Schools. They are responsible for the distribution of the Statement of Results and Western Australian Certificate of Education.

### **Tertiary Entrance Aggregate (TEA)**

Calculated using the best four scaled scores from ATAR courses examined at the end of Year 12. The TEA is converted to an ATAR.

### **Tertiary Institutions Service Centre (TISC)**

The Tertiary Institutions Service Centre (TISC) coordinates the application of students to the four public universities in Western Australia.

### **TrainingWA (STP)**

Technical and Further Education courses are now recognised as tertiary training. TrainingWA (STP) colleges offer an enormous range of courses, some very practically oriented, some equivalent to the early stages of university courses. Many courses now require Year 12 results for entry, and all give credit for Year 12 courses completed.

### **University Entrance**

Public university entrance requires:

- a) The Australian Tertiary Admission Rank (ATAR)
- b) Competence in English
- c) WACE Graduation
- d) Students have met any prerequisite required

### **Vocational Education and Training (VET)**

Education and training that focuses on providing occupational or work-related knowledge and skills. VET studies provide credit towards a nationally recognised VET qualification.

### **Western Australian Certificate of Education (WACE)**

A state-wide certificate awarded to Year 12 students who achieve Graduation.

### **WACE Examinations**

WACE Examinations are external examinations set and marked under the control of the School Curriculum and Standards Authority. They cover the syllabus of Year 12 ATAR Courses. All students studying ATAR Courses whilst in Year 12 will be required to sit these examinations for Graduation purposes, unless they qualify for exemption.

### **WACE Graduation**

Students who meet the criteria for WACE Graduation will receive the Western Australian Certificate of Education (WACE).

## FACTORS TO BE CONSIDERED IN COURSE SELECTION

A number of factors should be taken into consideration when planning a course. They will include the **student's ability, interests and intentions** and if there is a reasonable relationship between these factors it should be possible for a student to select a course that is appropriate and stimulating. Students who pursue a course merely because it interests them may not ultimately benefit by that choice.

In the final analysis, course choices will be based on a number of factors not the least of which will be a student's progress in Year 11 and his/her career aspirations. It is probably best to make a selection that will keep the career options widest and satisfy the student's interest and abilities. The choice should be made after obtaining a number of opinions which should be carefully considered before coming to a final choice.

## PREREQUISITES TO ATTEMPT COURSES

Students entering Year 12 should consider their performance in Year 11 as the best indicator of their likely success in Year 12.

Choosing a less demanding course is always an option if students are having difficulty with a course, but it is always necessary to ensure that career paths are maintained.

Choosing a more demanding course is not normally advised. Students considering such action should seek appropriate advice. Prerequisites for Year 12 courses are included in the back of this booklet.

# TRAININGWA (Formerly TAFE) ENTRANCE

Vocational Education and Training (VET) has become increasingly important to school leavers seeking to join the workforce. TrainingWA offers students an enormous range of subjects and courses to meet their specific career goals. Each year in Western Australia, some 150,000 people receive vocational education through a TrainingWA provider.

TrainingWA qualifications are developed in conjunction with industry to ensure graduates are ready for the workplace, with knowledge and skills they can use on the job. Qualifications are at different levels, (Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma) each involving an increasing degree of skills. There are pathways and links between them to increase opportunities for further education and training. TrainingWA can be a stepping stone to further education. For example, a student can commence studies at a TrainingWA provider, get credit for the work completed and apply for university entrance.

## TrainingWA Entry

The criteria used to determine entry to a TrainingWA provider are essentially very different from those used for university entrance.

**This difference means that it is possible for a small number of students who miss out on university entrance, not to qualify for entrance into some of the more competitive courses in TrainingWA.** Students who wish to enter competitive courses, need to examine the specific entrance criteria very carefully in order to optimise their entry chances. The TrainingWA selection criteria do not consider the Australian Tertiary Admission Rank (ATAR) or the Tertiary Entrance Aggregate (TEA) at all. This factor has very important implications for maximising TrainingWA entry scores. Each course has **entry requirements** (without which a student will not be considered) and the competitive courses have **selection criteria**. Entry requirements are used to determine eligibility for entry into a course. Selection criteria are used to determine which eligible applicants will be offered a place in a competitive course.

## A. Entry Requirements

These are the basic skills/ competencies / background / knowledge that is deemed to be the minimum necessary to be able to undertake the specific qualification. Entry requirements may be expressed as:

- **A prerequisite competency based qualification** e.g. entry to Certificate IV in Disability Work on successful completion of Certificate III in Disabilities

Or

- **Generic competencies** refer to minimal levels of communication and mathematics skills. These generic competencies have benchmarks which are expressed as: Basic Skills, Developed Skills, Well Developed Skills and Highly Developed Skills.

Most students who have undertaken Year 11 or Year 12 studies would satisfy these entry requirements.

**B. Selection Criteria** include previous academic achievements and other evidence of ability, such as work experience, industry involvement and employment status that are used to rank eligible applicants competing for entry into a course. Selection criteria are normally applied if there are more applicants than places available in a course.

**TrainingWA Selection Criteria** are based on three main categories which add to a total of 100 points:

**1. Qualification pathway –29 points.**

Points are awarded for complete or partially completed VET credentials. More points are allocated for completed qualifications than incomplete and more points are available for qualifications completed in the same area of study as that applied for at a TrainingWA provider.

**2. Work experience/employment –29 points.**

Points are allocated depending on the hours worked. Paid/unpaid work, full time/part time, work experience/Workplace Learning, voluntary work, community service participation are all eligible to be included in this category.

**3. Secondary education/skill development – 42 points.**

Covers achievement in courses undertaken in Years 11 and 12. In some TrainingWA programmes a portfolio demonstrating evidence of skill development may be required. Generally, the higher the level of achievement (as indicated by grades and/or course scores), the more points are allocated.

To maximise entry prospects to TrainingWA studies, particularly competitive courses and those at higher levels, students should:

- Undertake VET studies at school, particularly those which lead to a completed credential.
- Keep records of any part time work undertaken.
- Maximise grades in school studies.

Students applying to TrainingWA should visit the **ONLINE SKILLS CALCULATOR** at <http://tasonline.tafe.wa.edu.au/Reckoner/> Using grades currently achieved in courses will bring up all the TrainingWA courses for which a student is eligible. This website is a great 'launch pad' for a TrainingWA application as it links to courses and the application process.



# UNIVERSITY ENTRANCE

## Entry to the University of Notre Dame

### Admission – School Leaver

Notre Dame seeks to enrol students who wish to make a special contribution to society. To identify such students a comprehensive admission process that goes beyond the use of a single score is used.

The admission process considers:

- School results from Years 11 and 12.
- Australian Tertiary Admission Rank (ATAR)
- A personal statement.
- References from school and work contacts.
- Performance at an admissions interview.
- Relevant supplementary documentation.

### Minimum Entry Requirements

#### 1. Achievement of a Western Australian Certificate of Education (WACE)

Students should have fulfilled the School Curriculum and Standards Authority's WACE requirements.

#### 2. English Language Competency

Students must achieve a pass grade (50%) in English to be considered for a place at Notre Dame. Applicants should have achieved university entrance level in Year 12 English or Literature.

#### 3. Australian Tertiary Admission Rank (ATAR)

Students should have achieved a minimum rank of 70.00 or higher, or 90.00 for Law and 90.00 for Physiotherapy.

Notre Dame does not stipulate the completion of prerequisite courses. Students with exceptional circumstances may be exempted from one or more of these requirements. Many courses with competitive entry and/or higher levels of academic rigor will require performance at levels exceeding the minimum entry requirements.

### Alternative Entry

The university offers a number of alternative entry pathways. There is a six month bridging course for applicants to Notre Dame's teaching courses and a general university alternative entry pathway. Please contact the University for further information.

## Entry to Public Universities

The University of Western Australia, Curtin University, Edith Cowan University and Murdoch University use a relatively common selection system.

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

1. Achieve the **Western Australian Certificate of Education (WACE)**
2. Achieve **competence in English** as prescribed by the individual universities
3. Obtain a **sufficiently high Australian Tertiary Admission Rank (ATAR)** for entry into a particular institution and/or course
4. Satisfy any **prerequisites** or special requirements for entry to particular courses.

### 1. WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

It is essential for students to satisfy the requirements of the WACE to enter all four public universities.

### 2 COMPETENCE IN ENGLISH

This is different and additional to the WACE English requirement. The competence in English requirement will normally be met by a scaled score of at least 50 in ATAR English or a **scaled score** of at least 50 in ATAR Literature.

If the requirement is not met, achievement in the standardised moderated numeric school assessment or standardised examination assessment of at least 55 in an ATAR English/Literature course can be used. UWA requires at least 60 in an ATAR English/Literature course for entry.

#### **Concessions**

Each university may provide some concessions where competence in English has not been met.

### 3. AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR. The ATAR ranges between zero and 99.95. It reports the student's rank relative to all other WA students of Year 12 school leaving age. For example, an ATAR of 75.00 indicates that a student has an overall ranking equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

#### **How is the Tertiary Entrance Aggregate (TEA) and Australian Tertiary Admission Rank (ATAR) calculated?**

Since a Tertiary Entrance Aggregate (TEA) is used as the basis for the calculation of the ATAR, it is important to explain how the TEA is calculated.

Only ATAR courses studied in Year 12 can be counted. A consecutive pair of units must be undertaken to produce a school score. Students are required to sit for the WACE examination in that course to produce a combined score (a school score added to the examination score).

The TEA is calculated using scores, in the best four courses. In using the scores from the best four courses, there are some rules that apply:

- Certain course combinations cannot be used. You cannot count **English** with **Literature**. Students should consult the 2018 Tertiary Institutions Service Centre (TISC) University Admission Handbook for complete details.
- Scores can be accumulated over five consecutive years.

The TEA is calculated using scores, in the best four courses. In using the scores from the best four courses or subjects, there are some rules that apply:

- Certain course combinations cannot be used. You cannot count **English with Literature**. Students should consult the 2018 Tertiary Institutions Service Centre (TISC) University Admission Handbook for complete details.
- Scores can be accumulated over five consecutive years.

In terms of obtaining a score for each course, a school based component (50%) is added to the external examination component (50%) to form a combined score. There are several statistical procedures which are applied to the school score (moderating), exam score (standardising) and the combined score (scaling).

Scaling is performed using the Average Marks Scaling (AMS) process. In general terms, a course is scaled according to the marks that all students doing that course achieved in their other three courses. Scaling ensures students are not disadvantaged by taking a difficult course.

The following example shows how the Tertiary Entrance Aggregate (TEA) is calculated.

Assume a student received the following scaled scores:

English ATAR	82
Dance ATAR	76
Modern History ATAR	71
Human Biological Sciences ATAR	69
Geography ATAR	64
Mathematics Methods ATAR	54

Calculate the aggregate for the best four results. In this example, the courses included will be:

English ATAR	82
Dance ATAR	76
Modern History ATAR	71
Human Biological Sciences ATAR	69

**The final Tertiary Entrance Aggregate (TEA) is 298.**

**This equates to an Australian Tertiary Admission Rank (ATAR) of 94.5.**

In this example, the student has performed very well. The ATAR means that the student is better than 94.49% of Year 12 students in the State.

### **What does a TEA and ATAR mean?**

The Tertiary Entrance Aggregate is used to produce an Australian Tertiary Admission Rank which will form the basis of selecting students for courses at public universities. Depending on student demand for particular courses and the number of places available for those courses, the ATAR required will vary from course to course and from year to year.

For example, there are a very limited number of places available in the Veterinary Studies course at Murdoch University and the student demand is very high. This results in a higher ATAR (and associated TEA) and only the higher ranked students would be offered a place.

## Relationship between ATAR and average course scores 2016 entrance

ATAR	AVERAGE SCALED COURSE SCORE%	SOME UNIVERSITY COURSES
98	82	Bachelor of Philosophy (Honours)/ Assured Entry Pathway UWA
98	82	Law/Assured Entry Pathway UWA
92	75	Engineering/ Assured Pathway UWA
99	86	Medicine/Dentistry Assured Entry Pathway UWA
80	65	Music UWA
97	80	Veterinary Science MUR
90	70	Physiotherapy CUT
80	65	Arts/Commerce UWA; Chiropractic Science MUR; Occupational Therapy CUT; Pharmacy CUT, Computer Science UWA
80	65	Design (Architecture) UWA; Metallurgical Engineering CUT
80	65	Science UWA; Law MUR; Law ECU; Occupational Therapy ECU; Chemical Engineering CUT, Physics CUT
70	55	Journalism CUT; Primary Education CUT
70	55	Asian Studies CUT; Primary Teaching CUT; Digital Design CUT; Fashion CUT; Fine Art CUT
65	52	Secondary Teaching ECU/MUR
73	57	Early Childhood/Primary Teaching MUR
55	47	Arts/Computer Science/Creative Industries/ Digital Media ECU

CUT: Curtin University, ECU: Edith Cowan University, MUR: Murdoch University, UWA: University of Western Australia

The above table summarises a sample of courses and the ATAR that would be required to gain entry in the first round of offers made by the four public universities. The second column has been included to show the approximate average scaled mark required in the best four courses in Year 12.

An ATAR of 94 enables the student to access a range of courses. Generally university courses with ATARs over 85 do not vary much from year to year.

From 2017, the minimum ATAR for Edith Cowan University will be 70.

#### 4. PREREQUISITES

Different university courses may require students to have a background in a certain course(s) at Year 12 level. Some studies may have preferred or highly recommended courses. In considering a university course, students should be aware of such preferred or prerequisite courses.

A scaled score of 50 in an ATAR is normally required in a prerequisite course.

For some university courses the special requirements may include bridging/special course units, interview, auditions, folio presentations, aptitude tests, fitness requirements, etc.

# COURSES OFFERED AT LA SALLE COLLEGE

Below is a list of the proposed courses La Salle College will be offering in 2017 and in the pages following is a brief description of them, together with their recommended prerequisites.

A student's final choice may be restricted by:

- Insufficient students enrol in a course
- A lack of ability to cope with the proposed course
- Unavoidable timetable clashes
- Resource restrictions

### Compulsory:

- Religion and Life (General or ATAR)
- English (General or ATAR)

**Courses** – At least one course must be selected from each list.

<b>LIST A</b>		
<b>(Arts/Languages/Social Science)</b>		
<b>LEARNING AREA</b>	<b>YEAR 11 2016</b>	<b>TYPICAL PROGRESSION TO YEAR 12</b>
Religion and Life	Religion and Life ATAR Course Unit 1 and Unit 2 Religion and Life General Course Unit 1 and Unit 2	Religion and Life ATAR Course Unit 3 and Unit 4 Religion and Life General Course Unit 3 and Unit 4
English and Languages	English ATAR Course Unit 1 and Unit 2 English General Course Unit 1 and 2 Literature ATAR Course Unit 1 and Unit 2	English ATAR Course Unit 3 and Unit 4 English General Course Unit 3 and Unit 4 Literature ATAR Course Unit 3 and Unit 4
Humanities and Social Sciences	Accounting and Finance ATAR Course Unit 1 and Unit 2 Business Management & Enterprise General Course Unit 1 and Unit 2 Geography ATAR Course Unit 1 and Unit 2 History-Modern ATAR Course Unit 1 and Unit 2	Accounting and Finance ATAR Course Unit 3 and Unit 4 Business Certificate (VET)  Geography ATAR Course Unit 3 and 4 History-Modern ATAR Course Unit 3 and Unit 4
Technology and Enterprise	Children Family & Community General Course Unit 1 and Unit 2	Children Family & Community General Course Unit 3 and Unit 4
The Arts	Dance ATAR Course Unit 1 and Unit 2 Dance General Course Unit 1 and Unit 2 Drama ATAR Course Unit 1 and Unit 2 Visual Art ATAR Course Unit 1 and Unit 2	Dance ATAR Course Unit 3 and Unit 4 Dance General Course Unit 3 and Unit 4 Drama ATAR Course Unit 3 and Unit 4 Visual Art ATAR Course Unit 3 and Unit 4
Careers/ Onsite	Career & Enterprise General Course Unit 1 and Unit 2	Certificate II in Skills for Work and Vocational Pathways

**LIST B**  
**(Mathematics/Science/Technology)**

<b>LEARNING AREA</b>	<b>YEAR 11 2016</b>	<b>TYPICAL PROGRESSION TO YEAR 12</b>
Health and Physical Education	Health Studies ATAR Course Unit 1 and Unit 2 Physical Education Studies General Course Unit 1 and Unit 2 Physical Education Studies ATAR Course Unit 1 and Unit 2	Health Studies ATAR Course Unit 3 and Unit 4 Certificate II in Sport and Recreation  Physical Education Studies ATAR Course Unit 3 and Unit 4
Mathematics	Mathematics Essential General Course Unit 1 and Unit 2 Mathematics Applications ATAR Course Unit 1 and Unit 2 Mathematics Methods ATAR Course Unit 1 and Unit 2 Mathematics Specialist ATAR Course Unit 1 and Unit 2	Mathematics Essential General Course Unit 3 and Unit 4 Mathematics Applications ATAR Course Unit 3 and Unit 4 Mathematics Methods ATAR Course Unit 3 and Unit 4 Mathematics Specialist ATAR Course Unit 3 and Unit 4
Science	Chemistry ATAR Course Unit 1 and Unit 2 Human Biological Science ATAR Course Unit 1 and Unit 2 Integrated Science General Course Unit 1 and Unit 2 Physics ATAR Course Unit 1 and Unit 2 Psychology ATAR Course Unit 1 and Unit 2	Chemistry ATAR Course Unit 3 and Unit 4 Human Biological Science ATAR Course Unit 3 and Unit 4 Integrated Science General Course Unit 3 and Unit 4 Physics ATAR Course Unit 3 and Unit 4 Psychology ATAR Course Unit 3 and Unit 4
Technology and Enterprise	Applied Information Technology General Course Unit 1 and Unit 2 Design – Photography General Unit 1 and Unit 2  Design – Technical Graphics General Course Unit 1 and Unit 2 Food Science and Technology General Course Unit 1 and Unit 2	Information Technology Certificate (VET)  Design – Photography General Course Unit 3 and Unit 4 Design – Technical Graphics General Course Unit 3 and Unit 4 Food Science and Technology General Course Unit 3 and Unit 4

**VOCATIONAL EDUCATION & TRAINING (VET)**

<b>Arts</b>	Certificate II in Visual Art
<b>Careers/Onsite</b>	Certificate II in Vocational Pathways
<b>Health and Physical Education</b>	Certificate II in Sport and Recreation
<b>Humanities and Social Sciences</b>	Certificate III in Tourism
<b>Music</b>	Certificate II in Music
<b>Technology and Enterprise</b>	Certificate II in Applied Fashion Design and Technology
	Certificate II in Business
	Certificate II in Engineering (Metals)
	Certificate II in Hospitality

## ONSITE WORKPLACE LEARNING

The Onsite programme is a structured workplace learning program which provides students with the opportunity to combine industry-based training while completing their senior secondary schooling.

Within the program students, with the help of their industry trainer, can gain nationally recognised employability skills in a wide range of industries.

Onsite can also lead to:

- Part-time work
- Full-time employment
- A traineeship
- An apprenticeship

Some practicalities are:

1. Students have two industry placements in the year. Each placement lasts for approximately 12 weeks and the student is in the workplace one day a week (every Friday), including the April and July school holidays.
2. Successful completion of the Onsite Program contributes towards achievement of the WACE and contributes to TrainingWA selection criteria points.
3. Students will be required to attend screening interviews to gain access to the programme (i.e. application does not give automatic inclusion).
4. **Students considering Onsite MUST select the Certificate II in Vocational Pathways.**
5. There is a cost attached to the Onsite Program. It is anticipated that a fee of approximately \$500 will be charged in Term One 2017.

Students should only apply if they have, or seriously wish to develop, a high level of personal responsibility as this program does require them to be independent, self-motivated and accountable for their actions both at school and in the workplace. Students must be aware of the 'extra' effort that will be required of them to make up for the day, each week, they are out of school.

There will also be an opportunity for some students to apply for Specialist Industry Courses coordinated by Onsite through various TAFE Institutions. These courses require individuals to have met set requirements and standards prior to entry into a VET certificate within their chosen industry.

## ATAR COURSE UNIT 3 and UNIT 4

The Religion and Life ATAR course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. The Year 12 syllabus is divided into two units, which are delivered as a pair.

### UNIT 3

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and, communicating findings about the interplay between religion and life.

### UNIT 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

### Assessment

Types of assessments for each unit are: investigation, explanation, source analysis and examination.

### Materials

Refer to booklist

## GENERAL UNIT 3 and UNIT 4

The Religion and Life General course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. The Year 12 syllabus is divided into two units, which are delivered as a pair.

### UNIT 3

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

### UNIT 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

### Assessment

Types of assessments for each unit are: investigation, explanation, source analysis and an externally set task (developed by the School Curriculum and Standards Authority).

### Materials

Refer to Booklist



# ACCOUNTING AND FINANCE (ACF)

## ATAR COURSE UNIT 3 and UNIT 4

### UNIT 3

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

### UNIT 4

The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. Students use the Framework for the Preparation and Presentation of General Purpose Financial Reports

(The Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

### Assessments

A variety of in class assessments  
Examinations

### Materials

File  
Text book

## ATAR COURSE UNIT 3 and UNIT 4

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. The Chemistry ATAR 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.

### AIMS

Chemistry aims to develop students':

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

### UNIT 3      **Equilibrium, Acids and Bases, and Redox Reactions**

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

### UNIT 4      **Organic Chemistry and Chemical Synthesis**

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

## GENERAL UNIT 3 and UNIT 4

This course will be taught in the “caring for others” context.

### **UNIT 3 Building on relationships**

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

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

### **UNIT 4 My place in the community**

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

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

### **Assessment**

A variety of tasks and practical activities.

### **Materials**

File

Paper

Text book

Notebook

Display folders (A3 and A4)

## ATAR COURSE UNIT 3 and UNIT 4

### UNIT 3 Youth Voice

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

Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style. Students research factors affecting points of view, such as time, place, gender, age, culture, religion politics and the environment. They consider how dance reflects and is shaped by society and its values. They also investigate the impact of technologies on dance.

### UNIT 4 Extending The Boundaries

The focus of this unit is extending the boundaries. Within the broad focus of extending the boundaries, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired.

Students investigate learning contexts that reflect their own artistic understanding and produce unique dance work. They investigate how technologies are used to extend and enhance dance design.

Students research issues and reflect on events which may influence dance. In their responses, they examine their own values, considering how dance is shaped by society and its values. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between dance works, audiences and contexts, and how these contribute to the development of different perspectives.

*Students must work in the contemporary genre. Performance in the WACE Dance Practical (performance) examination is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.*

### Assessment

Students will complete a variety of Production (30%), Response (30%), and Examination; practical and written (40%) tasks.

# DESIGN: PHOTOGRAPHY (DESP)

## GENERAL UNIT 3 and UNIT 4

### Course Outline

The Year 12 Design: Photography course aims to build students' knowledge of a variety of photographic techniques. Students will also be introduced to the field of digital imagery.

The design component of the course will allow students to explore their imaginative and creative spirit leading to better developed powers of visual communication. Some students could use the skills acquired in this course later at tertiary institutions, others will go on to work as photographers in industry, and for many it will provide an interesting and challenging leisure pursuit.

### UNIT 3

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

### UNIT 4

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

### Assessment

Research and theoretical assignments are a standard part of the course but the majority of time is spent on practical aspects. Students work towards the production of a folio which contains evidence of their skill and creative ability covering eight prescribed tasks.

### Materials

A3 Presentation folio

SLR Camera recommended but not compulsory.

# DESIGN: TECHNICAL GRAPHICS (DEST)

## GENERAL UNIT 3 and UNIT 4

### Course Outline

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

This course will build skills in Computer Aided Drawing (CAD), architectural, mechanical and freehand drawing techniques as well as including some graphic design, illustrations, rendering and geometric drawings. The course is designed to give students a basic grounding in future fields such as Architecture and Drafting.

### UNIT 3

The focus of this unit is **product design**. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. Students are introduced to the concept of intellectual property. Using the design process, students create products/services, visuals and/or layouts with an awareness of codes and conventions. Students use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

### UNIT 4

The focus of this unit is **cultural design**. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. Students consider communication strategies and audience. Students define and establish contemporary production skills and processes, materials and technologies.

### Assessment

Portfolio development illustrating the design process

Exercise completion of geometric, pictorial and mechanical drawing elements

Research projects

### Materials

A3 display folder

HB and 2H pencils

Colour pencils

Rule

Eraser

## ATAR COURSE UNIT 3 and UNIT 4

### **UNIT 3 Reinterpretation of Drama for Contemporary Audiences**

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

### **UNIT 4 Contemporary and Devised Drama Unit Description**

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

### **Assessment**

Students will complete a variety of Production (30%), Response (30%), and Examination; practical and written (40%) tasks.

### ENGLISH ATAR COURSE Unit 3 and Unit 4

The English ATAR course is designed for students intending to apply for university entry. ***It is strongly recommended that students should be achieving at least 60% in Year 11 ATAR English in order to demonstrate competence for entry to this course.*** The course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning. Students refine their skills across all language modes by engaging critically and creatively with texts.

They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

### ENGLISH GENERAL COURSE Unit 3 and Unit 4

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, and training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, and digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.



## GENERAL COURSE UNIT 3 and UNIT 4

### UNIT 3 Food science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems.

Students develop their expertise with technology and communication skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. 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.

### UNIT 4 The undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

#### Assessment

Students will have a Theory Assignment Task Work; Investigation, Production and Response Examination

#### Materials

Textbook  
4 A4 Display folders  
File and file paper

## ATAR COURSE UNIT 3 and UNIT 4

### Rationale

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.

Geography 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.

### Course Outline

The Geography course is divided into two content areas:

#### UNIT 3 Global Environmental Change

In this unit, students assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

#### UNIT 4 Planning Sustainable Places

In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

### Assessment

#### *Geographical inquiry:*

Students plan and conduct investigations, process and translate information, and communicate findings following ethical protocols and procedures. Both primary and secondary information sources are used. Formats can include: investigation, assignment, report and/or an oral or multimedia presentation.

#### *Fieldwork/practical skills*

Fieldwork involves students actively engaged in collecting primary data. Practical skills involve the collection and interpretation of data from a number of sources. Formats can include: excursions, map interpretation, and/or data analysis.

#### *Short and extended response*

Questions can require students to respond to stimulus material. Formats can include: multiple-choice questions, short responses, sectionalised extended responses, extended responses, and/or a combination of these. Typically these tasks are administered under test conditions.

#### *Examination*

Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.

### Materials

Textbook

# HUMAN BIOLOGY (HBY)

## ATAR COURSE UNIT 3 and UNIT 4

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.

### AIMS

The Human Biology ATAR course aims to develop students' ability to:

- plan and conduct investigations
- analyse data, draw conclusions, evaluate investigation design and findings
- evaluate the impact of advancements in human biology on individuals and society
- communicate understandings of human biology.
- understand that knowledge of human biological systems has developed over time and continues to develop with improving technology
- understand how scientists use knowledge of human biological systems in a wide range of applications
- understand how knowledge of human biological systems influences society in local, regional and global contexts.
- understand structure and function in the body
- understand inheritance in humans
- understand how the body maintains homeostasis
- understand human variability and evolution.

### UNIT 3 Homeostasis and Disease

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

### UNIT 4 Human Variation and Evolution

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

# INTEGRATED SCIENCE (ISC)

## GENERAL COURSE UNIT 3 and UNIT 4

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. 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.

### UNIT 3

The emphasis of this unit is on biological and Earth systems focusing on the following topics:

- interrelationships between Earth systems
- structure and function of biological systems
- ecosystems and sustainability
- species continuity and change.

### UNIT 4

The emphasis of this unit is on physical and chemical systems, focusing on the following topics:

- chemical reactions
- mixtures and solutions
- motion and forces
- energy.

## ATAR COURSE UNIT 3 and UNIT 4

*It is strongly recommended that students should be achieving at least 60% in Year 11 Literature in order to demonstrate competence for entry to this course.* There are two units in this course.

### UNIT 3

This unit develops 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. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

### UNIT 4

This unit develops 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. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

# MATERIALS DESIGN AND TECHNOLOGY - WOOD (MDTW)

## GENERAL COURSE UNIT 3 and UNIT 4

### Course Outline

Materials Design and Technology: Wood is a woodworking course based around students designing and building personalized furniture and timber products. Skills will be developed in order for students to successfully produce a final product based on their own design. The focus of this course is on designing individual projects, starting from a concept and finishing with a unique final product.

### UNIT 3

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

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

### UNIT 4

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

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

### Assessment

Practical project work, research assignments, design briefs and theory tasks.

### Materials

Text

Dust coat

Safety glasses

A4 Display file

Own material may be required for personal project.

### Project Fee

Whilst there is no cost for small hand skills projects, larger projects will incur a fee payable to the college depending upon amounts of material used.

# MATHEMATICS

There are five mathematics courses - two General and three ATAR. Each course is organised into two units with Unit 3 and Unit 4 in Year 12. The Western Australian Certificate of Education (WACE) examination for each of the three ATAR courses is based on Unit 3 and Unit 4 only.

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

## MATHEMATICS: ESSENTIAL (MAE) UNIT 3 and UNIT 4

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

### Assessment

Tests and Investigations

### Materials

Textbook

Calculator

## MATHEMATICS: APPLICATIONS (MAA) UNIT 3 and UNIT 4

**Mathematics Applications** is an **ATAR** course which focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It enables students to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation; and to develop systematic strategies to answer statistical questions that involve comparing groups, investigating associations and analysing time series.

### Assessment

Tests, Investigations and Examinations

### Materials

Textbook

CAS calculator (Casio Classpad 400 preferred)

## **MATHEMATICS: METHODS (MAM) UNIT 1 and UNIT 2**

Mathematics Methods is an **ATAR** course which focuses on the use of calculus and statistical analysis.

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

### **Assessment**

Tests, Investigations and Examinations

### **Materials**

Textbook

CAS calculator (Casio Classpad 400 preferred)

## **MATHEMATICS: SPECIALIST (MAS) UNIT 1 and UNIT 2**

Mathematics Specialist is an **ATAR** course which has been designed to be taken in conjunction with Mathematical Methods. It is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Mathematics Specialist provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. It contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Mathematics Specialist also extends students' knowledge and understanding of probability and statistics and introduces the topics of vectors, complex numbers, matrices and recursive methods.

*The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.*

### **Assessment**

Tests, Investigations and Examinations

### **Materials**

Textbook

CAS calculator (Casio Classpad 400 preferred)

Universities have agreed to introduce a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options. Ten percent of the final scaled score/s in Mathematics Methods and Mathematics Specialist will be added to the Tertiary Entrance Aggregate, from which the ATAR is derived. The bonus does not apply to Mathematics Applications.

For 2018 school leavers unacceptable combination rules apply to Mathematics ATAR courses:

- Mathematics Applications ATAR and Mathematics Methods ATAR is an unacceptable combination.
- Mathematics Applications ATAR and Mathematics Specialist ATAR is an unacceptable combination.
- Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR.

Scores from Mathematics Methods ATAR and Mathematics Specialist ATAR may both be used in the calculation of the ATAR.



## ATAR COURSE UNIT 3 and UNIT 4

### Rationale

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

### Course Outline

The Modern History course is divided into two content areas:

#### **UNIT 3      Modern nations in the 20<sup>th</sup> century**

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

#### **UNIT 4      The modern world since 1945**

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

### Assessment

Historical inquiry

Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Typically the inquiry proposition is devised by the student. The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group.

### Explanation

A response in the form of an essay for one or more closed or open questions or for a topic. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations.

**Source analysis**

A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context. Typically the teacher selects the sources and provides the questions. Source material can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources.

**Examination**

Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.

**Materials**

Textbook

## ATAR COURSE UNIT 3 and UNIT 4

### Course Outline

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

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

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

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

### Practical component

For students studying the Physical Education Studies ATAR Year 12 syllabus, the focus of study is on one sport from the prescribed list for the practical (performance) WACE examination. This will provide a greater level of comparability between school and examination marks and inform future moderation processes for Physical Education Studies.

### Prescribed list of sports for practical (performance) WACE examination

- AFL
- Badminton
- Basketball
- Cricket
- Hockey
- Netball
- Soccer
- Tennis
- Touch
- Volleyball.

### Materials

College Sports Uniform (including hat)  
Appropriate sports shoes (sport dependant)  
Textbook  
File

## ATAR COURSE UNIT 3 and UNIT 4

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

### AIMS

The Physics ATAR course aims to develop students':

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

### UNIT 3 Gravity and Electromagnetism

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

### UNIT 4 Revolutions in Modern Physics

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

## ATAR COURSE UNIT 3 and UNIT 4

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

### AIMS

The Psychology ATAR course aims to develop students' to:

- understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act
- understand the different theoretical approaches to the various areas or domains of psychology
- understand psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.
- develop and select questions and ideas or hypotheses and plan and conduct research to test these ideas in a reliable, valid and ethical way and collect, record, classify, quantify and process data and information in organised, logical and ethical ways
- interpret and evaluate findings in relation to ideas or hypotheses being tested and reflect on the design of the research.
- use psychological knowledge and understandings to explain thoughts, feelings and behaviours
- apply knowledge and understandings reflecting the values of the discipline of psychology
- explore and interpret human behaviour in the everyday world using psychological theory and principles and use psychological discourse
- interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness and explain psychological understandings to a range of audiences for a range of purposes.

### UNIT 3

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

### UNIT 4

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

## ATAR COURSE UNIT 3 and UNIT 4

### UNIT 3 Commentaries

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.

Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places.

Consideration is given to the roles of artists in different societies, for example, hero, outsider, commentator and social critic. Students investigate the social functions of art, for example political and ideological expression, satire, social description or graphic communication. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

### UNIT 4 Points Of View

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.

Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express a personal viewpoint or position. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

### ASSESSMENT

Students will complete a variety of Production (50%), Analysis (15%), Investigation (15%) and Examination (20%) tasks. These will be a mixture of practical and theoretical work.

## CAREERS INFORMATION

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

School students need to develop knowledge and understanding of themselves in relation to the changing world of work before making and implementing decisions about careers. All students need to consolidate the skills required for lifelong learning. They need to develop employability skills and enterprising attributes through the course of their everyday learning at school, in employment and training pathways, at home and in the community.

At Year 11 and 12 students need to be pro-active in seeking information and are strongly encouraged to research websites, attend Open Days that are held throughout the year and seek as much information as possible to make informed career decisions.

The Career Development Centre, Department of Training and Workplace Development (DTWD), GPO Building, Level 7, 3 Forrest Place, Perth. Telephone: 13 23 98, is an excellent one-stop-shop service to assist young people to make informed career decisions, plan learning pathways and enhance skills needed to gain employment.

Students and parents are welcome to make an appointment with the Careers Advisor.

For your information the following websites are great starting points:

### University Websites:

Curtin University	<a href="http://www.curtin.edu.au">www.curtin.edu.au</a>
Edith Cowan University	<a href="http://www.ecu.edu.au">www.ecu.edu.au</a>
Murdoch University	<a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a>
University of Western Australia	<a href="http://www.uwa.edu.au">www.uwa.edu.au</a>
University of Notre Dame	<a href="http://www.nd.edu.au">www.nd.edu.au</a>
Western Australian Academy of Performing Arts	<a href="http://www.waapa.ecu.edu.au">www.waapa.ecu.edu.au</a>

### TrainingWA (TAFE) Websites:

Central Institute of Technology	<a href="http://www.central.wa.edu.au">www.central.wa.edu.au</a>
Polytechnic West	<a href="http://www.polytechnic.wa.edu.au">www.polytechnic.wa.edu.au</a>
West Coast College Institute of Technology	<a href="http://www.wcit.wa.edu.au">www.wcit.wa.edu.au</a>
TAFE Choices	<a href="http://www.tafechoices.com">www.tafechoices.com</a>
TrainingWA	<a href="http://www.trainingwa.wa.gov.au">www.trainingwa.wa.gov.au</a>
Challenger Institute of Technology	<a href="http://www.challenger.wa.edu.au">www.challenger.wa.edu.au</a>
Training WA Skills Calculator	<a href="http://tasonline.tafe.wa.edu.au/Reckoner/Scenario1.aspx">http://tasonline.tafe.wa.edu.au/Reckoner/Scenario1.aspx</a>

### Career Planning:

My Future	<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>
ApprentiCentre	<a href="http://www.dtwd.wa.gov.au">www.dtwd.wa.gov.au</a>
Job Outlook	<a href="http://joboutlook.gov.au">http://joboutlook.gov.au</a>
Graduate Opportunities	<a href="http://www.graduateopportunities.com">www.graduateopportunities.com</a>
Studentbox	<a href="http://www.studentbox.com.au">www.studentbox.com.au</a>
Career Centre	<a href="http://www.careercentre.dtwd.wa.gov.au">www.careercentre.dtwd.wa.gov.au</a>

## VOCATIONAL EDUCATION & TRAINING (VET)

A list of the proposed VET Certificates La Salle College will be offering in 2016 and in the pages following is a brief description of them.

A student's final choice may be restricted by:

- Insufficient students enrol in the proposed certificate
- A lack of ability to cope with the proposed certificate
- Unavoidable timetable clashes
- Resource restrictions
- Training Package and/or auspicing issues

Every VET course is delivered and assessed in accordance to the Training Package that is Nationally Recognised by industry, TrainingWA (STP) and private training providers.

We encourage those students who intend on pursuing TrainingWA (STP) studies, an apprenticeship or full time employment after completing Year 12, to consider applying for VET courses that interest them during their Year 12 course selection process. Students who choose to take part in a VET course will be working towards achieving Units of Competency. Each course (or Training Package) has a number of Units of Competency that need to be achieved for the student to obtain the full certificate. Each course (or Training Package) will have a different number of units dependent on its structure and organisation. There are two different types of VET courses that our school has opted to run. These fall under the categories of VET Stand-alone or VET embedded.

This booklet serves as a **guide** for Year 12 (2017) students as to what VET courses we are proposing to offer in 2017.



Below is the **PROPOSED** VET certificates to be offered at La Salle in Year 12, 2017. The certificates listed are subject to change. Many factors, including resources, class numbers, training package changes, RTO availability and so on may result in certificates not being offered, certificates changing or certificates being added.

Students must check Course prerequisites before making course selections for embedded VET certificates. **Each VET certificate a child enrolls in will attract an additional VET levy to be charged to the school fees account in Term 1, 2017.**

LEARNING AREA	VET CERTIFICATE	COURSE SELECTION
HASS	Certificate III in Tourism	Certificate III in Tourism
PE	Certificate II in Sport and Recreation	Certificate II in Sport and Recreation
T & E	Certificate II in Applied Fashion Design & Technology	Certificate II in Applied Fashion Design & Technology
T & E	Certificate II in Business	Certificate II in Business
T & E	Certificate II in Engineering Pathways	Certificate II in Engineering Pathways
T & E	Certificate II in Hospitality*	Certificate II in Hospitality
T & E	Certificate II in Information Digital Media and Technology	Certificate II in Information Digital Media and Technology
The Arts	Certificate II in Visual Art	Certificate II in Art
Music	Certificate II in Music **	Certificate II in Music ****
VET	Certificate II Skills for Work and Vocational Pathways	Certificate II Skills for Work and Vocational Pathways

**PLEASE NOTE:**

\* Students **MUST** have successfully completed the Certificate I in Hospitality during Year 11, 2016 to select the Certificate II in Hospitality for Year 12, 2017. Similarly, students **MUST** have successfully completed Certificate II in Music during Year 11, 2016 to select. Students who have not, will likely only complete the Certificate I Industry qualification.

\*\* Certificate II in Music is a continued course from Year 11. No new students may apply for this course.

## **CERTIFICATE II IN APPLIED FASHION DESIGN AND TECHNOLOGY**

This qualification aims to give students an introductory overview of fashion design. It also includes a series of units targeted at the unique fashion and textile designs used in indigenous Australian culture. It is a practical course that focuses on design through learning techniques, using the sewing machine and producing a simple garment. Students will gain an understanding on the design process of fashion designers from market research, fashion forecasting, designing through to production. They will gain practice in planning, designing, through to the production of a textile item. They will learn basic manufacturing techniques appropriate to their design to produce their garment while adhering to workplace practices, OH&S standards and quality standards that are relevant to the textile industry. Further training pathways from this qualification include LMT301407 Certificate III in Applied Fashion Design and Technology. Career options include a fashion designer, dressmaker, theatre costume maker and designer, clothing machinist and clothing patternmaker.

## **CERTIFICATE II IN BUSINESS**

The Certificate II in Business provides students with invaluable skills that will enable them to work in different business situations. These skills include communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. It is an excellent opportunity for students to take the first steps into the business world & enhance their work-ready skills.

The Year 12 students will also operate the La Salle College Stationery Shop – Simply Stationery during Semester 1. This will give them the opportunity to put into practice the skills they will learn during the course.

## **CERTIFICATE II IN ENGINEERING PATHWAYS**

This is a **metalwork** course concentrating on metal fabrication and machining. Personal projects as well as set projects will be completed to build skills in welding, shaping, forming and finishing metal using a variety of techniques. The focus is on accuracy and industry skills in order to prepare students for a future in the engineering industry.

**Students will be required to attend extra workshop sessions during the exam periods to fulfil the VET requirements stated in the training packages.**

## **CERTIFICATE II IN FURNITURE MAKING**

(Pre-Apprenticeship) MSF20313

The subjects taught during this course align closely with the first year of study in a Cabinet Making apprenticeship. This course is a unique National Curriculum Certificate II program. Polytechnic West delivers the qualification in partnership with La Salle College.

This course is completed in the school workshop/classroom environment over a 12 month period and as part of this Polytechnic West qualification, students will also be immersed into **\*work placement** with a cabinet making firm. Students will undertake both theory and practical lessons with highly skilled Polytechnic West lecturers. Students will assemble and finish furniture projects based upon the required skills and knowledge set by industry.

**\*Work placement** comprises of three one week blocks during the School holidays. Students will also be required to attend extra workshop sessions during the exam periods to fulfil the VET requirements stated in the training packages.

**For more information regarding this course please see the Vet Coordinator in the Careers office.**

## **CERTIFICATE II IN HOSPITALITY**

In delivering and assessing this training package, parents and students must remember that the student is preparing to work in industry. This programme must prepare students to be assessed to industry standards in order for them to receive certification. Students will be expected to be able to prepare meals to industry standards and expectations, liaise with the restaurant, prepare and serve food to others during school functions, explain menus, serve non-alcoholic beverages, work safely and quickly meeting industry timeframes.

**Students who did not complete Certificate I in Hospitality in Year 11, 2016 will be provided the opportunity to complete the Certificate I in Hospitality in Year 12, 2017.**

## **CERTIFICATE II IN INFORMATION DIGITAL MEDIA AND TECHNOLOGY**

Certificate II in Information Digital Media and Technology is designed to provide students with the skills and knowledge needed to:

- operate computers,
- operate associated equipment, and
- operate software applications effectively in the workplace.

This nationally recognised course addresses the needs of students looking to work in the modern office environment, where computer-based technology plays an integral part. Students develop their proficiency in creating, storing, editing, manipulating and presenting information using digital media. Students will use the elements of multimedia such as images, video, and audio to enhance their final products and be given an opportunity to enter suitable competitions to showcase their expertise.

This certificate also covers workplace health and safety and how personal computers can affect health. Students develop an appreciation of how information technology systems are found in everyday situations and the uses of information networks within computing. Certificate II Information Technology graduates can look forward to careers in the information communications technology sector or can use this as the foundation for further tertiary study.

## **CERTIFICATE II IN MUSIC**

This program is designed to allow students to further develop skills gained in Year 11 and will prepare them for employment in the Music Industry. Assessment tasks will be delivered in the forms of traditional testing, composition, research tasks and performance.

**Certificate II in Music is a continued course from Year 11. No new students may apply for this course.**

## **CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS**

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is most suitable to individuals who require a pathway to employment or vocational training along with those desiring to develop employability skills.

Students who participate in this certificate **must** complete the ADWPL Onsite Work Experience Program as well.

## **CERTIFICATE II IN SPORT AND RECREATION**

The Certificate II in Sport and Recreation provides students with invaluable skills that will enable them to work in different aspects of the Sport and Recreation Industry. These skills include communication, teamwork, first aid, planning and organising coaching sessions, self-management, equipment management and technology. It is an excellent opportunity for students to take the first steps into the industry & enhance their knowledge and work-ready skills with the focus of coaching others.

The Year 12 students will also be involved in practical lessons which will require them to have the following:

Sport Uniform

Tracksuit

College Sports bag

College sports socks

Appropriate running shoes required for running and movement

## **CERTIFICATE III IN TOURISM**

This course is designed to allow students to further develop skills gained in the Certificate II level. The majority of this course is to be completed through practical projects. This qualification provides a pathway to work in many tourism industry sectors including tour operators, visitor information centres, attractions, cultural and heritage sites and any small tourism business. This qualification is skills based, concentrating on practical industry knowledge such as customer service, event planning, visitor information, tour operating, and destination investigation.

## **CERTIFICATE II IN VISUAL ART**

This certificate is designed for those students who have an interest in creating art works. The focus is on building basic skills and students have the chance to explore a variety of art mediums such as painting, screen printing, drawing and sculpture. The majority of this course involves hands on application, although there is a small amount of written work involved. To undertake this course, students do not need any prior arts skills or experience, just a passion for the subject. This course leads directly into Certificate III in Visual Arts.

## YEAR 12 2017 COURSE PREREQUISITES

Course	Unit	Prerequisites
Religion and Life	ATAR Units 3 and 4  General Units 3 and 4	Year 11 Religion & Life ATAR – Grade B Year 11 English ATAR – Grade B Year 11 Literature ATAR – Grade C No prerequisites
Accounting and Finance	ATAR Units 3 and 4	Year 11 ACF ATAR
Chemistry	ATAR Units 3 and 4	Year 11 Chemistry ATAR – Grade C or higher
Children, Family & Community	General Units 3 and 4	Year 11 preferable
Dance	ATAR Units 3 and 4	60% pass in Year 11 Dance ATAR
Design: Photography	General Units 3 and 4	Year 11 preferable
Design: Technical Graphics	General Units 3 and 4	Year 11 preferable
Drama	ATAR Units 3 and 4	60% pass in Year 11 Drama ATAR
English	ATAR Units 3 and 4 General Units 3 and 4	60% in Year 11 English ATAR No prerequisites
Food Science and Technology	General Units 3 and 4	Year 11 preferable
Geography	ATAR Units 3 and 4	Year 11 Geography ATAR – High C Year 11 English ATAR – High C
Human Biology	ATAR Units 3 and 4	Year 11 Human Biology ATAR – Grade C or higher
Integrated Science	General Units 3 and 4	No prerequisites
Literature	ATAR Units 3 and 4	60% in Year 11 Literature ATAR
Materials, Design & Technology – Wood	General Units 3 and 4	Year 11 preferable
Mathematics	Essentials Applications Methods Specialist	No prerequisites Year 11 Applications ATAR – Grade C Year 11 Methods ATAR – Grade C Year 11 Specialist ATAR – Grade C
Modern History	ATAR Units 3 and 4	Year 11 History ATAR – High C Year 11 English ATAR – High C
Physical Education	ATAR Units 3 and 4	Year 11 Physical Education ATAR Grade C
Physics	ATAR Units 3 and 4	Year 11 Physics ATAR – Grade C or higher
Psychology	ATAR Units 3 and 4	Year 11 Psychology ATAR – Grade C
Visual Art	ATAR Units 3 and 4	Year 11 Visual Art ATAR