

La Salle College



Year 12

2018

Curriculum Handbook

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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 2018.

La Salle College provides extensive choice and opportunities for young people in courses leading to achievement of the Western Australian Certificate of Education (WACE), TAFE 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 TAFE 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 (Arts/Languages/Social Sciences) or B (Maths/Science/Technologies). All students must complete at least one course from each list for Graduation purposes. VET Certificates are not considered as a List A or List B course.

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.

TAFE

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.

TAFE ENTRANCE

Vocational Education and Training (VET) has become increasingly important to school leavers seeking to join the workforce. TAFE 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 TAFE provider.

TAFE 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. TAFE can be a stepping stone to further education. For example, a student can commence studies at a TAFE provider, get credit for the work completed and apply for university entrance.

TAFE Entry

The criteria used to determine entry to a TAFE 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 TAFE. Students who wish to enter competitive courses, need to examine the specific entrance criteria very carefully in order to optimise their entry chances. The TAFE 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 TAFE 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.

TAFE 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 TAFE 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 TAFE 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 TAFE 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 TAFE should visit www.tafechoices.com and research course entrance requirements.

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 2019 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** nor can you count **Mathematics Applications** with **Mathematics Methods**. Students should consult the 2019 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 2017 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 2018 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.

LIST A		
(Arts/Languages/Social Science)		
LEARNING AREA	YEAR 11	TYPICAL PROGRESSION TO YEAR 12
Religion and Life	Religion and Life ATAR Course Unit 1 and Unit 2	Religion and Life ATAR Course Unit 3 and Unit 4
	Religion and Life General Course Unit 1 and Unit 2	Religion and Life General Course Unit 3 and Unit 4
English	English ATAR Course Unit 1 and Unit 2	English ATAR Course Unit 3 and Unit 4
	English General Course Unit 1 and 2	English General Course Unit 3 and Unit 4
	Literature ATAR Course Unit 1 and Unit 2	Literature ATAR Course Unit 3 and Unit 4
Humanities and Social Sciences	Accounting and Finance ATAR Course Unit 1 and Unit 2	Accounting and Finance ATAR Course Unit 3 and Unit 4
	Business Management & Enterprise General Course Unit 1 and Unit 2	Certificate II in Business (VET)
	Economics ATAR Course Unit 1 and Unit 2	Economics ATAR Course Unit 3 and Unit 4
Technologies	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 ATAR Course Unit 3 and Unit 4
	Dance General Course Unit 1 and Unit 2	Dance General Course Unit 3 and Unit 4
	Drama ATAR Course Unit 1 and Unit 2	Drama ATAR Course Unit 3 and Unit 4
	Visual Art ATAR Course Unit 1 and Unit 2	Certificate II in Visual Art
Careers/ Onsite	Career & Enterprise General Course Unit 1 and Unit 2	Certificate II in Skills for Work and Vocational Pathways

LIST B
(Mathematics/Science/Technologies)

LEARNING AREA	YEAR 11	TYPICAL PROGRESSION TO YEAR 12
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 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 4
Science	Biology ATAR Course Unit 1 and Unit 2 Chemistry ATAR Course Unit 1 and Unit 2 Earth and Environmental Science Course Unit 1 and Unit 2 Human Biology 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	Biology ATAR Course Unit 3 and Unit 4 Chemistry ATAR Course Unit 3 and Unit 4 Earth and Environmental Science Course Unit 3 and Unit 4 Human Biology 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
Technologies	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 Materials Design and Technology – Wood General Course Unit 1 and Unit 2 Certificate II in Applied Fashion Design and Technology (VET)	Certificate II Information Digital Media and Technology (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 Materials Design and Technology – Wood General Course Unit 3 and Unit 4 Materials Design and Technology – Textiles General Course Unit 3 and Unit 4

VOCATIONAL EDUCATION & TRAINING (VET)

Arts	Certificate II in Visual Arts
Health and Physical Education	Certificate II in Sport and Recreation
Music	Certificate II/III in Music
Technologies	Certificate II in Business
	Certificate II in Engineering Pathways
	Certificate II in Furniture Making
	Certificate II in Hospitality
	Certificate II in Information, Digital Media and Technology
VET	Certificate II in Skills for Work and Vocational Pathways

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, if required.
2. Successful completion of the Onsite Program contributes towards achievement of the WACE and contributes to TAFE 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 Skills for Work and Vocational Pathways.**
5. There is a cost attached to the Onsite Program. It is anticipated that a fee of approximately \$520 will be charged in Term One 2018.

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.

* La Salle College will consider Externally Provided Certificates, however, Onsite fees may be incurred for resources, administration and teaching time for students who partake.

RELIGION AND LIFE (REL)

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

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Aims

The Biology ATAR course aims to develop students’:

- sense of wonder and curiosity about life and respect for all living things and the environment
- understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Unit 3 – Continuity of species

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

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

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.

GENERAL COURSE UNIT 3 and UNIT 4

UNIT 3 Popular Culture

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

Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance element, choreographic processes, technologies and design concepts that reflect current popular trends.

The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.

UNIT 4 Australian Dance

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

Through practical lessons, students incorporate safe dance practices and demonstrate consistent improvement in physical competencies in acquiring genre-specific technique. Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence.

An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own dance heritage.

Assessment

Students will complete a variety of Production (65%), Response (20%), and Externally Set (15%) 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 course will develop in students an 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

Technical graphics is the visual communication of ideas and designs which are transmitted among engineers, architects, designers and draftspersons and then conveyed across working drawings to tradesman, such as on the site of a new home.

The course involves architectural, mechanical and freehand drawing techniques as well as including some graphic design, illustrations, rendering and geometric drawings. Tasks will be completed using both CAD software and freehand skills. The course is designed to give students a basic grounding in future fields such as Architecture and Drafting.

Students who intend to enrol in Metals or Furniture Courses, intend on following an engineering or drafting careers pathway are strongly advised to have a sound background in Technical Graphics.

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

Portfolio development illustrating the design process

Externally Set Task

Research projects

Materials

A3 display folder

HB and 2H pencils

Colour pencils

Rule

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.

ATAR COURSE UNIT 3 & UNIT 4

Earth and environmental science is a multifaceted field of inquiry that focuses on interactions between the Earth's geosphere, hydrosphere, atmosphere and biosphere, and on dynamic, interdependent relationships that have developed between these components. Earth and environmental scientists consider how these relationships produce environmental change over a variety of timescales. To do this, they integrate knowledge, concepts, models and methods drawn from geology, biology, physics and chemistry in the study of Earth's ancient and modern environments. Earth and environmental scientists strive to understand past and present processes so that reliable and scientifically-defensible predictions can be made about the future.

AIMS

The Earth and Environmental Science ATAR course aims to develop students':

- interest in earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of interacting systems, including the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate science understandings, findings, arguments and conclusions using appropriate representations and formats.

UNIT 3 Managing Earth Resources

Students examine renewable and non-renewable resources, the implications of producing these resources, and associated management approaches.

UNIT 4 Earth Hazards and Climate Change

Students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted and managed to reduce their impact on Earth environments.

ATAR COURSE UNIT 3 and UNIT 4

Rationale

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Course Outline

The Economics course is divided into two content areas:

UNIT 3 Australia and the global economy

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

UNIT 4 Economic policies and management

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

Assessment

Data interpretation/Short answer

An answer of less than 150 words that can include discuss, explain or analyse an economic concept, event or issue. Formats can include: multiple-choice questions, calculations and/or short answer questions that can require a definition, description, explanation or application of economic concepts, theories and/or models. Typically questions require students to interpret real or hypothetical economic data or information, such as graphs, tables, text or cartoons. Typically tasks are a combination of these formats. At least two data interpretation/short answer tasks should be administered under test conditions.

Extended answer

The question can require a description, discussion, explanation and/or analysis of an economic concept, event or issue, and the application of economic theories and/or models. The question can include stimulus material. Formats can include: an essay, a sectionalised long answer, an investigation and/or a response to a scenario or a case study. At least two extended answer tasks should be 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

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. 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

Course work - Practical Tasks, Externally Set Task, Theory Tasks and Tests

Materials

Textbook

2 x A4 display folders

1 litre reusable food container

ATAR COURSE UNIT 3 and UNIT 4

Course Outline

Study of the Health Studies ATAR course allows students to explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health.

Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Materials

Textbook

File

ATAR COURSE UNIT 3 and UNIT 4

Course Outline

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

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 homonids.

INTEGRATED SCIENCE (ISC)

GENERAL COURSE UNIT 3 and UNIT 4

Course Outline

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 - TEXTILES (MDTT)

GENERAL COURSE UNIT 3 and UNIT 4

Course Outline

The Materials Design and Technology General course is a practical course with a textiles focus. The Technology Process will be integrated into their tasks, where they will design, manufacture and evaluate products as a major focus of the course. Students have the opportunity to develop and practice skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practice manufacturing processes and technologies, including principles of design, planning and management. This practical course enables students to learn about design fundamentals and skills. There is a focus on understanding the nature and properties of materials, by understanding the vast range of practical applications of textiles in today's society. Some of the tasks that students will produce throughout the year are a denim overnight bag and a hoodie.

Assessment

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

Materials

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.

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 or Apron

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) GENERAL COURSE 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) ATAR COURSE 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) ATAR COURSE

UNIT 3 and UNIT 4

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) ATAR COURSE

UNIT 3 and UNIT 4

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

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

Course Outline

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

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

Course Outline

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.

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 64 64 is 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	www.curtin.edu.au
Edith Cowan University	www.ecu.edu.au
Murdoch University	www.murdoch.edu.au
University of Western Australia	www.uwa.edu.au
University of Notre Dame	www.nd.edu.au
Western Australian Academy of Performing Arts	www.waapa.ecu.edu.au
CQ University	www.cqu.edu.au

TAFE (TAFE) Websites:

North Metro TAFE	www.northmetrotafe.wa.edu.au
South Metro TAFE	www.southmetrotafe.wa.edu.au
Training WA	www.trainingwa.wa.gov.au
TAFE Choices	www.tafechoices.com

Career Planning:

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

VOCATIONAL EDUCATION & TRAINING (VET)

A list of the proposed VET Certificates La Salle College will be offering in 2018 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, TAFE and private training providers.

We encourage those students who intend on pursuing TAFE 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 (2018) students as to what VET courses we are proposing to offer in 2018.

Below is the **PROPOSED** VET certificates to be offered at La Salle in Year 12, 2018. 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, 2018.**

LEARNING AREA	VET CERTIFICATE	COURSE SELECTION
PE	Certificate II in Sport and Recreation	Certificate II in Sport and Recreation
Technologies	Certificate II in Business	Certificate II in Business
Technologies	Certificate II in Engineering Pathways	Certificate II in Engineering Pathways
Technologies	Certificate II in Hospitality*	Certificate II in Hospitality
Technologies	Certificate II in Information Digital Media and Technology	Certificate II in Information Digital Media and Technology
The Arts	Certificate II in Visual Arts	Certificate II in Visual Arts
Music	Certificate II/III in Music **	Certificate II/III in Music
VET	Certificate II Skills for Work and Vocational Pathways	Certificate II Skills for Work and Vocational Pathways
VET	Certificate II Electrical – Data & Voice Communication	Supported by Onsite
VET	Certificate II Pre-Apprenticeship Plumbing and Gas Fitting	Supported by Onsite
VET	Certificate II Hairdressing	Supported by Onsite

PLEASE NOTE:

* Students **MUST** have successfully completed the Certificate I in Hospitality during Year 11, 2017 to select the Certificate II in Hospitality for Year 12, 2018. .

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

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. Failure to attend these extra workshop sessions will severely hamper their ability to successfully complete the course.

CERTIFICATE II in FURNITURE MAKING

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. North Metro TAFE 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 North Metro TAFE 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, 2017 will not be permitted to select this course.

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.

Students will be required to attend extra workshop sessions outside of regular school hours, including during the exam periods, to fulfil the VET requirements stated in the training packages.

CERTIFICATE II/III in Music Industry

This program is designed to allow students to further develop skills gained in Years 7 to 10 and will prepare them for employment in the Music Industry. Students who have not previously studied or learnt an instrument are welcome; however, experience on one of the following instruments would be beneficial: guitar, drums, piano or vocal. Assessment tasks will be delivered in the forms of traditional testing, composition, research tasks and performance.

Students wishing to enrol in the Certificate II in Music Industry Course must have previously completed the Certificate II in Music Industry. New students may apply for Certificate I in Music Industry only.

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 II IN VISUAL ARTS

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 2018 COURSE PREREQUISITES

Course	Unit	Prerequisites
Religion and Life	ATAR Units 3 and 4	Year 11 Religion & Life ATAR – Grade C
	General Units 3 and 4	Year 11 Religion & Life General – Grade A
Accounting and Finance	ATAR Units 3 and 4	Year 11 ACF ATAR – Grade C
Biology	ATAR Units 3 and 4	Year 11 Biology ATAR – Grade C
Chemistry	ATAR Units 3 and 4	Year 11 Chemistry ATAR – Grade C
Children, Family & Community	General Units 3 and 4	Year 11 preferable
Dance	ATAR Units 3 and 4	Year 11 Dance ATAR - 60%
	General Units 3 and 4	Year 11 preferable
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	Year 11 Drama ATAR - 60%
Earth & Environmental Science	ATAR Units 3 and 4	Year 11 Earth & Environment Science ATAR – Grade C
Economics	ATAR Units 3 and 4	Year 11 Economics ATAR – Grade C
English	ATAR Units 3 and 4	Year 11 English ATAR - 60%
	General Units 3 and 4	No prerequisites
Food Science and Technology	General Units 3 and 4	Year 11 preferable
Health Studies	ATAR Units 3 and 4	Year 11 Health Studies ATAR – Grade C
Human Biology	ATAR Units 3 and 4	Year 11 Human Biology ATAR – Grade C
Integrated Science	General Units 3 and 4	No prerequisites
Literature	ATAR Units 3 and 4	Year 11 Literature ATAR - 60%
Materials, Design & Technology – Textiles	General Units 3 and 4	Year 11 preferable
Materials, Design & Technology – Wood	General Units 3 and 4	Year 11 preferable
Mathematics	Essentials	No prerequisites
	Applications	Year 11 Applications ATAR – Grade C
	Methods	Year 11 Methods ATAR – Grade C
	Specialist	Year 11 Specialist ATAR – Grade 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
Psychology	ATAR Units 3 and 4	Year 11 Psychology ATAR - Grade C