

La Salle College



Year 12

2020

Curriculum Handbook

INDEX

| | | | PAGE |
|-------------|---|---|------|
| | Introduction | | 2 |
| | Glossary of Terms | | 3 |
| | Factors to be considered | | 5 |
| | Prerequisites to attempt courses | | 5 |
| | TAFE Entrance | | 6 |
| | University Entrance | | 8 |
| | Courses Offered at La Salle College | | 12 |
| | Onsite Workplace Learning | | 14 |
| | | | |
| CODE | COURSE | UNIT | |
| REL | Religion and Life | ATAR Course Units 3 & 4 General Course Units 3 & 4 | 15 |
| ACF | Accounting and Finance | ATAR Course Units 3 & 4 | 16 |
| BLY | Biology | ATAR Course Units 3 & 4 | 17 |
| CHE | Chemistry | ATAR Course Units 3 & 4 | 18 |
| CFC | Children, Family and Community | General Course Units 3 & 4 | 19 |
| DAN | Dance | ATAR Course Units 3 & 4 | 20 |
| DESP | Design: Photography | General Course Units 3 & 4 | 21 |
| DEST | Design: Technical Graphics | General Course Units 3 & 4 | 22 |
| DRA | Drama | ATAR Course Units 3 & 4 | 23 |
| EES | Earth & Environmental Science | ATAR Course Units 3 & 4 | 24 |
| ECO | Economics | ATAR Course Units 3 & 4 | 25 |
| ENG | English | ATAR Course Units 3 & 4 General Course Units 3 & 4 | 26 |
| FST | Food Science and Technology | General Course Units 3 & 4 | 27 |
| GEO | Geography | ATAR Course Units 3 & 4 | 28 |
| HEA | Health Studies | ATAR Course Units 3 & 4 | 29 |
| HIM | History Modern | ATAR Course Units 3 & 4 | 30 |
| HBY | Human Biology | ATAR Course Units 3 & 4 General Course Units 3 & 4 | 32 |
| LIT | Literature | ATAR Course Units 3 & 4 | 34 |
| MDTT | Materials Design and Technology - Textiles | General Course Units 3 & 4 | 35 |
| MDTW | Materials Design and Technology – Wood | General Course Units 3 & 4 | 36 |
| MAE | Mathematics Essential | General Course Units 3 & 4 | 37 |
| MAA | Mathematics Applications | ATAR Course Units 3 & 4 | 37 |
| MAM | Mathematics Methods | ATAR Course Units 3 & 4 | 37 |
| MAS | Mathematics Specialist | ATAR Course Units 3 & 4 | 38 |
| ODE | Outdoor Education | General Course Units 3 & 4 | 39 |
| PES | Physical Education Studies | ATAR Course Units 3 & 4 | 41 |
| PHY | Physics | ATAR Course Units 3 & 4 | 43 |
| PSY | Psychology | ATAR Course Units 3 & 4 | 44 |
| VAR | Visual Art | ATAR Course Units 3 & 4 | 45 |
| | Careers Information | | 46 |
| VET | VOCATIONAL EDUCATION & TRAINING | | 47 |
| VBUS | Certificate II in Business | | 49 |
| VHOS | Certificate II in Hospitality | | 49 |
| VMUS | Certificate II/III in Music Industry | | 49 |
| VVOCPA | Certificate II in Skills for Work and Vocational Pathways | | 49 |
| VSPR | Certificate II in Sport and Recreation | | 50 |
| VVAR | Certificate II in Visual Arts | | 50 |
| | Year 12 2020 Course Prerequisites | | 51 |

INTRODUCTION

This booklet sets out to provide information for students whose career paths will take them on to Year 12 in 2020.

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. **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 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 Applicants who can demonstrate minimum literacy and numeracy skills will be assessed and ranked against the following criteria.

1. Academic achievement – Maximum 60 points.

Derived from the highest points from either;

- Secondary education results; or
- Completed AQF qualifications

2. Work history – Maximum 30 points.

Credited for total hours worked at 0.003 points per hour

- Employment
- Work experience
- Community service/volunteer work

Applicants for courses need to demonstrate a minimum literacy and numeracy skills “C” Grade in Year 10 English and Maths or equivalent.

OLNA or NAPLAN 9 Band 8 or AQF qualification based on the qualification level stated in the TAFE admissions guide for entry into full time courses.

Students applying to TAFE should visit www.northmetrotafe.wa.edu.au or www.southmetrotafe.wa.edu.au 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.

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 2020 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 2020 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 |
| History Modern 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 |
| History Modern 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 2019 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.

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 2020 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) |
| | Geography ATAR Course Unit 1 and Unit 2 | Geography ATAR Course Unit 3 and Unit 4 |
| | History Modern ATAR Course Unit 1 and Unit 2 | History Modern ATAR Course Unit 3 and Unit 4 |
| Health | Health Studies ATAR Course Unit 1 and Unit 2 | Health Studies 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 |
| | 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 | Visual Art ATAR Unit 3 and Unit 4 |
| Careers/Onsite | Career & Enterprise General Course Unit 1 and Unit 2 | Certificate II in Skills for Work and Vocational Pathways |

LIST B
(Mathematics/Science/Technologies)

| LEARNING AREA | YEAR 11 | TYPICAL PROGRESSION TO YEAR 12 |
|-------------------------------|--|--|
| Health and Physical Education | Physical Education Studies General Course Unit 1 and Unit 2 Physical Education Studies ATAR Course Unit 1 and Unit 2 Outdoor Education General Course Unit 1 and Unit 2 | Certificate II in Sport and Recreation Physical Education Studies ATAR Course Unit 3 and Unit 4 Outdoor Education General 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 Human Biology 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 Course 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 Materials Design and Technology – Textiles General Course Unit 1 and Unit 2 | Certificate II Information Digital Media and Technology (VET) Design – Photography General Course Unit 1 and Unit 2 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 |
| HaSS | Certificate II in Business |
| Health and Physical Education | Certificate II in Sport and Recreation |
| Music | Certificate II/III in Music |
| Technologies | Certificate II in Engineering Pathways |
| | Certificate III in Furniture Making |
| | Certificate II in Hospitality |

| | |
|--------------------|---|
| Careers/Onsite/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 \$550 will be charged in Term One 2020.
6. TAFE or Specialist Courses may require holiday commitments, with some commencing in mid-January each year.

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.

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).

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.

Assessment

A variety of in class assessments

Examinations

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 COURSE 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

Production Tasks (50%), Investigation Tasks (25%), Externally Set Task (15%) and Response Tasks (10%).

DANCE (DAN)

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 – Product design

The focus for this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

The list of learning foci below is not exhaustive:

- Photography: magazine design; fashion label design; fashion photography; design of a billboard; product advert; still life photography; advertising photography; product advertisements; product catalogue; landscape photography; food photography/styling

Unit 4 – Cultural design

The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs; and that different forms of visual communication transmit these values and beliefs.

The list of learning foci below is not exhaustive:

- Photography: festival posters; band promotions; harmony day; portrait, formal portrait photography; social/cultural documentary; community/social photographic studies; Fashion campaign poster; self-image; family portrait album; band poster design; stereotype; montage photography; portrait photography; documentary

Assessment

Production tasks following a design process (65%); response tasks (20%); Externally Set Task (15%).

GENERAL COURSE 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, Wood 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

Production tasks following a design process (65%); response tasks (20%); Externally Set Task (15%).

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 (ENG)

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, texts from the past, texts from Australia and texts from 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 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.

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. This includes refining language skills 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. The aim is 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.

Assessment

All classes have a common Assessment Outline. Assessments are moderated to ensure reliability and comparability. Students write examinations.

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 - Production Tasks (40%), Investigation Tasks (30%), Externally Set Task (15%) and Response Tasks (15%).

ATAR COURSE UNIT 3 and UNIT 4

Rationale

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

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability and the degree of commitment towards sustainable development.

Course Outline

The Geography course is divided into two content areas:

UNIT 3 Global Environmental Change

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

UNIT 4 Planning Sustainable Places

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

Assessment

Geographical inquiry:

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

Fieldwork/practical skills

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

Short and extended response

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

Examination:

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

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.

This course will prepare students for a variety of career and employment pathways in a range of health and community service industries, post-school. 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.

Unit 3

This unit focuses on the health of specific populations and reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

Unit 4

This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

Assessment

Assessments include a variety of written tests, investigations, assignments and examinations.

HISTORY MODERN (HIM)

ATAR COURSE UNIT 3 and UNIT 4

Rationale

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

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

Course Outline

The History Modern course is divided into two content areas:

UNIT 3 Modern nationals in the 20th century

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

UNIT 4 The modern world since 1945

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

Assessment

Historical inquiry

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

Explanation

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

Source analysis

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

Examination

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

HUMAN BIOLOGY (HBY)

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.

GENERAL COURSE UNIT 3 and UNIT 4

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

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

Organisation

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

Unit 3 – Coordination

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

The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function.

Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. They are encouraged to interpret and communicate their findings in a variety of ways.

Unit 4 – Infectious Disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways.

Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines.

Improvement in technology and transportation has resulted in humans becoming less geographically isolated, resulting in the transmission of disease becoming an increasing global issue. The frequency of particular diseases in geographical areas is dependent upon population density and standards of sanitation and health services.

Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in a variety of ways.

Assessment

Practical tests, modelling and simulations, data analysis, investigations, extended response, written tests.

LITERATURE (LIT)

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 is 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.

Assessment

Assessments are moderated to ensure reliability. Students write examinations.

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 Design 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 (50%), Design Briefs, Externally Set Tasks and other Response tasks.

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 (50%), Design Briefs, Externally Set Tasks and other Response tasks.

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

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

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

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

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 2020 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.

General COURSE UNIT 3 and UNIT 4

Course Outline

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk and identify and apply appropriate management strategies and emergency response procedures.

The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment. It assists students to develop a relationship with nature and empowers them to work toward achieving an ecologically sustainable world.

The opportunity to explore environmental management strategies related to activities in the outdoors is provided. Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important.

The course will prepare students for career and employment pathways in areas, such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education and the many unforeseen areas evolving in the outdoors industry.

Students require the full College sports uniform, including College cap and socks, and shoes suitable for movement.

Suitable outdoor adventure activities may include:

- abseiling
- bushwalking
- canoeing
- caving
- climbing
- kayaking
- mountain biking
- orienteering
- sea kayaking
- snorkelling

ASSESSMENTS

A variety of assessments are included in the Outdoor Education General program. These include assignments, tests, log books, planners and expeditions. There are NO examinations in the General course.

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. Students require the full College sports uniform, including College cap and socks, and shoes suitable for movement.

Prescribed list of sports for practical (performance) WACE examination

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

GENERAL COURSE UNIT 3 and UNIT 4

Course Outline

The Physical Education Studies General 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 General 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.

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 GENERAL Year 12 syllabus, the focus of study is on two sports that will challenge and engage students. This can include Volleyball, Ultimate Frisbee, Touch Rugby and Badminton. Students require the full College sports uniform, including College cap and socks, and shoes suitable for movement.

ASSESSMENTS

A variety of assessments are included in the General Physical Education Studies program. These are allocated to 50% theory and 50% practical. Assessments can include assignments, tests, investigations and practical components. There are NO examinations in the General course.

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.

ATAR COURSE UNIT 3 and UNIT 4

UNIT 3 Commentaries

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

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

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

UNIT 4 Points Of View

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

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

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

ASSESSMENT

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

CAREERS INFORMATION

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

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

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

The Career Development Centre, Department of Training and Workplace Development (DTWD), GPO Building, Level 7, 3 Forrest Place, Perth. Telephone: 13 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 La Salle College Careers Advisor.

For your information the following websites are great starting points:

University Websites:

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|---|--|
| 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:

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|------------------|--|
| North Metro TAFE | www.northmetrotafe.wa.edu.au |
| South Metro TAFE | www.southmetrotafe.wa.edu.au |
| Training WA | www.trainingwa.wa.gov.au |

Career Planning:

| | |
|---------------------------------------|--|
| Apprenticeship Office | www.dtwd.wa.gov.au |
| Apprenticeship & Traineeship Services | www.amaats.com.au |
| Career Centre | www.careercentre.dtwd.wa.gov.au |
| Graduate Opportunities | www.graduateopportunities.com |
| Job Outlook | http://joboutlook.gov.au |
| My Future | www.myfuture.edu.au |
| Studentbox | www.studentbox.com.au |

VOCATIONAL EDUCATION & TRAINING (VET)

A list of the proposed VET Certificates La Salle College will be offering in 2020 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 (2020) students as to what VET courses we are proposing to offer in 2020.

Below is the **PROPOSED** VET certificates to be offered at La Salle in Year 12, 2020. 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, 2020.**

| LEARNING AREA | VET CERTIFICATE | COURSE SELECTION |
|---------------|--|--|
| PE | Certificate II in Sport and Recreation** | Certificate II in Sport and Recreation |
| HaSS | 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** |
| 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 |
| VET | Certificate II Construction Pathways | Supported by Onsite |
| VET | Certificate III Early Childhood & Education | Supported by Onsite |

PLEASE NOTE:

** 2 Year Program

*** Please contact LAC Music if you have not studied Music in Year 11.

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 HOSPITALITY

Over the course of 2 years, students are trained to perform front of house duties including: explaining menus, catering for functions, working safely and quickly while meeting industry timeframes and use a commercial coffee machine to prepare and serve Espresso Coffees. Students are expected to organise and participate in functions, both in and out of normal school hours, as part of their assessments throughout the year.

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, owning and 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 III in Music Industry Course must have previously completed the Certificate II in Music Industry. New students may apply for Certificate II 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

This is a two-year programme so students must successfully complete the Year 11 course to receive full certification in Year 12.

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.

This is a two year programme so students must successfully complete the Year 11 course to receive full certification in Year 12.

YEAR 12 2020 COURSE PREREQUISITES

| COURSE | GENERAL/ ATAR | PREREQUISITES |
|---|------------------|-------------------------|
| Religion & Life | ATAR General | 50% No prerequisites |
| Accounting & Finance | ATAR | 55% |
| Applied Information Technology | General | No prerequisites |
| Biology | ATAR | 60% |
| Business Management & Enterprise | General | No prerequisites |
| Chemistry | ATAR | 60% |
| Children Family and Community | General | No prerequisites |
| Dance | ATAR | 60% |
| Design - Photography | General | No prerequisites |
| Design - Technical Graphics | General | No prerequisites |
| Drama | ATAR | 60% |
| Earth & Environmental Science | ATAR | 55% |
| Economics | ATAR | 55% |
| English | ATAR General | 60% No prerequisites |
| Food Science & Technology | General | No prerequisites |
| Geography | ATAR | 55% |
| Health Studies | ATAR | 60% |
| History - Modern | ATAR | 55% |
| Human Biology | ATAR General | 60% No prerequisites |
| Literature | ATAR | 60% |
| Materials Design and Technology – Textiles | General | No prerequisites |
| Materials Design and Technology – Wood | General | No prerequisites |
| Mathematics Essential | General | No prerequisites |
| Mathematics Applications | ATAR | |
| Mathematics Methods | ATAR | |
| Mathematics Specialist (Must do Methods) | ATAR | |
| Outdoor Education | General | No prerequisites |
| Physical Education | ATAR General | 60% No prerequisites |
| Physics | ATAR | 60% |
| Psychology | ATAR | 60% |
| Visual Arts | ATAR | 60% |
| VET Certificates | VET | No prerequisites |